

# ***Ollie Learns About Empathy***

## Lesson Objective:

Students will learn about empathy and how to understand and share the feelings of others. They will explore how to listen, ask questions, and connect with others' emotions through shared experiences.

## Materials Needed:



- Copy of Book 2, Chapter 3: Ollie Learns About Empathy
- Whiteboard/Markers
- Paper and pencils
- S.T.A.R. Strategy poster
- Activity 1 - Emotions Wheel
- Activity 2 - S.T.A.R. Strategy Poster
- Home Connection Letter

## Introduction to the Topic (10 minutes)

### Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Briefly discuss the concept of empathy.

## Greeting and Circle Time Teacher Script

### 1. Warm Welcome and Opening Discussion:

- "Good morning, class! Today, we're going to talk about something very important—empathy. Have you ever noticed that sometimes a friend looks sad or upset, and you're not sure why? Empathy helps us understand how others are feeling, even if they don't tell us right away. We'll read a story about Ollie and his friends, and they'll learn how to practice empathy."
- Wait for the children to settle.

### 2. Discussion Starter

- "Have you ever tried to help a friend who was feeling sad or upset? How did you know they were feeling that way?"
- Allow students to share their experiences.
- "Today, we'll learn that empathy is about understanding how someone else feels by asking them and thinking about times when we've felt something similar. We'll see how Ollie and his friends practice empathy to help each other."

Read the Chapter (15 minutes)

Story Time Outline:



- Read chapter 3 aloud. Encourage students to follow along. Ask questions during key parts in the story.

### Story Time Teacher Script:

#### 1. Prepare the Students for the Story:

- "This is the third chapter in Book 2 of our Ollie and Friends Chapter book series. Let's read the story "Ollie Learns About Empathy". As I read, think about how Ollie and his friends try to understand each other's feelings, and how they show empathy by sharing their own experiences."
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

#### 2. Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
- Why does Ollie think something is bothering Harriet?
  - Encourage students to explore how Ollie notices Harriet's change in behavior.
- What does Grandma mean when she says that emotions are personal and created in our own way?
  - Focus on the uniqueness of emotions.
- Why does Ollie feel confused about how to help Harriet?
  - Help students understand Ollie's struggle to know how to help.
- What is empathy, according to Grandma?
  - Define empathy based on Grandma's explanation.
- Why does Grandma say it's important to ask someone how they feel?
  - Highlight the importance of communication in understanding emotions.
- How does Ollie try to show empathy to Harriet?
  - Focus on Ollie's efforts to listen and relate to Harriet's feelings.
- How does Harriet feel when Ollie shares his experience of being disappointed?
  - Discuss how Harriet starts to feel understood.
- Why do Bennie and Betty also share their stories of disappointment?
  - Explore how empathy encourages others to share their emotions.
- What does Grandma mean when she says emotions can be complicated?
  - Reinforce the idea that emotions are not always easy to understand.
- How does showing empathy help Harriet feel better?
  - Discuss the impact of empathy on Harriet's mood.

### Ollie's Odyssey: Chapter 3: Ollie Learns About Empathy

It was a quiet afternoon at the park, and Ollie and his friends were sitting on a big blanket, enjoying the warm breeze. They had been playing all morning, but now they were taking a break. As they rested, Ollie noticed that something was off. Harriet wasn't her usual, energetic self. She sat quietly, looking down at the ground, while the others laughed and talked.

Ollie leaned over to Bennie. "Do you think something's bothering Harriet?" he whispered. Bennie shrugged. "I don't know. She's usually so bouncy, but today she's not saying much." Ollie felt a little worried. He remembered what Grandma had taught him about recognizing emotions in himself, but now he was wondering how he could figure out what Harriet was feeling.

Just then, Grandma, who had been sitting nearby knitting, looked over and smiled at Ollie. "It seems like you're thinking about something, Ollie."

Ollie nodded. "I think Harriet's feeling upset, but I'm not sure. I want to help, but I don't know how."

Grandma set her knitting aside and joined them on the blanket. "That's a good observation, Ollie. You're noticing that Harriet might be feeling something different than usual. But here's something important to remember—you can't always know exactly what someone else is feeling just by looking at them. Emotions are personal, and everyone's brain creates them in its own way."

Ollie blinked, feeling a little confused. "But if I can't know for sure what she's feeling, how do I help her?"

Grandma smiled gently. "That's where empathy comes in. Empathy is the ability to understand and share the feelings of someone else. But instead of trying to 'read' Harriet's mind, you can ask her how she feels. And then, based on what she tells you, you can try to relate by thinking about a time when you felt something similar."

Ollie thought about this for a moment. "So, it's not about guessing what someone's feeling, but about listening and understanding?"

