

# Empathy



Concept  
Social Skills



Length  
15-60 Minutes



Recommended  
3rd Grade

## About This Lesson

In this lesson, students build on their knowledge of emotions, and explore the quality of empathy. They will analyze characters in various situations and share their own experiences to help each other understand others' points of view and develop ways to empathize.

## Lesson Objectives

By the end of this activity, students will

- Understand what empathy is and why it's important;
- Demonstrate empathy in response to various scenarios;
- Create empathy lenses that will help others understand their own point of view.

## Driving Question

Why is empathy important?

## Future-Ready Skills

Empathy

Caring

Communication

Respecting Others

## Lesson Breakdown

10-15  
minutes

### [Activity 1 - How Am I Feeling?](#)

Students play a charades-type game to activate prior knowledge about recognizing and identifying others' emotions.

15-20  
minutes

### [Activity 2 - Empathy Maps](#)

The purpose of this activity is to have students practice being empathic by analyzing what a character may be thinking, feeling, doing, or saying in a sample scenario.

20-25  
minutes

### [Activity 3 - Empathy Lenses](#)

In this activity, students create empathy glasses that their classmates can wear to better understand their point of view.

5-10  
minutes

### **Exit Activity - Students Rate their Empathy Skill**

Have students update their skills inventory in Xello to reflect what they've learned and practiced about empathy.

## Xello Entry Point

In the **Skills** section, students can rate their empathy skill level. Before they do that, use this lesson to help them understand empathy and build confidence in the skill.

## Lesson Vocabulary

- Empathy
- Perspective
- Respect
- Compassion
- Point of View

## ASCA Standards

B-SS 2. Create positive and supportive relationships with other students

B-SS 4. Demonstrate empathy

# How Am I Feeling?



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## Inquiry Prompts

- How can you tell what someone else is feeling?
- When have you felt a similar emotion? What did you say or do? What were you thinking?

## Instructions

Students play a charades-type game to activate prior knowledge about recognizing and identifying others' emotions.

- 1 Divide the class into groups or teams. You can also play the game as a class.
- 2 A student draws a card from the deck of [emotions cards](#). Each card describes a different emotion.
- 3 The student acts out the emotion described on the card they've drawn. They are not allowed to use words!
- 4 The first student (or group) to guess the right emotion gets a point. The student (or group) with the most points at the end wins!

**Message for students:** Recognizing and understanding how other people feel in a situation is the first step towards showing empathy. Putting yourself in another's shoes sometimes mean putting aside your own point of view and feelings.

## Materials Required

- [Emotion cards](#)
- Computers (tablets, phones) with Internet access (if you want to take and upload videos of the activity)

## Artifacts

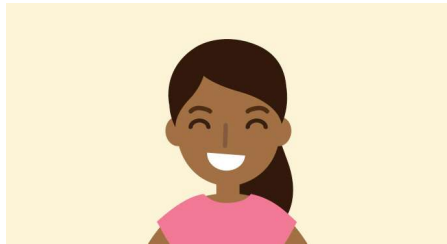
You can take photos of students acting out an emotion and have them upload it to their **Storyboard**. There, they can reflect on a time they experienced the emotion.

# Emotion Cards



## Mad

Someone took the last cupcake. You were saving that for a snack. No one asked you.



## Happy

Today you are going to a pro-basketball game. You get to bring your best friend, too.



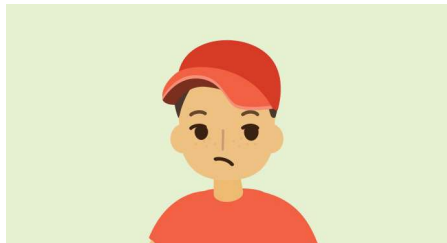
## Sad

Your friends said you couldn't sit with them at lunch. You don't know why they are being mean to you.



## Excited

It's the first day of summer holidays. You can do whatever you want today!



## Bored

You've finished your classwork. You have been told to wait quietly. There is nothing to do.



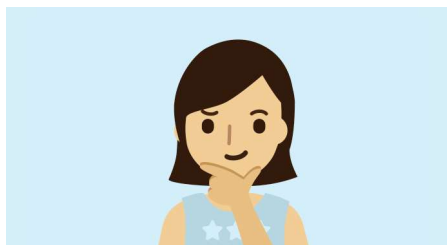
## Proud

You ran 2 laps around the track. It's the first time you did it without stopping.



