



DOWNLOAD & TEACH

Printable Resource Library

Everything you need to bring theatre-based empathy learning into your classroom.



1

CHARACTER CARDS

THE NEW STUDENT



You joined the school two weeks ago. You recognize people in your classes but haven't made close friends yet. At lunch, you notice an open seat at a table but aren't sure whether you're welcome.



YOUR GOAL: Find somewhere you feel comfortable.



CONSIDER: What might stop you from simply asking to sit down?



THE OVERACHIEVER



You want to do your best in everything. You put a lot of pressure on yourself to succeed and get good grades. You get frustrated when others in your group don't take things as seriously.



YOUR GOAL: Get the best possible result.



CONSIDER: How might others see your behavior?

THE QUIET OBSERVER



You notice a lot of things but don't usually say much. You prefer to stay in the background and avoid conflict. Sometimes people forget that you have ideas too.



YOUR GOAL: Feel safe and avoid attention.



CONSIDER: What might be hard about speaking up?

2

SCENARIO CARDS

**BELONGING & INCLUSION**

A group is choosing partners for a class project. One student realizes everyone else has already paired up.

YOUR CHALLENGE: Explore the situation without immediately solving it.

**FRIENDSHIP & CONFLICT**

Two friends planned to work together, but one unexpectedly chooses someone else.

THINK ABOUT: What might each person understand differently?

**MISUNDERSTANDING**

A student makes a comment they think is funny, but another student becomes noticeably quiet afterward.

YOUR CHALLENGE: Consider what might be happening beneath the surface.

**DIFFERENT PERSPECTIVES**

Four students are completing a group project. One student keeps taking control because they want a high grade, while another has stopped contributing because they feel ignored.

THINK ABOUT: How might each person's goals and fears be different?

**SPEAKING UP**

A student notices that someone is regularly being left out but worries that saying something will make their own friends annoyed.

YOUR CHALLENGE: Explore the options from different perspectives.

3**PERSPECTIVE SWITCH CARDS****SWITCH!**

Become the person
you disagreed with.

**SWITCH!**

Become the person
who has spoken
the least.

**SWITCH!**

Play someone who
witnessed the situation
but wasn't directly
involved.

**FREEZE!**

What does your
character believe
is happening
right now?

**THOUGHT TRACK!**

Say one thought
your character
has not said
aloud.

**NEW ANGLE!**

What is something
new you understand
about another
character now?



STUDENT REFLECTION SHEET



UNDERSTAND

Cognitive Empathy

1. What did your character see differently from you?

2. What did you understand about another character that you didn't recognize at the beginning?



CONNECT

Emotional Empathy

3. What emotion became clearer once you stepped into the role?

4. What physical or verbal choices helped you recognize how another character might feel?



RESPOND

Compassionate Empathy

5. What might this person need from the people around them?

6. If you encountered a similar situation outside the activity, what could you do?



Empathy grows when we understand, connect, and choose to act,

7

HOT SEATING QUESTION CARDS



THOUGHTS



What were you thinking when this happened?

FEELINGS



Was there something you were feeling but didn't show?

MOTIVATION



Why did you make that choice?

PERSPECTIVE



What do you wish the other person understood?

ASSUMPTIONS



Is there something people might assume about you that isn't true?

SUPPORT



What could someone have done that would have helped?

8

STATUS WALK PROMPT CARDS



ENTERING A ROOM
WHERE YOU
KNOW EVERYONE



ENTERING A ROOM
WHERE YOU
KNOW NO ONE



YOU HAVE
SOMETHING
IMPORTANT TO SAY
BUT KEEP GETTING
INTERRUPTED



YOU'VE JUST BEEN
CHOSEN TO LEAD
THE GROUP



YOU KNOW THE
ANSWER BUT ARE
AFRAID IT MIGHT
BE WRONG



Don't act out an emotion. Ask yourself:

How might this experience change your posture, pace, eye contact, use of space, or interaction with others?



BEFORE YOU LEAVE...

One perspective I understand differently now:

One assumption I reconsidered:

One empathetic action I could take:

Today I practiced:

☐ Understanding
☐ Connecting
☒ Responding

TEACHER OBSERVATION SHEET

STUDENT	Considers multiple perspectives	Listens / responds to peers	Recognizes emotions	Adapts after hearing new perspectives	Suggests supportive action
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

1 = Not yet demonstrated
2 = Emerging
3 = Demonstrated
4 = Consistently demonstrated

Evidence I noticed:

Growth to look for next time:

RESOURCE LIBRARY GUIDE



ACT

Character Cards
Scenario Cards
Perspective Switch Cards
Hot Seating Cards
Status Walk Cards



REFLECT

Student Reflection Sheet
Exit Ticket
Discussion Question Cards
Journal Prompts



MEASURE

Empathy Self-Assessment
Teacher Observation Sheet
Before/After Tracker



FACILITATE

Teacher Quick-Start Sheet
Activity Adaptations
"What Do I Do If...?" Guide
Theatre Techniques
Cheat Sheet