

Suit Stories - Levels F-3

GRATITUDE

To help students practise naming emotions, sharing simple experiences, and listening to their peers to build empathy and understanding.



Learning Intentions

Recognise emotions:

Students learn to identify emotions they and others may feel and experience.

Share experiences:

Students learn to discuss and share their feelings with their peers.

Show empathy:

Students learn to understand other people's feelings and can see things from other people's perspectives.



Success Criteria

I can name the emotion linked to my card.



I can share (or act out) a safe personal story or example relating to my emotions.

I can listen respectfully and give a signal (thumbs up) if I've felt the same emotions as my peers.



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Duration: 10 minutes

Objective

To help students practise naming emotions, sharing simple experiences, and listening to their peers to build empathy and understanding.

Players

- Whole class, small groups, or pairs.

Materials

- A deck of cards.
- Optional: picture cards to show feelings (heart for love, sunshine for excited, etc.).

Setup

1. Sit students in a circle or small groups.
2. Place the deck of cards face down in the centre.
3. Explain what each suit means in **easy language**:
 - **Hearts = Love** (someone or something you care about)
 - **Clubs = Nervous** (a little worried or unsure)
 - **Diamonds = Excited** (something fun or special)
 - **Spades = Tired** (when you need a rest or sleep)

Gameplay / Activity Steps

Step 1: Pick a Card

- A student takes a card from the deck.
- They name the feeling that matches the suit.

Step 2: Share a Time

- The student shares a short story (or draws or acts out) when they felt that way.
 - Example: "I felt excited when I had a birthday party."
 - Or act out a big yawn to show "tired."

Step 3: Class Response

- Everyone else listens carefully.
- If they have felt the same, they show a **thumbs up**, nod, or smile.

Step 4: Keep Playing

- Pass to the next student.
- Continue until several students have had a turn or until the time is up.



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Reflection Prompts

- "How did it feel to tell your story?"
- "How did it feel to know other people have felt the same way?"
- "Why is it good to listen when someone shares their feelings?"

Winning the Game

There are no winners. The goal is for everyone to practise naming feelings, sharing their stories, and connecting with others.

Variations

- **Younger Students:** Let them draw the feeling instead of saying it.
- **Movement Edition:** Add a simple movement for each feeling (e.g., hug yourself for love, wiggle for excited, slow stretch for tired).
- **Partner Edition:** Students share their card and story with a partner before telling the class.

For Wheelchair Users / Accessibility

- Students can answer by pointing, drawing, or using gestures if speaking is difficult.
- Replace movements with facial expressions or clapping to keep all students included.

Notes for Inclusion

- Encourage short, simple stories so all students can join in.
- Allow different ways to share: speaking, acting, drawing, or showing with body language.
- Celebrate every answer to make students feel safe and proud of sharing.

