



SOFT SKILLS+

Emotional Intelligence Lesson Plans

**Soft Skills For People With
Intellectual Disabilities**

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Emotional Intelligence

– Lesson Plan 1

Emotions in Action: Understanding, Expressing, and Managing Feelings

The objective of the activity is to support learners in understanding and managing their emotions effectively, building stronger relationships with others, and developing empathy and compassion.

Learning Outcomes:

- Understand basic emotions (happiness, sadness, anger, fear).
- Identify one's own emotions and recognise emotions in others.
- Develop emotional self-awareness.

Materials:

- Handout 1: Emotion Board (option 1).
- Handout 2: Emotion Board (option 2).

Duration:

60 minutes

Activities:

Introduction and Warm-up: “Emotional Check-in” (10 minutes)

- Display an Emotion Board with simple facial expressions (happy, sad, angry, scared, calm, excited). Use the emotion boards from handout 1 or 2 for this.
- Ask each participant to point to or describe the emotion they are feeling.
- Follow up with open-ended questions:
 - Why do you feel this way?
 - Did something happen today that made you feel this way?

Activity 1: Understanding Emotions Through Everyday Situations (20 minutes)

- Present four simple scenarios for discussion:
 - **Scenario 1:** You got a compliment from your friend. → How would you feel? (Happy)
 - **Scenario 2:** You lost something important. → How would you feel? (Sad)
 - **Scenario 3:** Someone cut in line at the store. → How would you feel? (Angry)
 - **Scenario 4:** You are walking alone in an unfamiliar place. → How would you feel? (Scared)
- After each scenario, discuss:
 - What emotion do you feel?
 - How does it feel in your body? (e.g., heart beating fast, stomach feeling tight).
- Conduct a short role-play game with the learners based on the scenarios to encourage self-awareness, emotional regulation, and problem-solving skills in a way that is easy to understand and apply in daily life.

- **Scenario 1:**

- How does your body feel when you are happy? (e.g., smiling, feeling light, heart feels warm).
- How can you show your happiness to others? (e.g., saying thank you, smiling back).
- What can you do to spread happiness to others? (e.g., give a compliment in return, share good news).

- **Scenario 2:**

- How does sadness feel in your body? (e.g., heavy heart, teary eyes, feeling slow).
- What can you do when you feel sad? (e.g., take deep breaths, ask for help, talk to a friend).
- Who can you talk to when you are feeling sad? (e.g., family, friend, support person).
- What are some ways to make yourself feel better? (e.g., listening to music, taking a walk, doing something you enjoy).

- **Scenario 3:**

- How does your body feel when you are angry? (e.g., tense muscles, clenched fists, heart beating fast).
- What can you do to calm down before reacting? (e.g., count to 10, take deep breaths, step away).
- What are good ways to respond to a situation without getting into a fight? (e.g., stay calm, ask the person politely, let it go).
- How can you express your feelings in a respectful way? (e.g., say “Excuse me, I was here first” calmly).

- **Scenario 4:**

- How does fear feel in your body? (e.g., fast heartbeat, sweaty hands, feeling shaky).
- What can you do to feel safer in a new place? (e.g., call someone, stay in well-lit areas, ask for help).
- Who can you ask for help if you feel unsafe? (e.g., security guard, store employee, a trusted person).
- What can you say to yourself to feel calmer? (e.g., “I will be okay,” “I can find my way”).

Activity 2: Empathy & Relationship Building: “What Would You Say?” (15 minutes)

- Present a set of scenarios where a person is feeling a strong emotion.
- Ask learners: What would you say to help this person feel better? What could you say?
- Example situations:
 - A friend looks sad.
 - Someone seems nervous before an appointment.
 - A friend is angry because they had an argument with someone.
 - Someone is excited about good news.
 - A friend is scared to try something new.
 - A friend had a bad day and looks tired.
- Reinforce simple and kind phrases like:
 - “I understand how you feel.”
 - “I’m here if you need to talk.”
 - “Let’s take deep breaths together.”

