

“A LETTER FROM THE HEART”



Writing about our feelings is a beautiful way to understand ourselves and feel better. After a natural disaster, children may feel scared, confused, or sad. Putting those feelings into words — through stories, poems, or drawings — can help them make sense of what happened and feel less alone. It’s okay to have big emotions, and writing gives those emotions a safe place to live.

Lesson

Language

Grade

5

Learning Objectives

Students will create essays, stories, and poems with appropriate grammar and vocabulary to clearly express their ideas and enhance social intelligence.

Duration

40 Minutes

Required Materials

Pencils and papers

Preparation and Implementation

As the activity requires some photos to show, print them before the lesson.

PROCESS

1 INTRODUCTION (5 Minutes)

- The teacher asks the class about the concept of "empathy":
 - "What is empathy? What do we feel when we empathize?"
- Patterns like "I understand how you feel because..." are displayed on the board.
- A short example is shared:
 - "Imagine Ali feeling lonely at school. What would you like to write to him?"

2 DISCUSSION (10 Minutes)

- Students are divided into small groups.
- Each group is assigned one of the following characters (for the example photos see the Annex):
 - A student who just moved in
 - A child who has experienced a disaster
 - Someone who has had a fight with a friend
 - Someone who has lost a pet
- Groups predict how this character feels and share their thoughts.
- Then, they are asked, "If you were to write a letter to this person, what would you write?"

3 IMPLEMENTATION (20 Minutes)

- Each student writes an empathy letter to the assigned character.
- In the letter, they are asked to pay attention to the following:
 - Expressions aimed at understanding emotions
 - Appropriate grammar and word choice
 - Structure of at least 5-6 sentences
- To support students, write below examples of empathy sentences on the board:
 - "I imagine it must be very hard to..."
 - "If I were in your place, I would feel..."
 - "You are not alone because..."

EVALUATION

- Students share their letters with their partners.
- The teacher asks the class the following evaluation questions:
 - “Which sentence in your letter most conveyed your feelings?”
 - “If you were the character, how would you feel when you read this letter?”

RECOMMENDATIONS

- Create a safe and supportive environment by emphasizing that there are no “wrong” feelings and that empathy requires understanding, not judgment.

ANNEX

Images:





