

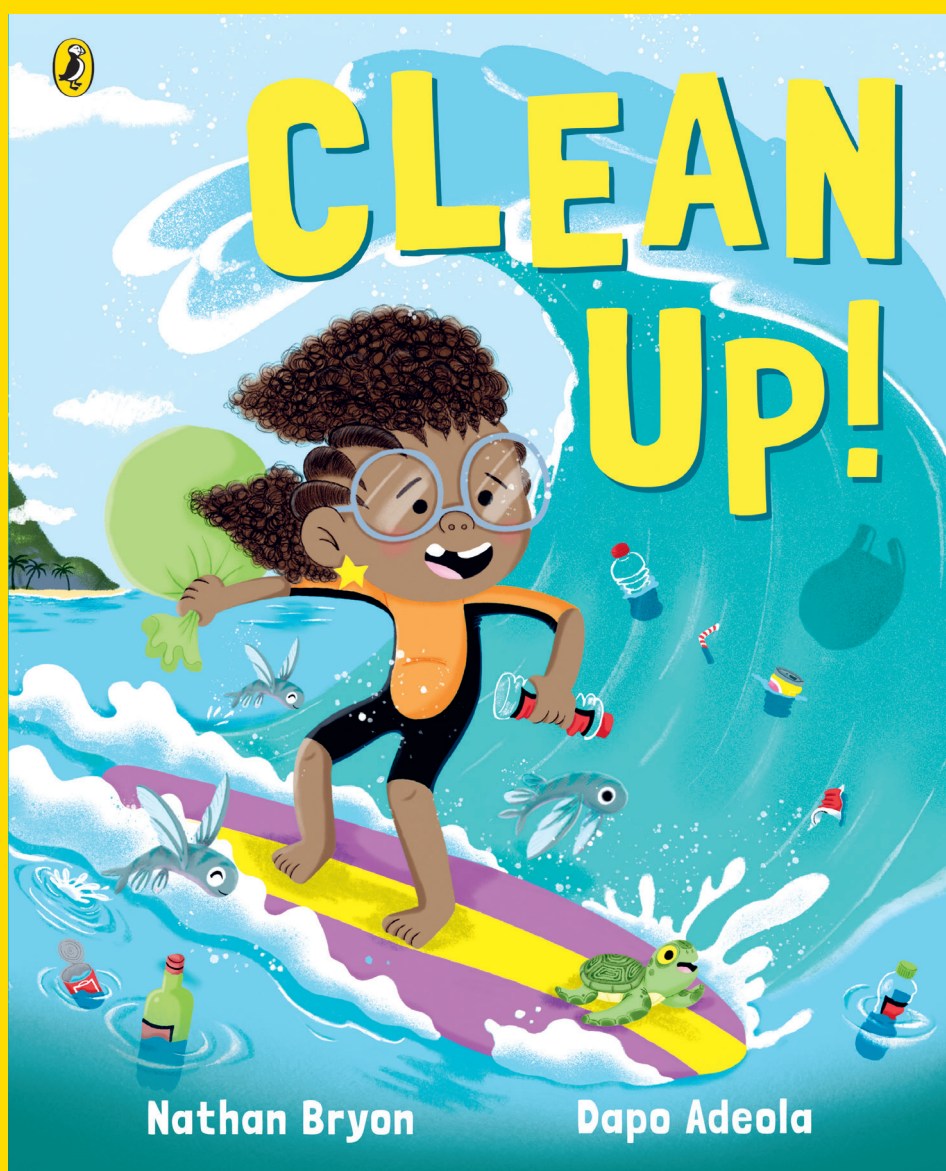
Ages  
4-8

PUFFIN SCHOOLS



# EMPATHY DAY

WITH



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Dapo Adeola

Educational activities  
for KS1 & KS2 practitioners

Pack written by  
**SHAPES**  
for schools

[www.puffinschools.co.uk](http://www.puffinschools.co.uk)

# EMPATHY DAY with CLEAN UP!



## Suitable for:

Ages 4–8

## Includes:

Fun and engaging educational activities to celebrate Empathy Day on 10th June

## Aim:

Develop empathy for animals and the natural world with Rocket!