Activity 3: Emotional Regulation: Simple Techniques (10 minutes)

- Introduce three simple emotion-regulation techniques:
 - Deep breathing – Inhale deeply for 4 seconds, hold for 2, exhale for 4.
 - “Take a break” strategy – If feeling overwhelmed, pause and count to 10 before reacting.
 - Using positive self-talk – Simple phrases like “I can handle this” or “I will feel better soon.”
- Practice each technique together.

Evaluation (5 minutes)

- Point out that emotions are normal, and we can all learn how to manage them, and we can help others by trying to understand their emotions.
- Lead a short breathing exercise: Inhale for 4 seconds, hold for 2, exhale for 4 seconds.
- End with a positive affirmation, e.g. “I can recognise my emotions, and I can understand others.”

Tips for Educators

1

Encourage participation but respect individual comfort levels. Some learners may prefer pointing to an emotion rather than speaking.

2

Demonstrate how emotions look and feel, e.g., show deep breathing before asking learners to try it.

3

Relate emotions to everyday experiences to make learning meaningful. If a learner shares an example, validate their feelings.



Handout 1 – Emotion Board (option 1):



Handout 2 – Emotion Board (option 2):





WORRIED



SURPRISED



NERVOUS



WORRIED



COLD



HOT



BITTER



UPSET



EXCITED



GRATEFUL



SATISFIED



PROUD



HUNGRY



IRRITATED



HEARTBROKEN



SICK

Emotional Intelligence

– Lesson Plan 2

Building Emotional Vocabulary and Responding with Kindness

The objective of the activity is to expand learners' emotional vocabulary, enhance empathy and listening skills, and practice responding to emotions with kindness and respect.

Learning Outcomes:

- Expand their emotional vocabulary beyond basic emotions.
- Recognise subtle emotional cues in others.
- Practice responding empathetically and respectfully in social situations.
- Strengthen self-regulation and emotional communication skills.

Materials:

- Handout 1: Emotion Board (option 1).
- Handout 2: Emotion Board (option 2).
- Handout 3: Emotion Thermometer.

Duration:

60 minutes

Activities:

Introduction and Warm-up: “Emotional Charades” (10 minutes)

- Use a set of Emotion Board cards from Lesson Plan 1. One learner picks a card (without showing it), acts out the emotion, and the group guesses.
- After each guess, ask:
 - What body language helped you guess?
 - Can you remember a time when you felt this emotion?

Activity 1: Intensity Check-In through Emotion Thermometer (15 minutes)

- Introduce the “Emotion Thermometer” (handout 3) – a visual scale from 1 (mild) to 5 (intense).
 - Use familiar words like: Calm → Annoyed → Angry → Furious or Worried → Nervous → Anxious → Panicked
- Invite learners to place emotion word cards on the thermometer based on how strong they think the emotion is.
- Then, discuss:
 - Can you name an emotion that feels “bigger” than sad? Or smaller than angry?
 - How do you act when your emotions feel very strong?

Activity 2: How Would You Feel and Respond? (scenario-based activity) (15 minutes)

- Split learners into pairs or small groups. Give each group a different scenario and then the learners role-play their responses.
- Scenario cards:
 - Your friend wins a prize, but you don't.
 - You accidentally spilt something in class.

- Someone interrupted you while you were talking.
- You made a mistake in front of others.
- Your friend is upset and not talking.
- Each group discusses:
 - How would you feel in this situation? (Choose an emotion from the emotion board).
 - How strong is that feeling? (Use the thermometer).
 - What could you say or do to respond kindly to yourself or others?

Activity 3: “If I Were You...” (Empathy drawing or writing activity) (10 minutes)

- Ask learners to choose one situation from the previous activity and choose one of the following options:
- Draw what they would do to support a friend at that moment.
- Write a kind or supportive message that they could say.

Activity 4: Calm-Down Techniques (5 minutes)

- Present the learners the grounding game - 5-4-3-2-1:
 - They take time to notice... “5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste”.

Evaluation (5 minutes)

- Circle up and ask:
 - What new emotion/word did you learn today?
 - How can you help a friend feel better?
 - What helps you calm down when feelings get big?
- Optionally, finish with a calming breathwork exercise and a group affirmation: “I can name my feelings, understand others, and respond with kindness.”