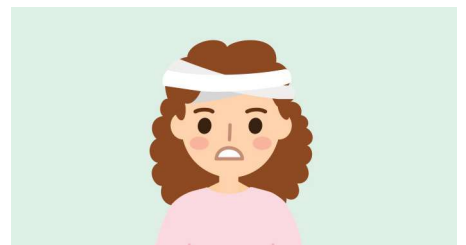
## Scared

Your dog got loose from the yard. You don't know where he is. You live on a busy street.



## Curious

Through a telescope you can see the moon up close. You wonder what space is really like.



## Hurt

You tripped and bumped your head on a desk. It is bleeding and sore.

# Empathy Maps



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## Inquiry Prompts

- Why should you care how other people feel?
- How can empathy change someone's behavior?
- How can not having empathy make a situation worse?

## Instructions

The purpose of this activity is to have students practice being empathic by analyzing what a character may be thinking, feeling, doing, or saying in a sample scenario.

- 1 Arrange students in small groups.
- 2 Hand out [empathy maps](#) to each student.
- 3 Hand a set of [empathy prompts](#) to each group.
- 4 Ask students to pick a prompt from the cards you just gave them. Each person in a group should pick a different prompt.
- 5 Have students fill out the empathy map, describing what the person may be experiencing in the scenario.
- 6 After students have had a chance to fill out their maps, ask for volunteers to explain their map.

**Message for students:** Understanding how someone else feels takes practice. The more you try it, the better you'll be at it!

## Materials Required

- [Empathy Map worksheet](#)
- [Empathy Prompts](#)
- Computers (tablets, phones) with Internet access (if you want to upload student artifacts)

## Artifacts

Have students upload their empathy maps to **Storyboard**, or create a display in your classroom.

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# Empathy Map

Draw and write about what's happening in your prompt

How does the person feel?

What is the person thinking?

What is the person saying?

What is the person doing?

Name: \_\_\_\_\_

## Empathy Map - Prompts



### EMPATHY PROMPT

Noah is being bullied by a bigger kid at lunch time.

### EMPATHY PROMPT

Liam won first place in the school art fair.

### EMPATHY PROMPT

Edmond just moved here from Haiti and is new at school.

### EMPATHY PROMPT

Georgia wants to hang out with her big sister and her friends, but they won't let her.

### EMPATHY PROMPT

Nobody comes to James' 12th birthday party.

### EMPATHY PROMPT

Darius is picked to play the lead in the school play.

# Empathy Map - Prompts



## EMPATHY PROMPT

Tiana is picked last for the basketball team in gym.

## EMPATHY PROMPT

Isaiah sees another student steal someone's bike.

## EMPATHY PROMPT

Molly didn't study for the math test the teacher is handing out.

## EMPATHY PROMPT

Hiba just scored the winning goal at the big soccer game.

## EMPATHY PROMPT

Kabir's older brother is leaving to join the Army.

## EMPATHY PROMPT

Jada's mom is late picking her up from school.

# Empathy Lenses



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20-25 Minutes

## Inquiry Prompts

- How does empathy help you build stronger friendships in class?
- What kind of responses show that you have empathy for someone?

## Instructions

In this activity, students create empathy glasses that their classmates can wear to better understand their point of view.

- 1 Hand out the [lens templates](#) and ask students to take turns cutting out a pair for themselves. Be sure to cut out the lenses so they can see!
- 2 Ask students to think of a time they were really happy, angry, excited, or any other strong emotion they want to explore. Have them write what happened on one side (the inside) of the lens frames.
- 3 On the outside of the lenses, ask students to write or draw what they were thinking, feeling, saying, or doing at the time. This is the part that they want other students to better understand.
- 4 Ask students to exchange lenses and read about each other's experience.
- 5 Have students put on their partner's glasses and come up with some empathic responses. These are questions or statements that show they understand how their classmate felt (for example, You must have been very scared when your dog ran away).
- 6 Gather some responses on a whiteboard or chalkboard, and go over what makes a response empathic.

**Message for students:** Wearing another student's lenses can help you understand how and why they might react to something a certain way. Just as wearing your lenses can help another student understand your point of view. What else can we do to understand someone else's point of view?

