

Empathy - Years 1 - 2 Level

Unit Objective - Feelings:	To teach skills to choose positive feelings, thoughts and actions
Year Level Objective:	To understand that our feelings, thoughts and actions are connected
Lesson Objective:	To understand how we can support other people's feelings
Lesson Duration:	15 minutes
Resources/Guides	Feelings Poster Visual Showing Kindness Questions Resource
Lesson Concepts:	<p>Feelings are how I feel on the inside, e.g., happy, sad, worried, relaxed. Other people's feelings are important too</p> <p>Empathy is the ability to sense what other people might be feeling or thinking or imagine what other people might be feeling or identify with those feelings.</p>
Extension Links:	Click here for a list of additional resources that link with the PLS Feelings concept

Learning Experience

Showing Kindness

Introduce the topics of **Feelings** and **Empathy**.

Then referring to the Showing Kindness Resource, explain that you are going to read out some little stories or scenarios.

For each situation, and referring to the Feelings visual, students can consider how many of the feelings could be relevant to each statement or scenario.

Then for each scenario, students can share some things they could say or do that could be kind to others.

See how many responses the class can come up with for each idea.

Optional: For each scenario ask two students to role-play the situation and facilitate discussions each time.
(Different students each time.)

Reflect on the importance of showing kindness to others and how that is a part of experiencing and showing others empathy.
(Refer Lesson Concepts to discuss empathy in more detail.)

End of Lesson prompt (discretionary): 'If you are having unhappy thoughts or feelings that are not going away, please come and see me' (for referral to School Counsellor)

Curriculum References

Empathy – Years 1 - 2

English

Language

Evaluative language

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions ([ACELA1787](#))

Literacy

Listening and speaking interactions

Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions ([ACELY1656](#))

Listening and speaking interactions

Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace ([ACELY1788](#))

Listening and speaking interactions

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ([ACELY1666](#))

Listening and speaking interactions

Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately ([ACELY1789](#))

Mathematics

Science

Humanities and Social Science

The Arts

Drama

Exploring ideas and improvising with ways to represent ideas

Explore role and dramatic action in dramatic play, improvisation and process drama ([ACADRM027](#))

Developing understanding of practices

Use voice, facial expression, movement and space to imagine and establish role and situation ([ACADRM028](#))

Health and Physical Education

Personal, social and community health

Being healthy, safe and active sub-strand

Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation ([ACPPS017](#))

Recognise situations and opportunities to promote health, safety and wellbeing ([ACPPS018](#))

Communicating and interacting for health and wellbeing sub-strand

Describe ways to include others to make them feel they belong ([ACPPS019](#))

Identify and practise emotional responses that account for own and others' feelings ([ACPPS020](#))

Reference: Australian Curriculum, Assessment & Reporting Authority [ACARA] (2014). Retrieved from <https://www.australiancurriculum.edu.au/>

General Capabilities

Empathy – Years 1 - 2

Personal and Social Capability

Self-awareness

Recognise emotions

Compare their emotional responses with those of their peers

Self-management

Express emotions appropriately

Describe ways to express emotions to show awareness of the feelings and needs of others

Social awareness

Understand relationships

Identify ways to care for others, including ways of making and keeping friends

Social management

Communicate effectively

Discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers

Make decisions

Practise individual and group decision making in situations such as class meetings and when working in pairs and small groups

Literacy

Comprehending texts through listening, reading and viewing

Listen and respond to learning area texts

[Listen](#) to two or more step instructions for undertaking learning tasks, [listen](#) for information about topics being learned in spoken and audio [texts](#), including audio-visual [texts](#), and respond to [texts](#) read aloud

Composing texts through speaking, writing and creating

Use language to interact with others

Use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating [texts](#)

Numeracy

Critical and Creative Thinking

Generating ideas, possibilities and actions

Imagine possibilities and connect ideas

Build on what they know to create ideas and possibilities in ways that are new to them

Consider alternatives

Identify and compare creative ideas to think broadly about a given situation or problem

Seek solutions and put ideas into action

Investigate options and predict possible outcomes when putting ideas into action

Reflecting on thinking and processes

Transfer knowledge into new contexts

Use information from a previous experience to inform a new idea

Ethical Understanding

Intercultural Understanding/ ICT Capability

Showing Kindness

Read the following statements out and asks students to respond to see how many ways that they could be kind to others.

Scenarios can also be acted out by students in a role-play situation.

Refer to PLS Feelings poster for possible feelings and consider how many alternatives students can come up with.

1. Sue is showing her friends a dance and falls over and skins her knee and is crying.

How might Sue be feeling? (*sad, embarrassed, worried, angry*)

What could you do or say to be kind to Sue?

(*help her, ask if she's ok, get help, get her a tissue, tell her it will be ok, etc*)

2. Ben is sitting on the ground on his own with his head down on his knees.

How might Ben be feeling? (*sad, scared, worried, shy, embarrassed*)

What could you do or say to be kind to Ben?

(*sit down next to him, ask if he's ok, ask if you can help, smile*)

3. Someone jumped out from behind a tree in front of Tom and then ran away. Tom got a real fright.

How might Tom be feeling? (*surprised, scared, angry, embarrassed*)

What could you do or say to be kind to Tom?

(*ask if he's ok, smile, tell him it will be ok, etc*)

4. Peter has no one to play with at lunch time and asks a group of children if he can play with them. The group say no and tell him to find someone else to play with.

How might Peter be feeling? (*hurt, sad, disappointed, upset, embarrassed, worried, frustrated*)

What could you do or say to be kind to Peter?

(*ask him to play with you and your friends, talk to him about things he likes to do*)

5. Alice just got a Principal's award at School. She is looking at her Certificate and smiling.

How might Alice be feeling? (*happy, proud, confident, excited, shy,*)

What could you do or say to be kind to Alice?

(*congratulate her, smile, ask her to tell you about it, feel excited for her*)

6. Possa Bill just spilt his drink and it went all over the front of his shirt.

How might Possa Bill be feeling? (*embarrassed, shy, angry, worried*)

What could you do or say to be kind to Possa Bill?

(*smile, say it's ok you spill your water too sometimes, offer to help him*)

FEELINGS