Tips for Educators

1

Encourage participation to take the lead and allow them to describe emotions in their own words.

2

Acknowledge all feelings as valid, there are no “bad” emotions.

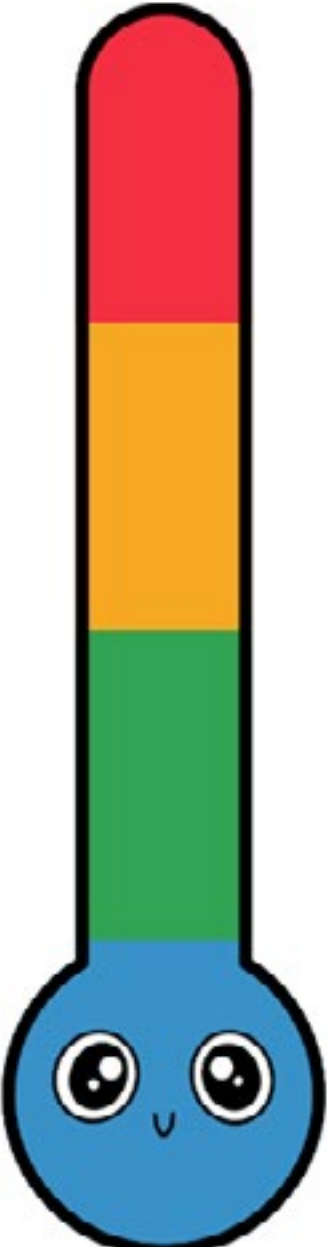
3

Praise attempts at empathy, even if imperfect.



ZONES OF REGULATION THERMOMETER

Write what helps you in each zone in the boxes below.



The diagram shows a vertical thermometer with four colored sections. From top to bottom, the sections are red, orange, green, and blue. The blue section at the bottom is a circle with a face, featuring large eyes and a small smile. To the right of each colored section is a rectangular box for writing. Arrows point from each box to its corresponding section on the thermometer.

Red Zone

Amber Zone

Green Zone

Blue Zone

Emotional Intelligence

– Lesson Plan 3



Understanding Others and Valuing Myself

The objective of the activity is to help learners understand empathy by recognising others' feelings, offering support, and appreciating their own strengths and positive qualities.

Learning Outcomes:

- Understand the importance of empathy – “putting yourself in someone else’s shoes”.
- Offer kind words or actions to support others.
- Recognise and appreciate their own strengths and positive qualities.

Materials:

- Paper.
- Pencils & Colours.

Duration:

60 minutes

Activities:

Introduction and Warm-up: “How Would You Feel” (10 minutes)

- Explain and show different situations (e.g., a child dropping an ice cream, someone getting a gift, someone playing alone, a person sitting alone during lunch, etc.).
- Ask learners:
 - How do you think this person feels?
 - What could we do to help them?

Activity 1: “Step Into Their Shoes” Role Play (15 minutes)

- Use simple role-play to explore empathy.
- Example scenarios:
 - A friend is sad because they lost a toy.
 - Someone is nervous about trying something new.
 - A classmate is celebrating something exciting.
 - A person is nervous before performing in front of a group.
 - Someone is wearing mismatched socks and others are laughing.
 - A friend invites you to their birthday party.
 - Someone gives another person a small gift.
 - A person is sitting alone during lunch.
- Ask:
 - How do they feel?
 - How would you feel in their place?
 - What could you say or do to help?
- Learners take turns pretending to be the person and helper in the situation.

Activity 2: Kind Words Circle (10 minutes)

- Sit in a circle. One learner holds a soft toy or talking stick.
- They say something kind or supportive (e.g., “You’re a good friend,” “You helped me,” “I like your smile”) to the person next to them.
- Pass it around the circle.

Activity 3: My Superpowers (15 minutes)

- Give each learner a blank paper with the prompt: “My Superpowers – Things I’m Good At!”
- They should draw or write (with support if needed) 2–3 things they like about themselves.
- Examples:
 - I’m a good friend.
 - I’m helpful.
 - I draw well.
 - I’m funny.
- Let learners decorate the page with stickers or colours and (optionally) look at themselves in a mirror and say one positive thing out loud!

