

EMPATHY Games

Includes 3 Games



Introduce
yourself to
the person.

Nervous

Invite the
person to
sit/play
with you.

Tell the person "good job."	Tell the person "good."	Tell the person "good."
Ask the person he/she needs help.	Embarrassed	Embarrassed
Share what you have with the person.	Excited	Embarrassed

I have: Tell her "you can do it," and cheer for her when she does. Who has: Your friend can't see because you are in the way.	I have: Ask if she is okay. Don't laugh or make fun of her. Who has: Your teacher is trying to talk, but the person next to you keeps talking.
I have: Move or find another place to sit. Who has: You see that someone in your class is crying.	I have: Ask your classmate to stop talking. Who has: Your teacher has to make an important phone call.
I have: Ask him if he wants to talk about what is bothering him. Who has: Your friend left his lunch on the bus and doesn't have anything to eat.	I have: Sit quietly and do your work. Who has: Your friend doesn't like the movie that you want to watch.
I have: Share something from your lunch with her. Who has: You see someone who can't get his locker open.	I have: Choose a movie that you both like. Who has: You overhear someone making fun of a girl in your class.
I have: Stop and ask if he needs help. Who has: Someone tripped and fell in front of everyone in the lunch room.	I have: Tell him to stop. Be kind to the girl. Who has: Your friend is nervous to try a new gymnastics skill.

Thank You!

Thank you so much for purchasing this product! Please remember to leave feedback, as it helps you get credit toward future purchases and helps me to continue making high quality products.

About CounselorChelsey:

Hello! I am a licensed social worker with experience as a school based counselor, working in a mentorship program for teens, and am now a curriculum developer. My favorite part of my work has always been developing high quality resources for students to use. Since becoming a curriculum developer, I have loved being able to impact thousands of classrooms around the world!

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Objectives:

- Students will learn to recognize the feelings of others.
- Students will respond appropriately to the needs and feelings of others.

What's Included:

P. 4-6: Empathy Dice Game

P. 7-9 "Responding To Others" I Have, Who Has

p. 10-26: Empathy Card Game

Ideas For Use:

These games can be used for a variety of purposes:

- Social skills lessons or groups
- Friendship lessons or groups
- Bullying prevention lessons or groups
- With students who could benefit from understanding the feelings of others.
- With students who could benefit from learning to respond appropriately to others.

These games can be used in your individual, small group or classroom counseling lessons.

Empathy Dice Game

Objectives:

- Students will practice responding to the feelings of others.

Materials:

Dice from pages 5 & 6

Glue/Tape

Scissors

Directions:

Prep: Cut out the outline of the dice from pages 5 and 6. Fold the dice, and glue or tape the flaps to create a cube. The square closest to the bottom is the bottom of the die, the one above that is the front, the one above that is the top and the one above that is the back. The squares on the sides are the sides of the dice.

Activity: Players will roll each die. The player must answer the prompt that is facing up. Die one has a discussion prompt, and die two will have the feeling that the player must discuss

EX: If a player rolls "What can you say to someone who feels..." on die one, and then "excited" on die two, he/she must say something that can be said to someone who feels excited.

What can you
say to
someone who
feels...

What can
you do
when
someone
feels...

What should
you not say
when
someone
feels...

How can you
tell someone is
feeling...

What should
you not do
when
someone
feels...

What might
someone need
when he/she
feels...

Angry

Worried

Embarrassed

Happy

Sad

Excited

Responding To Others

“I Have Who Has”

Objectives:

- Students will learn to identify appropriate responses to the feelings and situations of others.

Materials:

Cards from pages 8 and 9.

Directions:

Prep: Cut out the cards on pages 8 and 9. Each page has a set of 10 “I Have, Who Has” cards. There are two pages, which can be used as two sets of 10, or as one set of 20.

Activity: For each game, players will each be given one card. On each card, students have a response that corresponds to a situation on someone else’s card. Players will need to look at other players’ cards to find the response that corresponds to the scenario on their card. Players will be looking for the response that corresponds to the situation they have, while providing the response that corresponds to someone else’s situation.

This game can be used in individual sessions by cutting out the clue cards, and mixing them up. Students will then need to figure out the clues and line the cards back up into their original order.

I have: Tell her “great job!”

Who has: One of your classmates is on crutches.

I have: Choose something else that you both can do.

Who has: Your friend is nervous about his audition for the school play.

I have: Help him carry his books

Who has: Your friend is upset that his summer vacation got cancelled.

I have: Offer to help him practice his lines.

Who has: Your classmate’s grandmother died.

I have: Invite your friend to spend time with you over the summer.

Who has: There is a new student sitting by himself at lunch.

I have: Make a card for him and his family.

Who has: Your teacher was absent because she was sick.

I have: Ask her to sit with you.

Who has: Your friend is getting frustrated with her science homework.

I have: Make a “get well soon” card for her.

Who has: Your classmate can’t find a pencil.

I have: Offer to help her.

Who has: Your friend hurt her foot and can’t play soccer with everyone at recess.