"Exactly," Grandma said. "Your brain uses \*concepts\* to understand the world around you, and that includes understanding emotions. When you ask Harriet how she feels, she might explain it in a way that connects with something you've felt before. That's where empathy comes in. You might not feel exactly what she's feeling, but you can understand it because you've had a similar experience."

Ollie nodded, understanding a little better now. "Okay, I'm going to try talking to Harriet."

He walked over to where Harriet was sitting and sat down next to her. "Hey, Harriet," he said gently. "You seem a little quiet today. Are you feeling okay?"

Harriet looked up, a bit surprised. "Oh, I'm okay," she said softly. "I'm just feeling a little down." Ollie paused, remembering Grandma's advice. "Do you want to talk about why you're feeling down? Maybe I can help."

Harriet hesitated for a moment, then sighed. "It's just... I had a big race yesterday, and I didn't win. I was so sure I would do well, but I came in third. I know it's silly, but I just feel disappointed."

Ollie nodded, now starting to understand. He thought about a time when he had felt something similar. "That's not silly at all," Ollie said. "I remember feeling disappointed last month when I didn't make the soccer goal during our game. I thought I was going to score for sure, but it didn't happen. I felt pretty bad about it for a while."

Harriet looked at Ollie, her expression softening. "Really? You felt that way too?"

"Yeah," Ollie said. "It's hard when things don't turn out the way you expect them to. But it's okay to feel disappointed—it's a normal feeling. And it doesn't mean you won't do great next time."

Harriet smiled a little. "Thanks, Ollie. It helps to know I'm not the only one who's felt this way."

Ollie felt a warm glow inside. "You're welcome, Harriet. I'm glad you told me how you were feeling."

Just then, the rest of their friends joined them. Bennie, who had been listening from nearby, spoke up. "Hey, Harriet, I felt kind of like that last week too. I was trying to lift something heavy at home, and I couldn't do it. I felt frustrated because I thought I was strong enough."

Betty nodded in agreement. "I've felt disappointed too. Sometimes, when I work really hard on a project and it doesn't turn out the way I hoped, I feel the same way you're feeling."

Harriet looked around at her friends, surprised by their stories. "Wow, I didn't know you all felt that way sometimes too."

"That's what empathy is about," Ollie said. "We've all felt something like what you're feeling, even if it's not exactly the same. And we're here for you."

Grandma, who had been watching the conversation unfold, smiled warmly. "You see, Harriet, emotions can be complicated, and we can't always tell what someone's feeling just by looking at them. But when we ask, listen, and share our own experiences, we can connect with each other and show empathy."

Harriet nodded, feeling comforted by her friends' understanding. "Thanks, everyone. I feel a lot better now."

Ollie felt proud of how they had all come together to help Harriet. He realized that empathy wasn't about knowing exactly what someone else was feeling—it was about being there for them, asking how they felt, and relating to their emotions in the best way they could.

As they all got up to continue playing, Grandma gave Ollie a gentle pat on the shoulder. "You did a wonderful job showing empathy, Ollie. Remember, everyone's emotions are unique, but by listening and caring, you can help others feel understood."

Ollie smiled. "Thanks, Grandma. I think we're all getting better at this."

And so, Ollie and his friends spent the rest of the afternoon playing together, feeling closer and more connected. They had learned an important lesson about empathy—by asking, listening,

and sharing, they could understand each other better, even if they didn't feel exactly the same way.

They knew that empathy would help them navigate not only their own emotions but also the emotions of those they cared about. It was a skill that would strengthen their friendships and help them support each other, no matter what feelings came their way.

### 3. Post-Chapter Teacher Script

- **Teacher:** “Hmmm Ollie and his friends certainly learned about the importance of empathy and how it helps others feel understood, which is an important part of friendship.”

### 4. Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- Can you think of a time when you felt the same way as Harriet? What happened, and how did you feel?
  - Encourage students to reflect on personal experiences of disappointment.
- Why do you think it helps to talk to someone when you're feeling upset?
  - Discuss how sharing emotions can help us feel understood and supported.
- How can we show empathy to our friends when they're feeling sad or frustrated?
  - Brainstorm ways to offer support, such as listening, asking questions, or being kind.
- Why do you think it's important to listen carefully when someone is sharing their feelings?
  - Explore how active listening helps build strong friendships.
- What are some signs that someone might be feeling sad, even if they don't say it out loud?
  - Help students recognize nonverbal cues like body language and tone of voice.
- How do emotions like sadness, frustration, or disappointment help us learn and grow?
  - Discuss how emotions are part of learning from experiences.
- What would happen if no one ever showed empathy to others?
  - Explore the importance of kindness and understanding in friendships and communities.
- How does it feel when someone really understands what you're going through?
  - Help students recognize the positive effects of feeling heard and supported.
- Why is it okay to feel emotions like disappointment or frustration?