Evaluation (5 minutes)

- Use simple reflection questions:
 - What did you like about today’s session?
 - What is something kind you said today?
 - What is something you’re proud of about yourself?
- Optionally, finish with a group affirmation. Hold hands or sit together and say: “I can understand others. I can be kind. I like who I am.”

Tips for Educators

1

Replace “empathy” with phrases like “imagine how someone else feels” or “put yourself in their shoes.”

2

Some learners may prefer to point, draw, or use cards rather than speak. Always give options like: “Do you want to act it out, or just tell me?”

3

If role-playing feels too complex, break it into smaller steps or act it out yourself first. Let learners skip or observe activities if they’re uncomfortable, and re-engage them gently later.



Emotional Intelligence

- Lesson Plan 4



We Work Together: Helping, Sharing, and Feeling Good

The objective of the activity is to help learners practice empathy, cooperation, and gratitude by working together, offering support in everyday situations, and recognising the positive impact of kindness and teamwork.

Learning Outcomes:

- Understand the importance of empathy – “putting yourself in someone else’s shoes”.
- Practice helping and sharing in everyday situations.
- Solve small social challenges using emotional awareness and communication.

Materials:

- Ball, Building Blocks, Puzzles, Coloured Beads, and / or Cups (depending on the chosen team challenge in activity 2).
- Papers, Pens, & Colours.

Duration:

60 minutes

Activities:

Introduction and Warm-up: Feelings Chart (5 minutes)

- Using an Emotion Board (handout 1 or 2 from lesson plan 1), simply ask each learner: “How are you feeling today?”
- Let them point, say, or act it out!

Activity 1: Time for a Short Story (15 minutes)

- Tell a simple story about someone helping a friend. For example:
 - It was Leo’s first day in a new classroom. The room was bright and noisy. Everyone was talking, and Leo felt nervous. He sat in the corner, holding his backpack tightly. He didn’t know what to do. Mia noticed him. She walked over slowly and smiled. “Hi, I’m Mia. Want to sit with me?” she asked. Leo smiled a little and nodded. They sat together and played a matching game. Later that day, Leo helped Mia pick up her crayons when they spilt. Both of them felt happy. Leo wasn’t nervous any more. He had made a new friend.
- Ask learners:
 - How did Leo feel at the beginning?
 - What did Mia do to help?
 - How did Leo feel after Mia helped him?
 - How did Leo help Mia later?
 - How do you feel when someone invites you to play or talk?

Activity 2: Team Challenge (25 minutes)

- Choose a cooperative task where learners work in pairs or a small group.
- Examples:
 - Build a small tower with blocks together.

- Pass a ball around without dropping it.
- Put together a 6-piece puzzle as a team.
- Work together to sort coloured beads into cups.
- Afterwards, ask:
 - How did it feel to work together?
 - What did your team mates do well?
 - Did anyone say something helpful or kind?

Activity 3: Thank-you Card Activity (10 minutes)

- Each learner creates a thank-you card for someone in the room or in their life (e.g., another learner, teacher, family member, etc.).
- Prompts to guide them:
 - Who helped you today or this week?
 - What is something kind that someone did for you?
 - What do you like about your friend?
- Let them draw or write with support. Stickers and colourful decorations make this fun and personal!

Evaluation (5 minutes)

- Sit in a circle and reflect:
 - What's something kind that you did today?
 - What's something you're proud of?
 - How did you feel when someone helped or thanked you?
- Optionally, end with a calm breath work exercise and affirmation: "We can help. We can share. We work well together."

Tips for Educators

1

Give extra time for team activities, celebrate effort, not outcome.

2

Reinforce specific positive behaviours with praise: "You shared nicely!" / "Great teamwork!"

3

Pair learners thoughtfully, matching different strengths, and gently guide them to take turns and talk to each other during the task.



Emotional Intelligence

- Lesson Plan 5



Being There for Others – Real-Life Kindness & Support

The objective of the activity is to help learners recognise when others need emotional support and respond with kindness, respect, and compassion in everyday situations.

