

LESSON PLAN 1b

Grade 1-2
Empathy in Practice

Lesson Plan 1.1b: Grade 1-2

Empathy in Practice

Lesson Title	Empathy in Practice: Using Empathy Glasses:
Lesson Summary	This lesson reinforces the concept of empathy through role-playing and goal-setting activities. Students will practice putting themselves in others shoes and responding with empathy in real-life situations. You can use 'Empathy Glasses' from the previous lesson or run the session without. Students will participate in role-play scenarios where they explore how people might feel and how they can show empathy. The lesson concludes with students setting a personal goal to apply empathy in their daily lives.
Year Level	This lesson is for Grade 1-2
Lesson Duration	50 minutes
Learning Intention	Students will learn to recognise the emotions of others, respond with empathy, and apply these skills in real-life situations. Students will practice recognising and responding to others feelings with empathy, using the perspective gained from their 'Empathy Glasses'. The lesson emphasises empathy as a valuable life skill, exploring how empathy can support others, and strengthen relationships.
Evidence of Learning	By the end of the lesson, students will be able to: • Identify emotions that others may experience in different scenarios. • Demonstrate empathy through role-play, showing thoughtful and supportive responses. • Reflect on how empathy impacts relationships and community well-being. • Set a personal goal to practice empathy in daily life.
Assessment Criteria	Participation: Engagement in group discussions and active involvement in role-play activities. • Empathy in Practice: Ability to identify and express appropriate empathetic responses during role-play. • Reflection: Thoughtfulness and clarity in setting a personal goal for practicing empathy in everyday life.
Things you will need	• <i>Optional</i> - Empathy Glasses (from the previous lesson). • Scenario's cards (provided). • Whiteboard or large paper for brainstorming empathy responses. • Reflection worksheet.
Teacher Preparation Notes	• Teachers should adapt this lesson to meet the diverse needs of students, including those with varying abilities and those with Special Educational Needs (SEN).



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Empathy in Practice - Scripted

Introduction & Icebreaker (10 minutes)

"Hello, everyone! Today, we're going to practice something really important, empathy. Do you remember what our Empathy Glasses symbolise? Can someone remind us?"

(Allow students to share their responses, reinforcing that Empathy Glasses help us see the world from someone else's perspective).

"Exactly! The Empathy Glasses help us imagine what it's like to walk in someone else's shoes. Now, why do you think it's important to understand how others feel?"

(List student responses on the board, highlighting answers like 'helping others', 'being kind', 'building friendships', 'creating a caring community').

"Today, we'll practice using our Empathy Glasses in real-life situations. We'll work together to recognise how people feel and think about ways to help."

Reintroducing Make-A-Wish

"Who remembers Make-A-Wish?" (pause for answers)

"Make-A-Wish grant wishes for children who are critically ill, and bring them joy through the power of a wish. It takes many people working together to grant a wish."

"Some people show empathy by volunteering or donating to Make-A-Wish to help make these wishes come true. That's empathy in action! People are helping others feel happy and supported, even in tough times."

"So today, we are going to practice empathy in action and learn how to recognise the feelings of others and respond with empathy."

Group Activity: Role-Playing Scenarios (15-20 minutes)

"Now we're going to do something fun; role-playing. This will help us practice showing empathy in different situations. Let's all take our empathy glasses out and place them on our desk."

"We're going to break into small groups."

Each group will get a scenario to act out. Your job is to think about how the person in the scenario might be feeling and what you can do to show empathy, kindness and support. Let's take a look at an example."

"If you saw a classmate sitting alone at break time looking sad, how do you think they feel? What action could you do to help and support them? **(select a few students to answer)**

"Yes, great answers, now we'll get into our groups and I'll assign you a scenario."

(Divide students into groups and assign a scenario – the scenarios can be written on the board as reminders. If you are teaching a large class, you can assign 2 groups the same scenario or provide your own).

Scenarios:

1. A new student has joined the class and doesn't know anyone yet
2. A student accidentally knocks over another child's art project and it breaks
3. A student is upset because they've lost a favourite jumper, hat, or toy at school
4. A student is feeling frustrated because they don't understand the maths task and everyone else seems to be finishing quickly

(Walk around to provide support and prompt their thinking as needed).

