

# My Empathy Tree - Levels C & D

# WRITTEN

To introduce students to empathy by noticing feelings, linking actions to emotions, and celebrating simple acts of kindness.



## Learning Intentions

Students aim to notice their feelings.

Students aim to demonstrate when they need help.

Students learn to understand that helping makes people feel good.



## Success Criteria

I can point to or draw a picture of myself helping.

I can choose a facial expression (happy, sad, mad, worried) that matches how I feel.

I can choose a facial expression that matches how the other person felt.



# My Empathy Tree - Levels C & D

# WRITTEN

**Duration:** 10–15 minutes

## Objective

To introduce students to empathy by noticing feelings, linking actions to emotions, and celebrating simple acts of kindness.

## Players

1:1 with a teacher/assistant or small groups.

## Materials

- Paper or pre-drawn tree template
- Stickers, pencils or coloured pencils.
- Emotion cards or emoji faces (found in PDF resource tab).
- AAC device or choice boards if required

## Gameplay

### Helping Example

- Teacher gives a prompt: “Did you share your toy?” “Did you give a friend a hug?”
- Students point, draw, or paste a sticker to show what they did.

### How Did You Feel?

- Students pick an emoji card (happy, proud, calm).
- Use sentence starter: “I felt \_\_\_\_.”

### How Did the Other Person Feel?

- Teacher prompts: “How do you think your friend felt?”
- Students match an emoji face (happy, calm, safe).

## Debrief

Prompts:

- Who did you help?
- How did you feel?
- How do you think they felt?

## Winning the Game

No winners. The aim is for students to grow an empathy tree with drawings or stickers on the branches.



# My Empathy Tree - Levels C & D

WRITTEN

## For Wheelchair Users / Accessibility

- Students can use AAC or choice boards.
- Teachers can provide pre-cut shapes (leaves, apples) to glue onto a class tree.
- Responses can be yes/no, pointing, or single-word answers.

## Notes for Inclusion

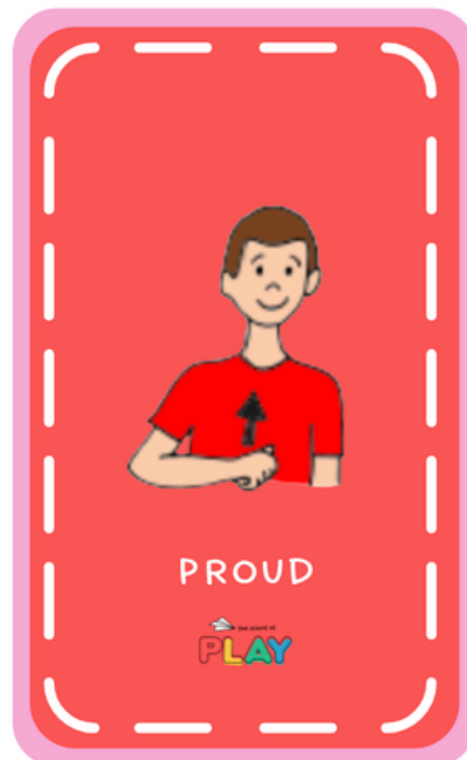
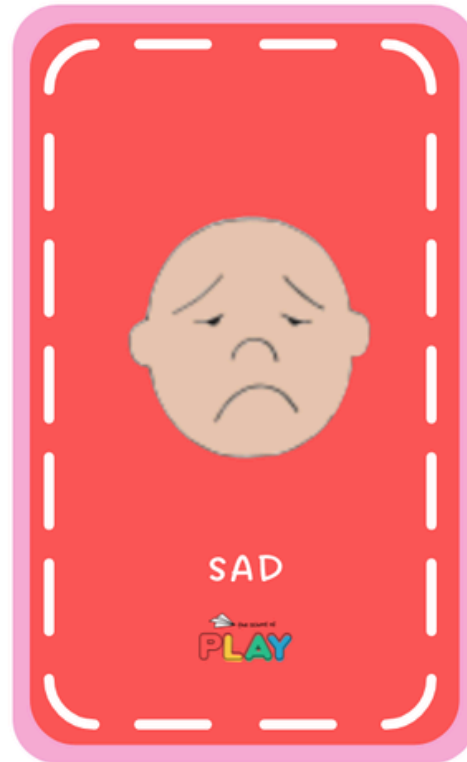
- Allow verbal and non-verbal responses (pointing, gestures, symbols).
- Model actions and emotions clearly to support understanding.
- Celebrate all contributions equally, whether spoken, drawn, or shown with symbols.

.....