I have: Let her borrow your pencil.

Who has: Your friend got an “A” on her test.

I have: Tell her “you can do it,”
and cheer for her when she
does.

Who has: Your friend can’t see
because you are in the way.

I have: Move or find another
place to sit.

Who has: You see that someone
in your class is crying.

I have: Ask him if he wants to
talk about what is bothering
him.

Who has: Your friend left his
lunch on the bus and doesn’t
have anything to eat.

I have: Share something from
your lunch with him.

Who has: You see someone
who can’t get his locker open.

I have: Stop and ask if he
needs help.

Who has: Someone tripped and
fell in front of everyone in the
lunch room.

I have: Ask if she is okay.
Don’t laugh or make fun of her.

Who has: Your teacher is trying
to talk, but the person next to
you keeps talking.

I have: Ask your classmate to
stop talking.

Who has: Your teacher has to
make an important phone call.

I have: Sit quietly and do your
work.

Who has: Your friend doesn’t
like the movie that you want to
watch.

I have: Choose a movie that
you both like.

Who has: You overhear
someone making fun of a girl
in your class.

I have: Tell him to stop. Be kind
to the girl.

Who has: Your friend is
nervous to try a new
gymnastics skill.

Empathy Card Game

Directions:

Cut out all of the cards. Laminate if desired. Create two piles – one for “Scenario Cards” and one for “Feelings and Responses” cards. To begin, each player receives 7 “Feelings and Responses” cards (or 5 if there are 4+ players). In the middle, flip a scenario card face up.


Students will then look at the cards in their hands and determine if any of the cards in their hands are appropriate ways to respond to the scenario, or describe how the person in the scenario is feeling. The students will then lay down as many cards as they can that apply to the given scenario.

Once all cards have been laid down, students will look at all of the cards that have been played. If someone sees a card that was played that he/she thinks does not apply to the scenario, the other players will take a vote to decide whether or not the card should be accepted. If there is a tie vote, the card will not be counted.

When all of the played cards are deemed acceptable, the person who laid down the most responses gets to keep the scenario card. If there is a tie, one of the following actions can be taken: 1) A vote can be cast regarding which player’s cards are most relevant. 2) No one receives a card.

After each round, the students will draw more feelings/responses cards to ensure that they have 7 (or 5) cards in their hands. The game will end when you run out of feelings/response cards, scenario cards, or time. The player with the most scenario cards wins.

*The same player may not play 2 of the same cards in the same round.



