

# Walk in Their Space Boots - Levels C - D

# PLAY

To develop empathy by encouraging students to imagine life from another person's point of view. Inspired by Neptune, this activity helps students understand that feelings can be deep and powerful, and that listening and kindness help us support one another.



## Learning Intentions

Students aim to think about how another person might be feeling.



Students aim to practise listening and taking turns during shared play.

Students aim to use imagination to explore feelings and show empathy.



## Success Criteria

I can take on another role and talk about how that person might feel.

I can listen while another student is sharing.

I can respond with kind words, gestures, or actions.



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**Duration:** 10 - 15 minutes

## Objective

To develop empathy by encouraging students to imagine life from another person's point of view. Inspired by Neptune, this activity helps students understand that feelings can be deep and powerful, and that listening and kindness help us support one another.

## Players

Pairs or small groups  
Suitable for 4 - 26 students

## What You Need

A small selection of shoes or boots (e.g. old shoes, boots, slippers, sandals)  
Clear, carpeted, or soft floor space  
AAC devices or communication supports as required

## Setup

1. Revisit the Neptune page from *The Playful Astronauts* using clear, concrete language:
  - "Neptune reminds us that feelings can be big and deep."
  - "Empathy means trying to understand how someone else feels."
2. Ask simple guiding questions with wait time:
  - "How do we know how someone else feels?"
  - "What can we do if a friend feels sad or worried?"
3. Explain the activity clearly:
  - "We will pretend to walk in someone else's space boots."
  - "We will think about how they feel and respond kindly."
4. Model a short example with another adult or confident student.



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## Gameplay

### Step 1: Choose Shoes and Roles

1. Students work in pairs or small groups.
2. Each pair chooses one pair of shoes or pretends to switch shoes.
3. One student "wears" the shoes (or holds them) and takes on a role.
  - Examples: The teacher may provide the scenario for the students to use.
    - "I'm someone who dropped my lunch."
    - "I'm nervous on my first day."
4. The student shares how their character might feel using:
  - Words
  - Facial expressions
  - Gestures or acting it out
  - AAC

### Step 2: Respond with Kindness

1. The partner listens carefully.
2. The partner responds with empathy, for example:
  - "That sounds hard."
  - "I would help you."
  - "You're not alone."
  - Students can also act out a response if they like.
3. Encourage calm voices and respectful body language. The teachers can help with this part and provide examples to the students for what they could say or act out. Feel free to join in the fun and help the students with the scene being played out.

### Step 3: Switch Roles

1. Students swap roles and repeat the activity.
2. Rotate scenarios or partners if time allows.

### Step 4: Group Reflection

Bring the class together and ask one or two questions:

- "How did it feel to be someone else?"
- "What helps when someone feels sad or worried?"

Reinforce:

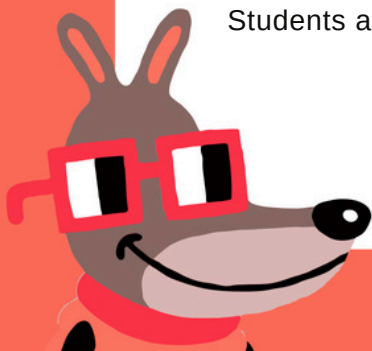
"Listening and caring help people feel safe."

### Winning the Game

There are no winners or losers.

Students are successful when they practise empathy, listening, and kindness.

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**PLAY**



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## Sensory-Specific Learner Variation

**Purpose:** Support emotional safety and regulation.

Adjustments may include:

- Using pictures instead of role-play
- Acting out scenarios without speaking
- Smaller group or one-on-one participation
- Predictable emotion choices (happy, sad, worried, calm)
- Quiet space for sharing

Students may observe first and join when ready.

## AAC-Specific Supports

### 1. Prepare AAC Vocabulary

- feel, sad, happy, worried, help, kind, listen

### 2. Model AAC Use

- Teacher models: “feel sad” → “help”

### 3. Student Participation Options

- Selecting emotion symbols
- Partner-assisted scanning
- Single-message buttons (e.g. “I feel sad”)

### 4. Responding with AAC

- “I can help.”
- “It’s okay.”

All AAC contributions are acknowledged and valued.

## Accessibility and Inclusion Notes

- Physical movement is optional, empathy is the focus.
- Students may hold shoes, point to images, or use symbols instead of walking.
- Ensure clear space for mobility aids.
- Accept verbal, AAC, gesture-based, or visual responses equally.
- Allow students to pass or share privately if preferred.

## Teacher Notes

“Walk in Their Space Boots – Levels C & D” provides a concrete, imaginative way to practise empathy. By removing pressure to perform and offering multiple ways to participate, students learn that understanding others starts with listening and kindness. Linked to Neptune, the activity reinforces that when feelings run deep, empathy helps us connect and care for one another.

