

# Suit Stories - Levels C and D

# GRATITUDE

To build empathy and communication by encouraging students to share personal experiences linked to emotions and to listen respectfully to their peers.



## 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 build empathy and communication by encouraging students to share personal experiences linked to emotions and to listen respectfully to their peers.

## Players

- Whole class, small groups, or pairs.

## Materials

- A standard deck of cards.

## Setup

1. Gather students in a circle or small groups.
2. Place the deck of cards face down in the centre.
3. Explain what each suit means:
  - **Hearts = Love**
  - **Clubs = Nervous**
  - **Diamonds = Excited**
  - **Spades = Tired**

## Gameplay / Activity Steps

### Step 1: Draw a Card

- One student draws a card from the deck.
- They name the feeling connected to the suit (e.g., Hearts = Love).

### Step 2: Share or Act Out

- The student shares a time they felt that way (e.g., "I felt excited when we went on an excursion").
- If they don't want to share with words, they can act it out with body language or a short movement.

### Step 3: Class Response

- Other students listen carefully and/or identify the emotion being shared.
- Anyone who has felt the same gives a thumbs up to show connection.

### Step 4: Continue

- Play passes to the next student.
- Continue until several students have had a turn or until everyone has had the chance to select a card, or set a time limit.



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## Reflection Prompts

- “How did it feel to share a story about your feelings?”
- “Why is it important to know when others feel the same way as us?”
- “How can we show kindness when someone shares their feelings?”

## Winning the Game

There are no winners. Success is when students practise sharing, listening, and showing empathy to one another.

## Variations

- **Younger Students:** Use pictures or emoji’s for each suit/emotion (e.g., heart symbol for love or excited smiling emoji face for excited).
- **Fitness Edition:** After sharing, the group does a short movement (e.g., star jump for “excited,” slow stretch for “tired”).
- **Teamwork Edition:** Students can share in pairs before telling the larger group.

## For Wheelchair Users / Accessibility

- Allow students to respond with gestures, signals, or drawings instead of acting out.
- Ensure all actions or movements can be adapted (clapping, hand signals, facial expressions).

## Notes for Inclusion

- Remind students to only share safe, comfortable stories.
- Model respectful listening and encourage positive responses.
- Celebrate all contributions, whether spoken, acted, or signalled, so every student feels valued.



# EMOTION VISUAL CARDS

PRINT AND CUT OUT THE CARDS. A STUDENT DRAWS A CARD, AND THE TEACHER SHOWS THE MATCHING EMOTION CARD FOR THAT SUIT. THE STUDENT SHOWS THE FEELING BY ACTING IT OUT. PEERS RESPOND WITH A "ME TOO" TO SHOW CONNECTION AND EMPATHY.

