



Fun With Friends

Group Activity: Social Emotional – Teaching Empathy

Objective:

This activity builds on listening and social skills to support students in reaching individual learner outcomes through the study of empathy and relational strategies.

Materials:

- Sequence strip (provided)
 - Scenario cards (provided)
 - Feelings flashcards (provided)
 - Perspective visual (provided)
 - Scissors
 - Bag
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Preparation:

1. Print, laminate, and cut out:
 - a. Sequence strip
 - b. Scenario cards (1 set for the entire class)
 - c. Feelings flashcards (1 set per student)
 - d. Perspective visual (1 per 2 students)
 2. Place the scenario cards in a bag.
 3. Distribute a set of feelings flashcards to each student.
 4. Have the sequence strip on hand, and refer to it throughout the activity to guide the students.
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Instructions:

1. Lead a discussion about feelings using the flashcards:
 - a. As a class, review the feelings flashcards, using your face and body to demonstrate each emotion.
 - b. Prompt students to use their faces and bodies to demonstrate each feeling you identify as a class.
 - c. Discuss why it's important to identify your own feelings and others' feelings.
2. Transition into a discussion about empathy:
 - a. Define empathy as the ability to understand and share another person's feelings and experiences.
 - b. Discuss the importance of understanding other people's points of view:
 - i. Seat students so they are facing each other.
 - ii. Place the perspective image in between them.
 - iii. Ask students what they see on the card.
 - iv. Explain that it is a six when viewed from one side, and a nine when viewed from another.
 - v. Use this as a metaphor to help students understand the importance of grasping other people's perspectives.

3. Explain that you will be playing a game called, "How Would You Feel?":
 - a. Students take turns pulling a scenario card from the bag. Assist each student in reading/showing the class their pulled card.
 - b. A student (or instructor) asks the class: "How would you feel?"
 - c. The rest of the class holds up the feeling card that represents their answer.
 - d. Discuss the scenario and feelings involved for each card.
 - e. Continue until all students have had a chance to pull a scenario card.
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Considerations:

- If completing this activity at home with your student, you do not have to laminate the materials.
 - Consider including a sibling, friend, or other family members during this activity. If no one else is available, have your student select the cards out of the bag. Then, the caregiver describes the scenario and the student holds up the corresponding feelings flashcard. The caregiver can also hold up a feelings flashcard, which can lead to discussions about how different people may have different feelings about the same event.
 - Depending on your student's learning level, follow the suggestions for differentiation section below for more specific suggestions.
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Suggestions for Differentiation:

Level 1:

- Provide the cue "do this," and model the action.
- When reviewing emotions, print an extra set of the feelings flashcards. As the class reviews each flashcard, place two flashcards on the table—one that matches the emotion being discussed, and one extra. Have the student identify the feeling by matching when given the cue "match X [emotion]."
- Print an extra set of scenario cards. When the student pulls a card out of the bag, place two cards on the table, with one matching the card pulled and one random card. Ask the student to match the pictures when given the cue "match X [scenario card]."

Level 2:

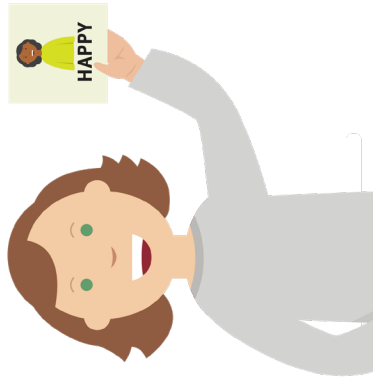
- Explain the activity using one-step directions, and teach the student to reference the sequence strip when needed.
- Place 2 – 3 feelings flashcards on the table and have the student identify the flashcards when given the cue "give me X [feelings flashcard]." Encourage the student to respond expressively as well, using the student's mode of communication.

Level 3:

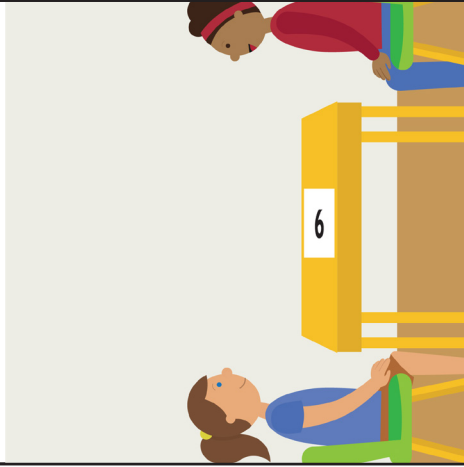
- Explain the activity using multi-step directions.
- Place five feelings flashcards on the table and have the student identify the flashcard when given the cue "give me X [feelings flashcard]." Encourage the student to respond expressively as well using the student's mode of communication.
- After selecting a feelings flashcard in response to a scenario, prompt the student to explain why they would feel that way. Encourage the student to respond with complete sentences using their mode of communication.