## Themes:

- ✓ Empathy
- ✓ Looking after the Natural World
- ✓ The Ocean
- ✓ Kindness
- ✓ Inspiration
- ✓ Taking Action

## Subject Checklist:

- ✓ Literacy
- ✓ PHSE
- ✓ Citizenship
- ✓ Art, Design & Technology
- ✓ Science
- ✓ Geography

## About the book

Join lovable, passionate Rocket as she sets off on a mission to save a Caribbean island from plastic pollution!

When Rocket goes for a holiday to visit her grandparents, she's shocked by the pollution that is spoiling their island home and putting the local sea life at risk. Can she think of a way to save the day?

This is a heartwarming, timely and empowering picture book, showing how we ALL can make a difference.



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## Contents:

### 1. WHAT IS EMPATHY?

Pages 4–8

**Outcomes:** create an 'Empathy Word Board';  
identify examples of empathy in the story and the real world.

### 2. HAVING EMPATHY FOR ANIMALS

Pages 9–13

**Outcomes:** learn about different sea creatures; step into a creature's shoes,  
writing a postcard from their perspective.

### 3. CREATING AN EMPATHY RESOLUTION

Pages 14–17

**Outcomes:** complete an Empathy Checklist of actions and  
Empathy Bingo; create an Empathy Resolution.





## Lesson 1: What is Empathy

### Starter Task

Before reading *Clean Up!* together as a class, consider the question: what is **EMPATHY**?

FIRST, on the Empathy Word Board activity sheet, try to write down as many words relating to 'empathy' as you can. Some have already been written down to help you.

Make your list into a visual thesaurus entry. You might want to write all your words using different colours, or you might want to write them in different shapes and sizes. Some words might run vertically, some horizontally, and some at different angles. Some might form a larger image, or be written inside a symbol of your choice!

You could use also your words to create an acrostic for the word 'Empathy'!

### Task 1:

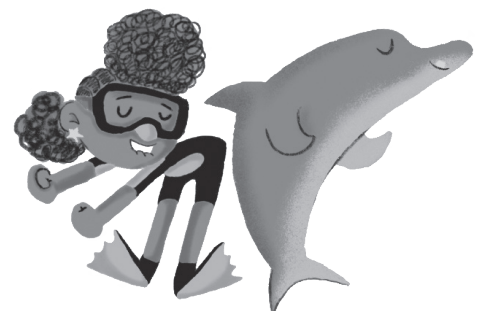
**According to Empathy Lab**, Empathy is our ability to imagine and share someone else's feelings and perspectives.

**According to Empathy Lab**, Empathy is made up of three elements:

- **FEELING:** where we 'get a feeling' about how someone feels
- **THINKING:** where we use reason and imagination to work out how someone feels
- **ACTING:** where we are inspired to help others, having experienced what they are feeling

A lot of the times, empathy is not something we 'see', but something that is going on inside us, beneath the surface.

Find examples of empathy in *Clean Up!* Look at the three illustrations on the activity sheet. Where is Rocket showing empathy or sharing 'someone else's feelings and perspectives'? Label the illustrations with the words 'Feeling', 'Thinking' or 'Acting'.