# EMOTIONS CARDS

PRINT AND CUT OUT THE EMOTION CARDS. STUDENTS CHOOSE A FACE TO SHOW HOW THEY FELT AND HOW THE OTHER PERSON MIGHT HAVE FELT AFTER A KIND ACTION, THEN ADD A DRAWING OR STICKER TO GROW THEIR EMPATHY TREE.



# EMOTIONS CARDS



LOVED



APPRECIATED



SURPRISED



STRONG



# EMOTIONS CARDS



EXCITED



CALM



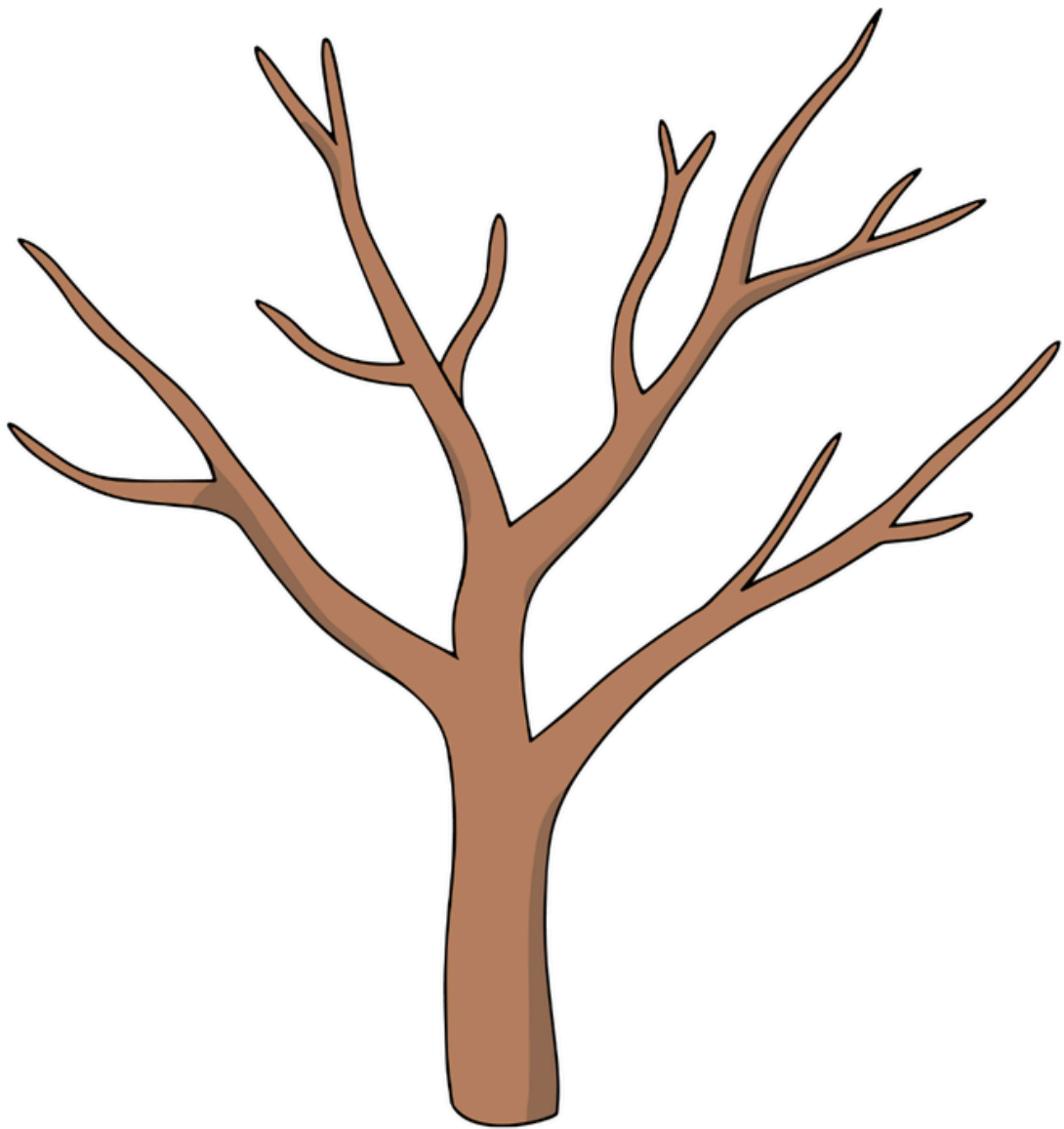
THANKFUL



TIRED



# TREE OUTLINE



# HELPING VISUAL CARDS



SHARING A TOY



HELPING  
PICK UP



COMFORTING  
A FRIEND



INVITING TO PLAY



# HELPING VISUAL CARDS



HOLDING  
THE DOOR



HELPING CARRY  
SOMETHING



GIVING A TURN



SITTING WITH A  
FRIEND