Learning Outcomes:

- Identify when someone needs support in real-life adult situations.
- Practice kind and respectful responses to others' emotions.
- Understand personal space and non-verbal signs of compassion.
- Use basic phrases and behaviours that show active listening and emotional support.

Materials:

- Handout 4: Response Cards.

Duration:

60 minutes

Activities:

Introduction and Warm-up (5 minutes)

- Ask learners how they're feeling today – using either words, cards, or gestures.
- Introduce today's theme: "How can we be there for others when they need support?"

Activity 1: Real-life Situations (20 minutes)

- Read short, simple real-life situations aloud. Ask learners to listen and think about how the person in the story feels and how they could respond with kindness.
- Example stories:
 - Mark is starting a new job. He is sitting by himself in the break room. He looks down at the floor and isn't talking to anyone.
 - Sara is at the store. Her bag rips, and her groceries fall on the floor. She looks surprised and embarrassed.
 - Anna has just finished her first yoga class. She's smiling and looks proud. No one else in the room says anything.
 - Tom is waiting at the doctor's office. He's tapping his foot and looking at his watch over and over.
 - Lena is helping clean the kitchen and accidentally drops a glass. She says, "I'm sorry," and looks upset.
- Discussion questions:
 - How do you think they feel?
 - What could you say or do to be kind?
 - What can someone do to help?
 - What could you say to show kindness?
 - What could you say or do that's kind and respectful?

Activity 2: Kind or Not Kind? Sorting Cards Game (10 minutes)

- Show learners the response cards (handout 4):
 - “Would you like to sit with me?”
 - Talking about someone behind their back.
 - “I can help you if you want.”
 - “That’s not my problem.”
 - “It’s okay to feel that way.”
 - “You always mess things up.”
 - “Take your time.”
 - Rolling your eyes and walking away.
 - “I’m here if you need me.”
 - Telling someone to “Calm down!” in a loud or angry voice
 - “You did your best!”
 - Ignoring someone when they are upset
 - “Can I give you a hug?” (asking first!)
 - Saying “No one cares” when someone shares a feeling.
 - Making fun of someone for crying.
 - “Would you like to talk about it?”
 - “You should just get over it.”
 - “I’m proud of you.”
 - Interrupting someone who is trying to talk about how they feel.
- Have learners sort them into two piles:
 - ‘Kind and respectful’ and ‘Not kind or not helpful’.

Activity 3: Practicing Active Listening (20 minutes)

- Use two chairs facing each other for pairs to practice active listening:
 - Eye contact
 - Nodding
 - Calm voice
 - “I’m listening” / “That sounds hard” / “I’m here”.
- Demonstrate how it feels when someone listens and when someone doesn’t.
- Let pairs practice: One person shares something small (real or imagined), and the other responds with compassion and attention.

Evaluation (5 minutes)

- Ask each learner to choose or name:
 - One kind thing that they can say to someone who is feeling sad.
 - One thing they can do to show they care.
 - One way they can listen better.
- Optionally, end with a short group affirmation: “I can listen. I can care. I can help in a kind and respectful way.”

Tips for Educators

1

Repeat and reinforce key phrases (e.g., “It’s okay to ask first,” “I’m here for you,” “Kindness is listening.”).

2

Speak clearly and slowly when reading the scenarios aloud. Pause between each one and ask one question at a time to check understanding. Offer choices if needed: “Do you think she feels sad or happy?” – instead of open-ended questions.

3

In Activity 2, if a learner isn’t sure, open it up to the group with “What do others think?”.



**Would you like
to sit with me?**

**Talking about
someone behind
their back.**

**KIND AND
RESPECTFUL**

**NOT KIND OR
NOT HELPFUL**

**I can help you
if you want.**

**That's not my
problem.**

**It's okay to
feel that way.**

**You always
mess things up.**

**I'm here if you
need me.**

**Telling someone to
“Calm down!” in a
loud or angry voice.**

**Take your
time.**

**Rolling your eyes
and walking away**

**You did your
best!**

**Ignoring someone
when they are upset**

**Can I give you
a hug?**

**Saying “No one
cares” when someone
shares a feeling**

**Making fun of
someone for crying**

**Would you like to
talk about it?**

**You should just
get over it.**

**I'm proud of
you.**

**Interrupting someone
who is trying to talk
about how they feel.**

Emotional Intelligence

– Lesson Plan 6



Kindness in Action – Noticing, Listening, and Responding

The objective of the activity is to help learners notice emotions in everyday adult situations and practice kind, timely, and respectful responses that build trust and connection.