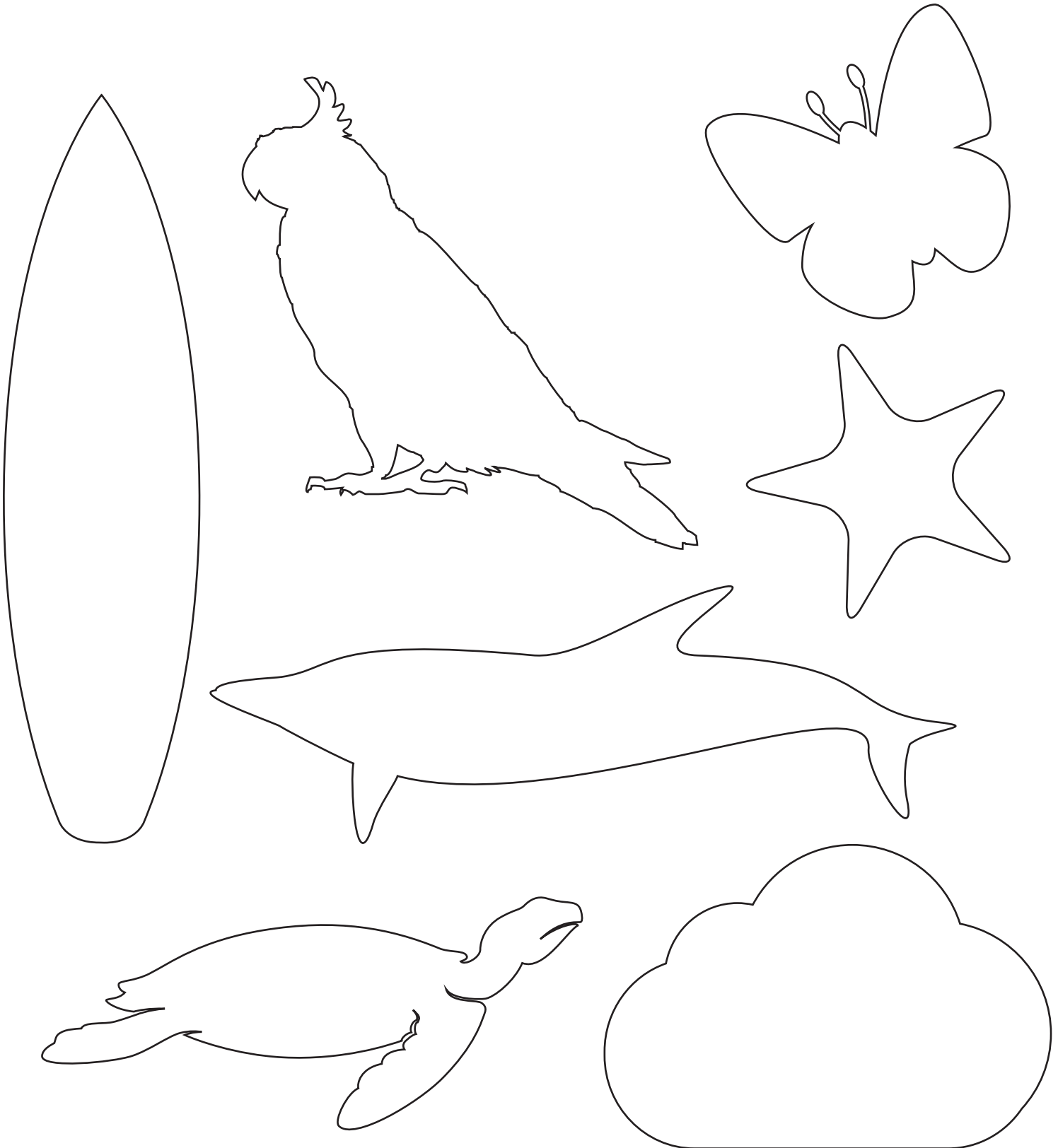




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## Lesson 1: Starter Task - Empathy Word Board



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## Lesson 1: Starter Task - Empathy Acrostic

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## Lesson 1: Task 1 - Empathy Elements