Practice showing the emotions



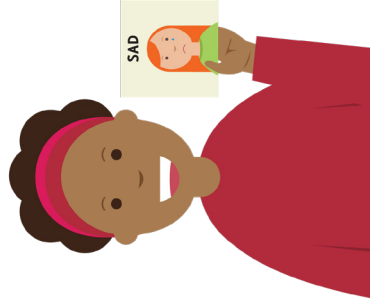
Learn about empathy



Pick a card



Decide how you would feel



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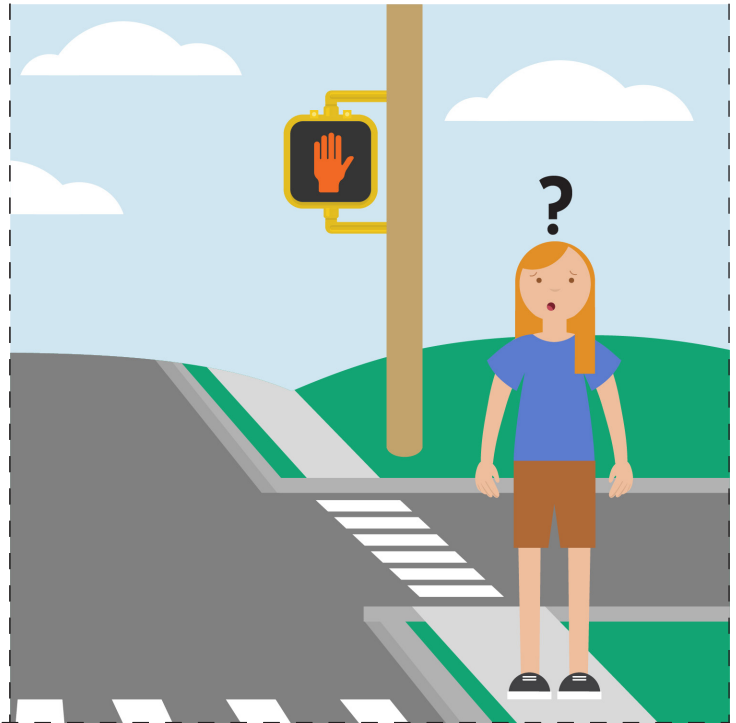
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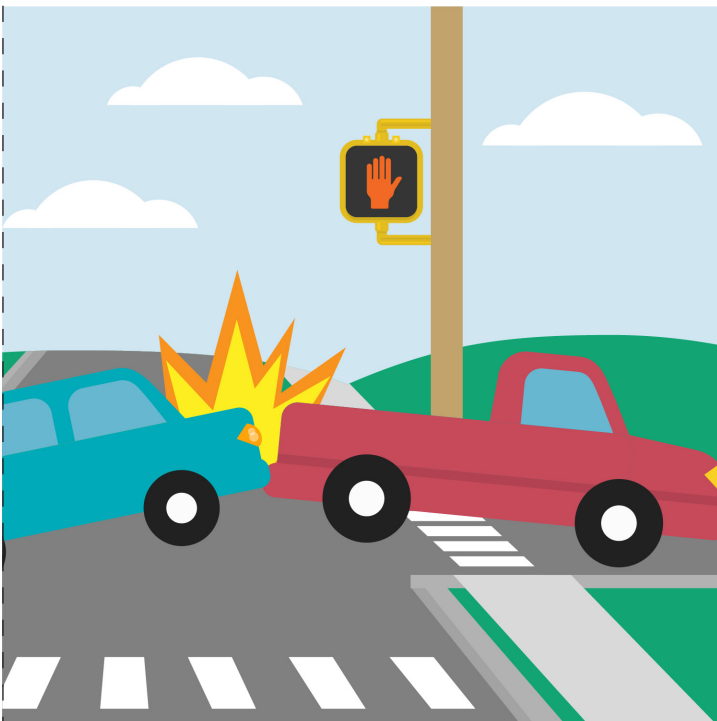
Winning a game



Getting lost



Being in a car accident



Getting an unexpected gift





Losing your dog



A friend yelling at you



Tripping a friend so they fall



Getting a flower

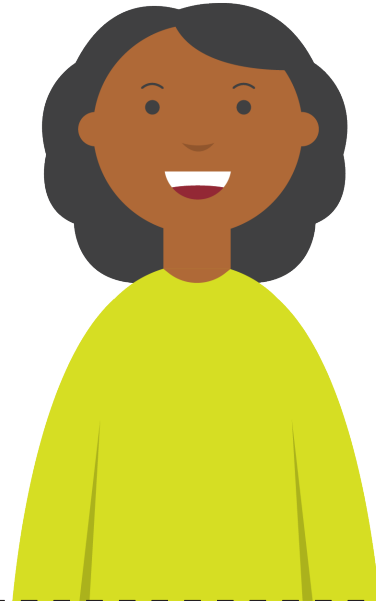




Sorry



Happy



Sad



Mad





Scared



Surprised



Excited



Nervous