Learning Outcomes:

- Recognise emotional cues in real-life situations.
- Respond with kind and supportive words or actions.
- Practice staying calm and grounded when others feel strong emotions.
- Reflect on what kindness means in everyday moments.

Materials:

- Flipchart or Whiteboard.
- Handout 5: Story Snapshots Worksheet.
- Handout 6: Kindness Reflection Worksheet (for drawing or writing for Activity 3).
- Soft Object (e.g., a ball or yarn; optional).

Duration:

60 minutes

Activities:

Introduction and Warm-up: Emotion Echo (5 minutes)

- Say an emotion out loud (e.g., tired, proud, frustrated, excited) and model the facial expression or posture.
- Ask learners to “echo” it with their faces or bodies.
- Then ask:
 - “Where might you see someone feeling like this?”
 - “What could you say to them?”

Activity 1: Spot the Feeling (20 minutes)

- Read a couple of short story snapshots from handout 1, but this time include tone of voice, body language, or spoken words.
- Short story snapshots:
 - Alex is speaking quietly and not looking at anyone. He says, “I’m fine” when someone asks how he is.
 - Luca walks into the room slowly and sits by himself. He’s staring at the floor.
 - When someone asks, “How are you today?” he shrugs and says quietly, “I’m okay,” without making eye contact.
 - Tina is smiling, talking quickly, and showing everyone her new painting. She says, “I worked so hard on this!” and her eyes are shining.
 - Ben is pacing back and forth. His arms are crossed, and he’s frowning. He says loudly, “Why is everything going wrong today?” and slams his notebook on the table.
 - Aisha is standing near the door, breathing deeply and wringing her hands. She says, “I have that interview

today... I don't know if I can do it."

- Tom spills some water during lunch and says, "Oh no! I'm so clumsy." He looks down and quickly tries to clean it up, not looking at anyone.
- Discussion questions:
 - How do you think they really feel?
 - What tells you that?
 - What could you say or do to be kind?
 - What could you say to make them feel better?
 - Have you ever felt similar?

Activity 2: What Helps You Stay Calm? (15 minutes)

- Ask learners: What helps you stay calm when someone else is angry, sad, or loud?
- Make a shared list on a flipchart or board.
- Examples:
 - Take a deep breath.
 - Step back and give space.
 - Ask for help.
 - Count to 5.
 - Say something kind to yourself.
- Let each learner choose their personal kindness strategy they can use in real-life moments when they want to stay kind, but feel unsure.

Activity 3: Kindness Reflection (10 minutes)

- Prompt learners to recall or imagine:
 - A time they were kind recently.
 - A time someone was kind to them.
 - One moment in the future when they can show care.
- They can share aloud, draw, or use cards. Handout 2 supports this activity.

Evaluation (10 minutes)

- Sit or stand in a circle. Pass around a soft object or simply take turns.
- Ask each learner to complete one of the following sentence starters:
 - Today I learned that kindness can be...
 - One kind thing I can say is...
 - I can show care by...
 - When someone is upset, I can...
 - Next time I see someone who needs help, I will...
- Optionally, finish with the affirmation: "Kindness is something I do, even in small moments."

Tips for Educators

1

Acknowledge that not knowing what to do is okay. Kindness can also be patience, listening, or just being nearby.

2

Emphasise that kindness doesn't always mean talking. Some learners may feel more comfortable showing care through small actions (like sitting nearby, smiling, or drawing a picture). Validate all these forms of kindness equally.

3

If a learner gets too close or overly enthusiastic during role-playing activities, pause and gently guide them back to a respectful space or tone.





Read the Story and Spot the Feeling

Read the story snapshots and include tone of voice,
body language, or spoken words.