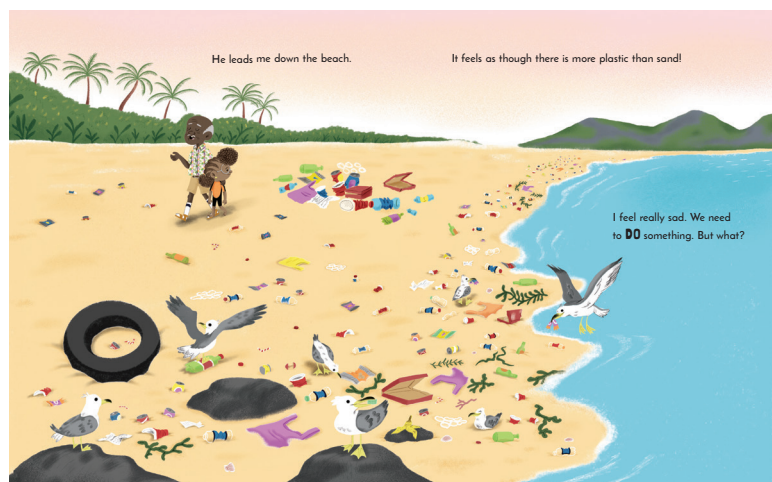
Find examples of empathy in *Clean Up!* Look at the three illustrations below. Where is Rocket showing empathy or sharing 'someone else's feelings and perspectives'? Label the illustrations with the words 'Feeling', 'Thinking' or 'Acting'.

THINKING

FEELING

ACTING

**OH NO!** A baby turtle has washed up to the shore, and it's all tangled in plastic.



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## Lesson 1: Task 1 - Your experience of the Empathy Elements

Think of a time when you feel you've shown empathy to another human or an animal. What happened? How did you feel? What did you do?

In the three boxes below, write down or draw how you experienced the '3 elements' of empathy.



FEELING - I got a feeling ...

THINKING - I worked it out ...

ACTING - I took action by ...





## Lesson 2: Having Empathy for animals

### Starter Discussion:

1. We are in a very important time for the planet and the environment, so it is important to have empathy for the animals that we share the Earth with.
2. It is much more difficult to have empathy with animals than it is to have empathy with humans!  
With a partner, discuss both statements.

Do you agree or disagree with them? Why or why not?

**Extension:** How are humans impacted globally by the changes to the planet and the environment?  
How can you show empathy for those humans?

### Task 2:

Look again at the moment where Rocket finds the baby turtle washed up on the shore. Does Rocket feel empathy with the turtle? How can you tell?

Fill in the six thought bubbles on the activity sheet to show what both Rocket and the Turtle might be feeling. You can fill the bubbles with emotions, describing words or full sentences.

### Task 3:

Now it's your turn to develop empathy with a sea creature! First, get to know them a bit better.

Match the sea creature on the activity sheet to the correct description. Can you spot any of them as you read the story again?

**Extension:** Come up with extra bits of information for each creature using your own research. How would each creature be affected by the plastic that Rocket finds on the beach?

### Task 4:

Choose a creature from the list on your Task 3 activity sheet or one that features strongly in the story:

Write a postcard from the perspective of your chosen animal. You may wish to include descriptions of what it feels like to live in the ocean, what threats you face and how you feel about them. You may also want to talk about how Rocket has helped you!

Read some of these postcards out as a class. Discuss any common ideas or themes that come up.  
How might the world change if we could communicate with animals?



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## Lesson 2: Starter discussion

With a partner, discuss both statements below.

Do you agree or disagree with them? Why or why not?

1. We are in a very important time for the planet and the environment, so it is important to have empathy for the animals that we share the Earth with.

2. It is much more difficult to have empathy with animals than it is to have empathy with humans!



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## Lesson 2: Task 2

Look again at the moment where Rocket finds the baby turtle washed up on the shore. Does Rocket feel empathy with the turtle? How can you tell?

Fill in the six thought bubbles below to show what both Rocket and the Turtle might be feeling. You can fill the bubbles with emotions, describing words or full sentences.

**OH NO!** A baby turtle has washed up to the shore, and it's all tangled in plastic.



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## Lesson 2: Task 3

Now it's your turn to develop empathy with a sea creature! First, get to know them a bit better.

Match the sea creature below to the correct description. Can you spot any of them as you read the story again?

HUMPBACK  
WHALE

These animals are protected by hard shells and have claws for capturing, crushing and cutting their prey.

SEA  
TURTLES

Most have five arms... but some have more... and some have arms so short they look like cushions! They can regrow their arms if they lose one.