**You see a
new
student at
lunch.**

**Someone
in your
class is by
himself at
recess.**

**Allie just
found out
she made
the swim
team.**

**Clay won
his football
game.**



**You see
your
friend
looking for
a marker.**

**Your friend
keeps
dropping his
things
because his
hands are
full.**

**You see
someone
who can't
get her
coat zipper
unstuck.**

**You see
your
classmate
crying in
the
classroom.**

**You see
someone
trip and
fall in the
hallway.**

**Trevor just
learned a
new trick
on his bike.**

**Madelyn
didn't
make the
track
team.**

**Josie is
annoyed
because
you're
talking too
much.**

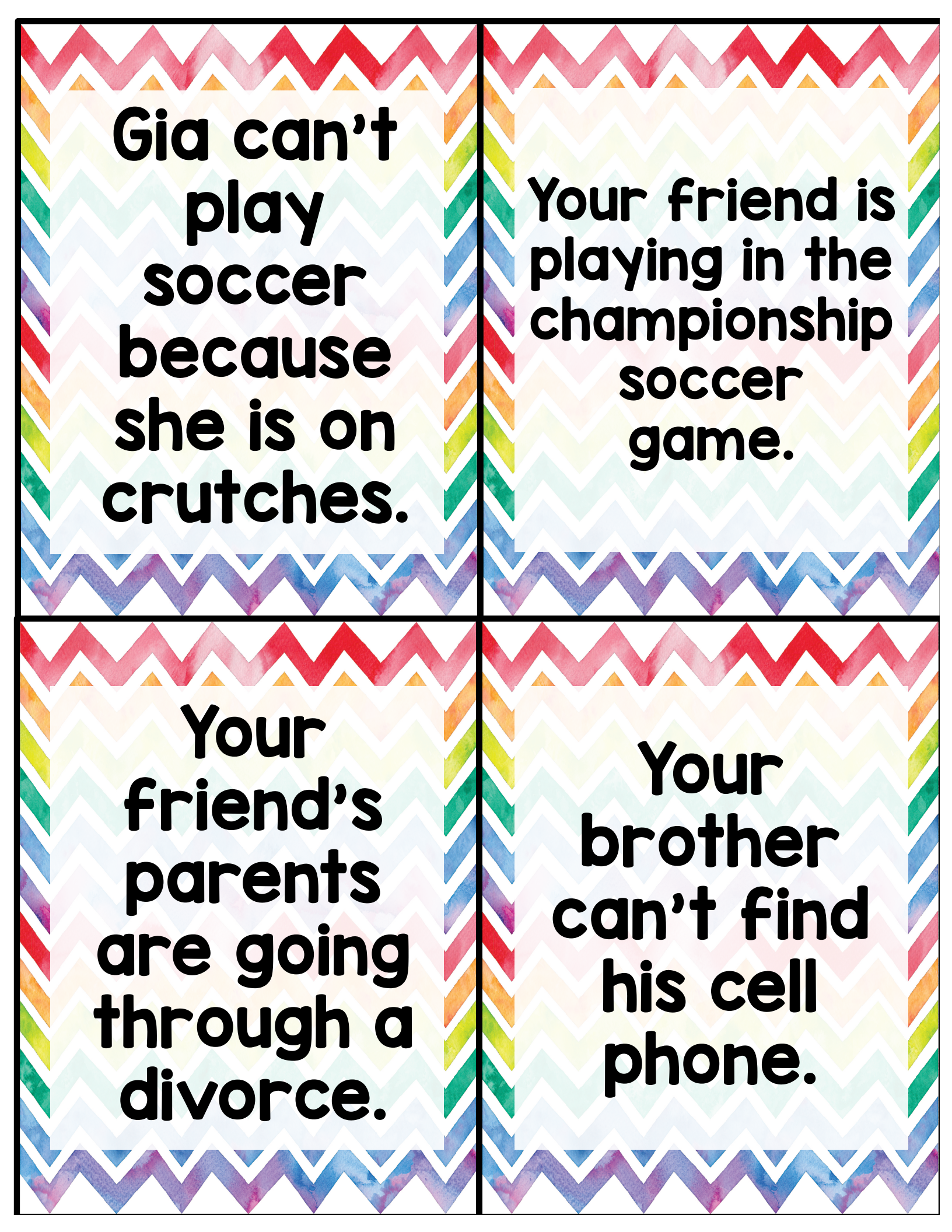


**Keyon is
mad and
doesn't
want to
talk about
it.**

**Your friend's
grandmother
died.**

**Mia didn't
make the
school
choir.**

**Your friend is
afraid of
thunderstorms
and there is
a big storm
coming.**



**Gia can't
play
soccer
because
she is on
crutches.**

**Your friend is
playing in the
championship
soccer
game.**

**Your
friend's
parents
are going
through a
divorce.**

**Your
brother
can't find
his cell
phone.**

Lonely

Lonely

Lonely

Nervous

Nervous

Nervous

Happy

Happy

Happy

Frustrated

Frustrated

Frustrated

Sad

Sad

Sad

Mad

Mad

Mad

Embarrassed

Embarrassed

Embarrassed

Excited

Excited

Excited

Confused

Confused

Confused

Disappointed

Disappointed

Disappointed

Choose
your own
feeling.

Choose
your own
feeling.

Choose
your own
feeling.

Tell the
person
“good
job.”

Tell the
person
“good
job.”

Tell the
person
“good
job.”

Ask the
person if
he/she
needs
help.

Ask the
person if
he/she
needs
help.

Ask the
person if
he/she
needs
help.

Share
what you
have with
the
person.

Share
what you
have with
the
person.

Share
what you
have with
the
person.

Ask if the
person is
okay.

Ask if the
person is
okay.

Ask if the
person is
okay.

Invite the
person to
sit/play
with you.

Invite the
person to
sit/play
with you.

Invite the
person to
sit/play
with you.

Stop
doing
what you
are doing.

Stop
doing
what you
are doing.

Stop
doing
what you
are doing.

Let the
person
have
some
space.

Let the
person
have
some
space.

Let the
person
have
some
space.

Make a
card or
write a
kind note.

Make a
card or
write a
kind note.

Make a
card or
write a
kind note.

Choose
something
you both
want to
do.

Choose
something
you both
want to
do.

Choose
something
you both
want to
do.

Be kind
and don't
make fun
of the
person.

Be kind
and don't
make fun
of the
person.

Be kind
and don't
make fun
of the
person.

Tell the
person
something
encouraging.

Tell the
person
something
encouraging.

Tell the
person
something
encouraging.

Ask if the
person
wants to
talk about
it.

Ask if the
person
wants to
talk about
it.

Ask if the
person
wants to
talk about
it.

Go get an
adult to
help.

Go get an
adult to
help.

Go get an
adult to
help.

Help the
person
fix it or
look for
it.

Help the
person
fix it or
look for
it.

Help the
person
fix it or
look for
it.

Ask the
person to
show it to
you.

Ask the
person to
show it to
you.

Ask the
person to
show it to
you.

Start a
conversation
with the
person.

Start a
conversation
with the
person.

Start a
conversation
with the
person.

Tell the
person
“It’s going
to be
okay!”

Tell the
person
“It’s going
to be
okay!”

Tell the
person
“It’s going
to be
okay!”

Help the
person
find
something
else to
do.

Help the
person
find
something
else to
do.

Help the
person
find
something
else to
do.

Introduce
yourself to
the person.

Introduce
yourself to
the person.

Introduce
yourself to
the person.

Create
your own
response.

Create
your own
response.

Create
your own
response.