Alex is speaking quietly and
not looking at anyone. He
says, “I’m fine” when
someone asks how he is.



Answer the questions:

- How do you think they really feel?
- What tells you that?
- What could you say or do to be kind?
- What could you say to make them feel better?
- Have you ever felt similar?



Read the Story and Spot the Feeling

Read the story snapshots and include tone of voice, body language, or spoken words.

Luca walks into the room slowly and sits by himself. He's staring at the floor. When someone asks, "How are you today?" he shrugs and says quietly, "I'm okay," without making eye contact.



Answer the questions:

- How do you think they really feel?
- What tells you that?
- What could you say or do to be kind?
- What could you say to make them feel better?
- Have you ever felt similar?



Read the Story and Spot the Feeling

Read the story snapshots and include tone of voice,
body language, or spoken words.

Tina is smiling, talking quickly,
and showing everyone her
new painting. She says, “I
worked so hard on this!” and
her eyes are shining.



Answer the questions:

- How do you think they really feel?
- What tells you that?
- What could you say or do to be kind?
- What could you say to make them feel better?
- Have you ever felt similar?



Read the Story and Spot the Feeling

Read the story snapshots and include tone of voice,
body language, or spoken words.

Ben is pacing back and forth.
His arms are crossed, and
he's frowning. He says loudly,
"Why is everything going
wrong today?" and slams his
notebook on the table.



Answer the questions:

- How do you think they really feel?
- What tells you that?
- What could you say or do to be kind?
- What could you say to make them feel better?
- Have you ever felt similar?



Read the Story and Spot the Feeling

Read the story snapshots and include tone of voice,
body language, or spoken words.

Aisha is standing near the door, breathing deeply and wringing her hands. She says, "I have that interview today... I don't know if I can do it."



Answer the questions:

- How do you think they really feel?
- What tells you that?
- What could you say or do to be kind?
- What could you say to make them feel better?
- Have you ever felt similar?



Read the Story and Spot the Feeling

Read the story snapshots and include tone of voice,
body language, or spoken words.

Tom spills some water during lunch and says, “Oh no! I’m so clumsy.” He looks down and quickly tries to clean it up, not looking at anyone.



Answer the questions:

- How do you think they really feel?
- What tells you that?
- What could you say or do to be kind?
- What could you say to make them feel better?
- Have you ever felt similar?



KINDNESS REFLECTION



Imagine or recall
and then
draw or write down...

A large, empty rectangular box with a thin black border, intended for drawing or writing.

A time you were kind
recently.

A large, empty rectangular box with a thin black border, intended for drawing or writing.

A time someone was
kind to you.

A large, empty rectangular box with a thin black border, intended for drawing or writing.

One moment in the future
when you can show care.

Additional Resources:

1. Autism Little Learners: [Emotions Flashcards](#)
2. Beyond Words: Empowering People Through Pictures: [Understanding, Emotions and Books Beyond Words pt. 1](#)
3. Beyond Words: Empowering People Through Pictures: [Understanding, Emotions and Books Beyond Words pt. 2](#)
4. Centervention: [95 Supplemental Social Emotional Learning Activities](#)
5. Centervention: [Body Language Mirroring](#)
6. Centervention: [Feelings Wheel](#)
7. Centervention: [List of Emotions: 135 Words that Express Feelings](#)
8. Centervention: [Think Sheet: Behaviour Reflection Exercise](#)
9. Greater Good in Education: [Making Kinder Classrooms and Schools](#)
10. Random Acts of Kindness Foundation: [Free Kindness in the Classroom® Training Materials](#)
11. Responsive Classroom: [Cooperative Games for Younger Students](#)
12. Therapist Aid: [Basic Emotions Reference](#)
13. Therapist Aid: [Daily Mood Chart](#)
14. Therapist Aid: [Emotion Reference Sheet](#)
15. TherapistAid: [Gratitude Jar Worksheet](#)
16. Therapist Aid: [List of Emotions](#)
17. YouTube Video: [Brené Brown on Empathy](#)
18. YouTube Video: [The Colour Monster](#)
19. YouTube Video: [Snack Attack](#)



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