DOLPHINS

They may not have brains, but they do have tentacles that can give a nasty sting! Some can glow in the dark!

JELLYFISH

Small, toothed whales that live together in groups called pods. A 'pod' of these creatures talk to each other in clicks and squeaks.

CRABS

Up to 62 feet in length, they are powerful swimmers, and they use their massive tail fin to propel through the water and sometimes out of it.

STARFISH

Takes 10–15 years to grow into an ADULT. Adults spend most of their time in coastal waters where they find food.



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## Lesson 2: Task 4

Choose a creature from the list above or one that features strongly in the story:

Write a postcard from the perspective of your chosen animal. You may wish to include descriptions of what it feels like to live in the ocean, what threats you face and how you feel about them. You may also want to talk about how Rocket has helped you!

Read some of these postcards out as a class. Discuss any common ideas or themes that come up. How might the world change if we could communicate with animals?



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## Lesson 3: Creating an Empathy Resolution

### Starter Task:

Rocket sets a very good example for how to show empathy in Clean Up! Find scenes from the story where she carries out the following actions:

1. She takes the time to notice what's around her
2. She thinks about the problems of others (human or animal)
3. She helps raise awareness of the problem by telling others
4. She finds an innovative way to solve the problem

**Extension:** Can you find any further examples of Rocket's empathy in the story?

### Task 2:

Inspired by Rocket, complete the Empathy Checklist on the activity sheet.

Look at some of the actions listed. Rank them in order from 1–12, with 1 being the action that you carry out the most, and 12 being the action that you carry out the least. Reflect on each of the actions; what is the impact of each of them? Add some of your own.

### Task 3:

Then, as a class, fill in the Empathy Bingo activity sheet with your favourite actions inspired by Rocket. As a class, can you complete all of them in one week? You might want to keep an Empathy Diary to record your progress!

### Task 4:

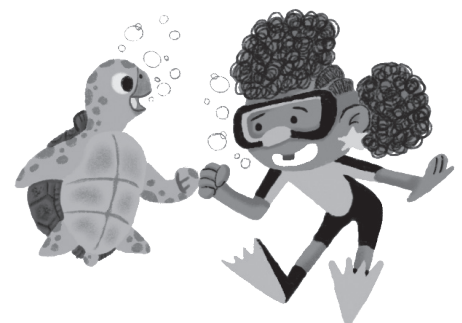
Finally, use the template in the activity sheet to write your Empathy Resolution.

How can you follow in Rocket's footsteps to show more empathy and be inspired to help others? Your resolution can be anything, big or small.

Some examples might include:

- Take the time to notice who and what is around me
- Listen more to my friends and family
- Think of things from another person's perspective

Decorate your Empathy Resolution with drawings or stick down any articles and images to show your ideas – get creative!



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## Lesson 3: Task 2

Inspired by Rocket, complete the Empathy Checklist below.

Look at some of the actions listed. Rank them in order from 1–10, with 1 being the action that you carry out the most, and 10 being the action that you carry out the least. Reflect on each of the actions; what is the impact of each of them? Add some of your own. Reflect on each action in the checklist and add some ideas of your own.



Action	Rank 1–10	Reflections	Impact
Take the time to notice something or someone.			
Listen carefully to someone.			
Think and reflect on the things you hear and see.			
Inspire others to join a cause with you.			
Work as part of a group and listen to everyone.			
Try to see the world from another perspective.			
Smile at someone new and invite them to talk to you.			
Share your passions with someone else.			
Try being patient in an argument or disagreement.			

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## Lesson 3: Task 3

Empathy Bingo.

Write actions inspired by Rocket in each square. Your challenge is to complete all of them in one week.

E.G. Take the time to notice something or someone.					





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My Empathy Resolution inspired by Rocket is

A series of ten sets of horizontal dotted lines for writing, each preceded by a small flower icon. The page is decorated with various tropical-themed illustrations including hibiscus flowers, monstera leaves, and small daisies scattered around the writing area.