

Empathy Charades

Respectful Relationships

To practise understanding and responding to how others might feel in different situations through movement, role-play, and discussion.



Learning Intentions

Students learn to recognise how someone else might feel in different situations.

This supports students in building emotional awareness and perspective-taking.

Students aim to act and respond with empathy.

This encourages students to identify and model kind, caring behaviour.

Students explore how to talk about ways to help others feel better.

This develops verbal communication around emotions and supportive actions.



Success Criteria

Empathy Awareness:

Students can identify and name emotions shown by others through body language and facial expressions.

Perspective-Taking:

Students can reflect on how others might feel in everyday school scenarios.

Supportive Behaviour:

Students can describe kind, helpful ways to respond to others' emotions.



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Objective:

To practise understanding and responding to how others might feel in different situations through movement, role-play, and discussion.

Players:

Whole class or small groups of 4–6 students.

Materials:

- Scenario cards (e.g. “Someone drops their lunch,” “A friend is left out,” “You win a prize”)(found in the PDF resource tab)
- Blank cards or slips of paper for students to create their own scenarios
- Emotion word bank (optional support for younger students)(write a list of emotions on the board or brainstorm as a group).

Setup:

Place a selection of scenario cards that reflect common feelings and peer situations in a container or face down in a pile.

Activity:

1. Pick a card:

One or two students pick a scenario card without showing others.

2. Act it out:

Without speaking, the student/s act out how someone might feel in that situation using body language and facial expressions only.

3. Guess the emotion:

The rest of the group guesses the feeling being portrayed (e.g. sad, embarrassed, excited).

4. Discuss & reflect:

After the emotion is revealed, the group discusses:

- What might this person need from a friend?
- What are some kind and respectful ways to help them?

5. Extension option:

As a class, create new scenarios based on real or imagined situations. Students can work in pairs or groups to act these out.



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Reflection Prompt:

- How do we know how someone else is feeling?
- Why is it important to think about how others feel?
- What is something kind you could do if a friend felt sad or left out?

Winning the Game:

There are no winners; success is shown through empathy, collaboration, and supportive ideas shared.

Additional Notes:

This activity is a great introduction to emotional literacy and respectful relationships. It can be easily adapted for all ages and integrated with wellbeing or drama lessons.



SCENARIO CARDS

PRINT AND CUT OUT THE EMPATHY SCENARIO CARDS. STUDENTS TAKE TURNS ACTING OUT THE SITUATION WITHOUT SPEAKING, USING ONLY BODY LANGUAGE AND FACIAL EXPRESSIONS. THE GROUP GUESSES THE EMOTION AND DISCUSSES KIND WAYS TO RESPOND.

SOMEONE DROPS THEIR
LUNCH IN THE
PLAYGROUND.



A FRIEND IS LEFT OUT
OF A GAME.



SOMEONE HURTS
THEMSELVES WHILE
RUNNING.



YOU WIN A GAME IN PE.



SCENARIO CARDS

A CLASSMATE GETS
PICKED LAST FOR A
TEAM.



SOMEONE LOSES THEIR
FAVOURITE PENCIL.



A FRIEND SHARES A
SNACK WITH YOU.



SOMEONE IS NERVOUS
BEFORE PRESENTING TO
THE CLASS.



SCENARIO CARDS

A STUDENT FORGETS
THEIR HOMEWORK.



YOUR BEST FRIEND
MOVES TO A NEW
SCHOOL.



YOU SPILL WATER ALL
OVER YOUR HOMEWORK.



SOMEONE GIVES YOU A
COMPLIMENT IN CLASS.