- Reinforce that all emotions are normal and part of being human.
- What are some kind words or phrases we can use to comfort a friend who is feeling down?
- Practice using empathetic language to support others.

Do an Activity (20 minutes)

- Students will practice showing empathy.

**Please choose from the following 2 activities:**

### Activity 1: Empathy Charades (15 minutes)

#### 1. Introduce Activity

"Now that we've learned about empathy, we're going to play a game called Empathy Charades. One person will act out an emotion, and the rest of us will guess what emotion they're feeling. Then, we'll talk about how we could show empathy if someone was feeling that way."

#### ● Activity Instructions

- Choose a student to act out an emotion (e.g., sad, frustrated, excited, nervous) while the rest of the class guesses the emotion. Use the Emotion Wheel provided for students to choose an emotion. Alternatively, students can choose an emotion not on the Emotion Wheel as well.
- After the class guesses correctly, ask, "How could we show empathy to someone who feels this way?"



- **Discussion:**

- Encourage students to think of ways they can show empathy, such as asking how the person feels or sharing a similar experience.

"Great job showing empathy! By recognizing how someone else feels and thinking about how we can help, we make our friendships stronger, just like Ollie and his friends."

## Activity 2:Empathy Role Play (15 minutes)

### 2. Introduce Activity

"Now we're going to practice empathy with some role-playing. Each group will act out a scenario where one person is feeling upset or sad, and the others will use empathy to help them feel better."

- **Activity Instructions**

- Divide students into pairs or small groups.
- Explain that each group will act out a situation where they need to practice impulse control using the S.T.A.R. strategy.
- After they act out the situation, they'll discuss how using S.T.A.R. helped them calm down and make a better choice.



Scenarios:

Provide the following role-play scenarios where students can use the S.T.A.R. strategy:

Scenario 1: You want to shout because someone accidentally bumped into you, but instead, you use S.T.A.R. to calm down and decide how to respond.

Scenario 2: You're really hungry, and lunch is still 20 minutes away. You feel like complaining, but you use S.T.A.R. to help you wait.

Scenario 3: You want to play with your friend's toy, but they're using it. Instead of grabbing it, you use S.T.A.R. to decide what to do.

Scenario 4: You're in line for a game, but someone cuts in front of you. You feel angry and want to yell, but you use S.T.A.R. to help you think of a better way to handle it.

Scenario 5: You feel frustrated because you can't solve a math problem right away. You want to give up, but you use S.T.A.R. to help you keep going.

Using S.T.A.R. in the Role Play:

- In each scenario, students will practice **\*\*stopping\*\*** to take a breath, **\*\*thinking\*\*** about their emotions and choices, **\*\*acting\*\*** by choosing the best option, and then **\*\*reflecting\*\*** on how their choice worked.

- **Discussion:**

- After each role play, ask students:
  - How did using the S.T.A.R. strategy help you calm down?
  - Did it help you make a better choice?
  - How did you feel afterward?



## Wrap Up the Lesson (5 minutes)



### 1. Review and Reflection Overview:

- Review what they learned about empathy.
- Ask a few children to share when this might help them.

### Review and Reflection Teacher Script

#### 1. Gather in a Circle for Reflection:

- "Let's all come back together in a circle."
- "Great job practicing empathy! Just like Ollie and his friends, we can help others feel understood by asking them how they feel and sharing our own experiences."
- "Let's take a moment to think about one way we can show empathy this week. Who would like to share?"
- Listen to a few responses and provide positive reinforcement.

#### 2. Closing

- "Great job today!"

## Home Connection Letter

### 1. Sending Information Home:

- "Today, we learned about empathy and how to understand and connect with the feelings of others, and how empathy helps us feel understood."
- "I've got a letter for you to take home to share what we learned about today."
- Hand out the letters as the children prepare to leave

## Parent Letter

### Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson

Dear Parents/Guardians,

Today in class, your child learned about empathy and how to understand and connect with the feelings of others. We read a story called “Ollie Learns About Empathy”, where Ollie and his friends practiced listening to each other’s feelings and sharing their own experiences.

In class, your child:

- Learned how empathy is about understanding and relating to someone else’s emotions.
- Played a game where they guessed emotions and discussed how to show empathy.
- Participated in role-playing activities to practice showing empathy in different situations.

We encourage you to talk to your child about what they learned today and ask them how they plan to show empathy to their friends and family this week.

Sincerely,  
[Your Name]

# ***Emotions Wheel***



# ***S.T.A.R. Strategy***



**Stop** -Take some deep breaths.

**Think** -What solutions are there?

**Act** -Pick the best solution.

**Reflect** -How did it go?



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