Role-Play and Feedback (10 minutes)

"Great job, everyone! Now, let's see what each group came up with. Who would like to share their scenario and role-play with the class?"

(Invite each group to present their role play. After each group performs, lead a brief discussion).

"Excellent! Now, let's talk about how each group responded to their scenario, how did the other students make the main student feel better?"



(Pause for answers, encourage students to suggest different empathetic responses or actions, and write the responses on the board).

Wrap up and reflection (10 minutes)

"Fantastic work today! You all did an amazing job of showing empathy in your role plays. Let's take a moment to reflect on what we've learned."

Ask the following questions for reflection using the reflection journal:

1. "Why is empathy important?"
2. "What did you learn by doing the role play?"
3. "Can you think of a real-life situation where you might need to use empathy at home?"

"Empathy is such an important skill. It helps us understand how others feel and support them in positive ways. Now, let's set a personal goal for showing empathy in our daily lives."

"I want you to think of one way you can show empathy this week. Maybe it's helping someone who is sad, or listening to a friend when they need to talk. Write down your goal and try to practice it every week."

"Empathy is something we can all practice, and the more we practice, the stronger we get at understanding and helping others. Let's keep practicing throughout the week. Great job today, everyone!"

Extension Activities (Optional)

- **Empathy Role-Play Challenge:** Students create their own empathy scenarios and challenge other groups to act them out.
- **Empathy Journal Check-In:** Encourage students to track their progress on their empathy goals throughout the week, recording any moments when they used empathy to help someone else.

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Empathy in Practice- Unscripted

Introduction & Icebreaker (10minutes)

Begin the lesson by reviewing the concept of empathy and the purpose of the Empathy Glasses.

- For example:

"Last time, we made Empathy Glasses to help us see the world from someone else's perspective. Today, we're going to practice using that perspective to show empathy in different situations."

- Ask students:
 - *"Can you remember what your Empathy Glasses symbolise?"*
 - *"Why do you think it's important to understand how others feel?"*
- List student responses on the board, highlighting how empathy can help us support others, build friendships and create a more caring community.

Reintroducing Make-A-Wish

- Remind students that Make-A-Wish helps children facing serious illnesses by fulfilling their wishes.
- Discuss how people supporting Make-A-Wish through volunteering, donating, or fundraising to help make wishes happen.
- Explain that is empathy in action, and they'll be practicing empathy in action with a role play.

Group Activity: Role-Playing Scenarios (15 - 20 minutes)

- Explain that students will work in groups to role-play different scenarios where empathy is needed.

Give an example:

- If you saw a classmate sitting alone at break time looking sad, what might they be feeling? How could you show empathy to them?

- Tell students that each group will be given a scenario to act out. Their goal is to show empathy by imagining how the people in the situation feel and thinking of kind, helpful actions they can take.
- Divide students into small groups and assign each group a scenario based on the below:
 - a. A new student has joined the class and doesn't know anyone yet.
 - b. A student accidentally knocks over another child's art project and it breaks.
 - c. A student is upset because they've lost a favourite jumper, hat, or toy at school.
 - d. A student is feeling frustrated because they don't understand the maths task and everyone else seems to be finishing quickly
- Each group will brainstorm their scenario, imagining how the person in the scenario might feel, and what they could do to show empathy.

Role-Play and Feedback (10 minutes)

- Have each group share their learnings for the class.
- Encourage students to suggest additional empathetic responses or ways to manage emotions.

Wrap up and reflection (10 minutes)

- Hand out reflection worksheets and ask students to answer the following questions (help as needed)
- Ask students:
 1. Why is empathy important?
 2. What did you learn by doing the role play?
 3. Can you think of a real-life situation where you might need to use empathy at home?
- Encourage students to share their thoughts on how empathy can improve relationships with friends, family, and classmates. Emphasise that empathy is a skill that gets stronger with practice.
- Reinforce that empathy is an essential life skill and encourage students to practice it throughout the week.



Extra Activities (Optional)

- **Empathy Role-Play Challenge:** Students create their own empathy scenarios and challenge other groups to act them out.
- **Empathy Journal Check-In:** Encourage students to track their progress on their empathy goals throughout the week, recording any moments when they used empathy to help someone else.