

Caring Boots - Levels C - D

GRATITUDE

To support the life skill of empathy by helping students imagine how their actions affect others. By creating "Caring Boots," students explore how kindness, listening, and helping can guide their choices. Inspired by Neptune, this activity highlights that empathy helps us move gently and thoughtfully through the world.



Learning Intentions

Students aim to think about ways they can help and care for others.

Students aim to practise imagining how someone else might feel in different situations.

Students aim to express caring actions through drawing, symbols, or words.



Success Criteria

I can create a picture or outline that represents my caring boots.

I can show or tell at least one kind action I can take for others.

I can talk about or indicate what wearing my "empathy boots" means.



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Duration: 15 - 20 minutes

Objective

To support the life skill of empathy by helping students imagine how their actions affect others. By creating “Caring Boots,” students explore how kindness, listening, and helping can guide their choices. Inspired by Neptune, this activity highlights that empathy helps us move gently and thoughtfully through the world.

Players

Individual activity

Optional whole-class or small-group sharing

Suitable for 4 - 26 students

What You Need

Large sheets of paper

Coloured pencils

Optional: markers, stickers, glitter

Tape for display (optional)

AAC devices, symbol cards, or communication boards as required

Setup

1. Revisit the Neptune page from *The Playful Astronauts*.
2. Briefly connect to prior learning:
 - “Neptune helps us understand feelings.”
 - “Empathy means thinking about others.”
3. Use concrete prompts with wait time:
 - “How can we help someone feel safe?”
 - “What does kindness look like at school?”
4. Explain the task clearly:
 - “Today, we will make Caring Boots.”
 - “Our boots show kind actions we can take.”
5. Model a simple example (teacher-created boot with 1 - 2 actions).



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Gameplay

Step 1: Create the Boot Outline

1. Students choose one option:
 - Trace both feet or shoes on paper, or
 - Use a pre-drawn boot template (recommended for some learners).
2. Support students to position paper and trace carefully.
3. Remind students there is no “right” way to draw their boots.

Step 2: Fill the Boots with Kindness

1. Inside each boot, students draw, write, or symbolise caring actions, such as:
 - Helping a friend
 - Listening
 - Sharing
 - Using kind words
2. Use simple prompts as needed:
 - “What can your boots do to help?”
 - “Who might your boots help today?”
3. Encourage 1 - 3 caring actions rather than quantity.
4. Teachers can help to draw by using hand over hand assistance or help to scribe.

Step 3: Share and Reflect (Optional)

1. Invite students to share one caring action from their boots.
2. Sharing can be done by:
 - Speaking
 - Pointing to a picture
 - Using AAC or symbols
3. Reinforce empathy language:
 - “That helps others feel safe.”
 - “That is a caring choice.”

Winning the Game

There is no winner.

Students are successful when they show or communicate at least one caring action and engage with the idea of empathy.



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Sensory-Specific Learner Variation

Purpose: Support regulation, comfort, and engagement.

Adjustments may include:

- Using pre-drawn large templates instead of tracing
- Limiting materials to coloured pencils only
- Providing frequent breaks or working in a quiet area
- Allowing students to complete just one boot
- Offering calming background music or silence

Participation may be brief, partial, or observational.

AAC-Specific Supports

1. **Pre-load or Prepare Vocabulary:**
 - help, kind, listen, share, friend, stop, safe
2. **Choice-Based Communication:**
 - Students select symbols or words for caring actions
3. **Partner-Assisted Communication:**
 - Adult or peer models and waits for response
4. **Alternative Output Options:**
 - Eye gaze
 - Pointing
 - Single-switch activation
5. **Reflection Support:**
 - “My boots help by...” (sentence strip or symbol sequence)

All communication methods are valid and respected.

Accessibility and Inclusion Notes

- Tracing feet can be replaced with hands, wheels, or symbolic shapes.
- Students using wheelchairs may create “Caring Wheels” or “Kindness Tracks.”
- Fine motor demands can be reduced through stickers or stamps.
- Display work at accessible heights if creating a class wall.
- Avoid comparing work; celebrate all forms of caring expression.

Teacher Notes

“Caring Boots – Levels C & D” helps make empathy visible and concrete. The activity supports perspective-taking without requiring abstract language, making it accessible for diverse learners. Linked to Neptune, it reinforces that empathy travels with us through our actions, choices, and care for others.

