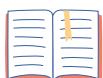


# Caring Boots - Levels F-3

GRATITUDE

To help students express empathy by imagining what it feels like to "walk in someone else's shoes" and how their steps can bring care to others. Neptune, with its swirling emotional depth, shows us that when we lead with empathy, our journey becomes a path of connection.



## Learning Intentions

Students will learn to think of ways to help and care for others. This builds empathy and compassion.

Students will practise imagining what it's like to walk in someone else's shoes. This strengthens perspective-taking and kindness.

Students will learn to show their understanding by drawing or writing caring actions. This supports emotional expression and creativity.



## Success Criteria

I can trace my feet or shoes on paper.  
This supports fine motor skills and self-awareness.



I can name and illustrate kind actions I can take for others.  
This develops emotional language and empathy.

I can talk about what it means to wear my "empathy boots."  
This promotes reflection and gratitude.



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## Objective:

To help students express empathy by imagining what it feels like to “walk in someone else’s shoes” and how their steps can bring care to others. Neptune, with its swirling emotional depth, shows us that when we lead with empathy, our journey becomes a path of connection.

## Players:

Best as an individual creative activity with group discussion

## Materials:

- Large sheets of paper
- Coloured Pencils
- Markers, stickers, glitter (optional)
- Tape (for classroom wall display if desired)

## Time Required:

15–20 minutes

## Setup:

Begin by reading the Neptune page from *The Playful Astronauts* and revisiting the earlier activity *Walk in Their Shoes*.

## Discuss:

- “What does it mean to wear empathy boots?”
- “How can our actions help others feel safe, loved, or supported?”

Let students know that today, they’ll design their very own pair of caring boots, shoes that remind them to walk kindly through life.

## Gameplay:

### Step 1 – Trace and Decorate:

Students trace both feet or the outline of their shoes onto paper.

Then, they decorate their “caring boots” using colours, patterns, stickers, or anything that shows kindness.



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## Step 2 – Fill with Kindness:

Inside each foot outline, students draw or write simple caring actions they can take, such as:

- Helping a friend tie their shoes
- Listening when someone is sad
- Sharing toys
- Giving hugs or kind words

You can use prompts like:

- “What do empathy boots do?”
- “Where will your caring feet walk today?”

## Step 3 – Share and Reflect:

Invite students to show their boots to the class and name one way they'll wear empathy this week.

Optionally, display all the “Caring Boots” on a class wall to create a *Walk of Empathy/Kindness*.

## Winning the Game:

Everyone who fills their boots with kindness and shows care for others wins. Neptune reminds us that empathy doesn't just float in our hearts. It travels with us in every step we take.

## Variations:

### Empathy Trail:

Lay all the Caring Boots on the floor to form a classroom “trail.” Students walk along it, reading and celebrating each other's caring actions aloud.

### Partner Boot Exchange:

Have students create one boot each and gift it to a classmate with a written message like, “I see kindness in you because...”

### Story Extension:

Students write or draw a short story called “*A Day in My Caring Boots*,” showing how they used empathy to help someone.

### Whole-School Display:

Create a hallway mural titled “*Our School Walks with Empathy*,” displaying boots from all classes as a visual symbol of collective kindness.

### Family Version:

Encourage families to create Caring Boots at home, writing or drawing kind things they can do together for neighbours, relatives, or friends.



# Caring Boots - Levels F-3

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## For Wheelchair Users / Accessibility:

- Instead of tracing feet, students can trace or outline hands, wheelchair wheels, or palm shapes to represent movement and action.
- Focus on the *metaphor* of empathy rather than the physical act of walking, “rolling through life with care” or “helping hands of kindness.”
- Students can decorate digital or printed templates using tactile materials such as foam stickers or textured paper.
- Encourage creative naming, “Caring Wheels,” “Helping Hands,” or “Kindness Prints.”
- For non-writers, provide verbal prompts or voice-recorded reflections to describe their caring actions.

## Notes for Inclusion:

- Celebrate diversity in how students show empathy, there’s no single “right” way to care.
- Model vulnerability and understanding by sharing your own “empathy step” as an example.
- Encourage peer compliments:
  - “I love how your boots show helping others.”
  - “That’s such a kind idea for your empathy steps!”
- Use affirmations to reinforce emotional learning:
  - “Every step of kindness matters.”
  - “We can all walk gently and leave footprints of care.”
- Pair students strategically so all can contribute meaningfully, regardless of mobility or artistic ability.
- End the session with a shared reflection inspired by Neptune:
  - “Our caring boots remind us that every step, roll, or action can spread kindness through the universe.”

## Additional Notes:

Caring Boots is a gentle and thoughtful activity that brings empathy to life through a hands-on craft. It offers students a way to visualise how their choices and actions can create a more caring world, one small, thoughtful step at a time.