## Materials Required

- Empathy Lenses Template
- Computers (tablets, phones) with Internet access (if you want to upload student artifacts)

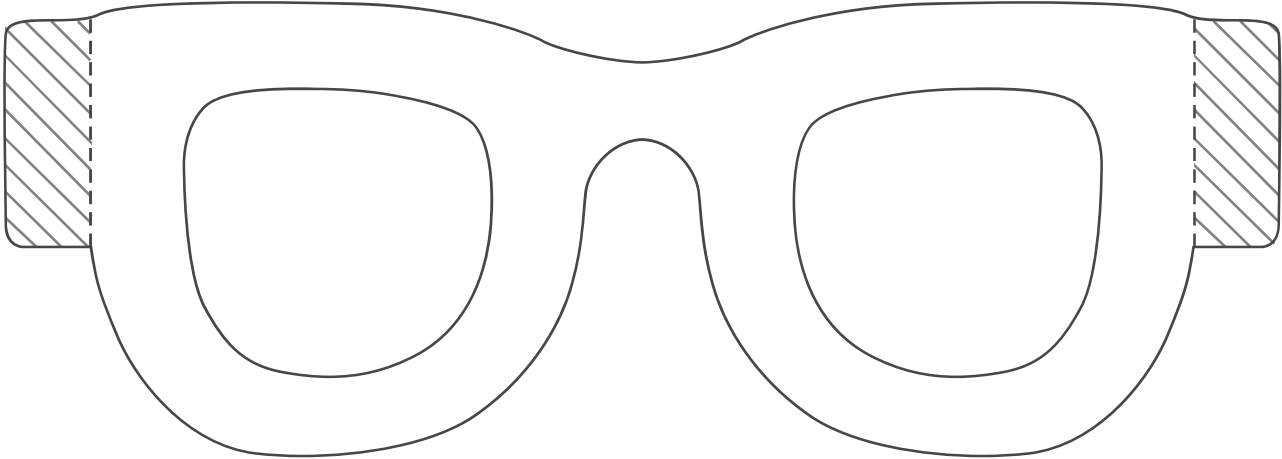
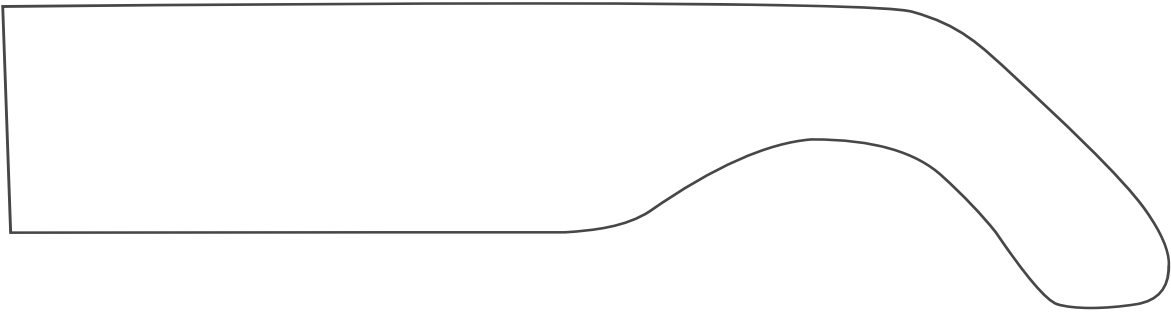
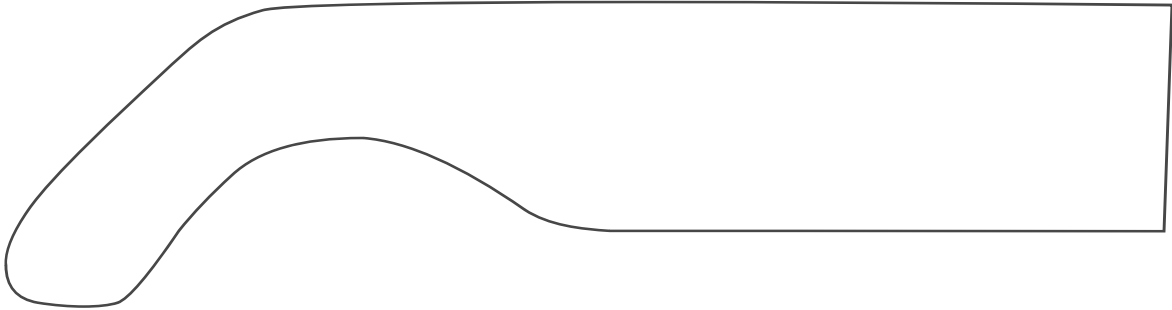
## Artifacts

Upload photos of students wearing their empathy lenses to **Storyboard**, where they can reflect on what they've learned about seeing things through someone else's point of view.



# Empathy Glasses

— Cut    - - - Fold    // // // // Glue



Name: \_\_\_\_\_