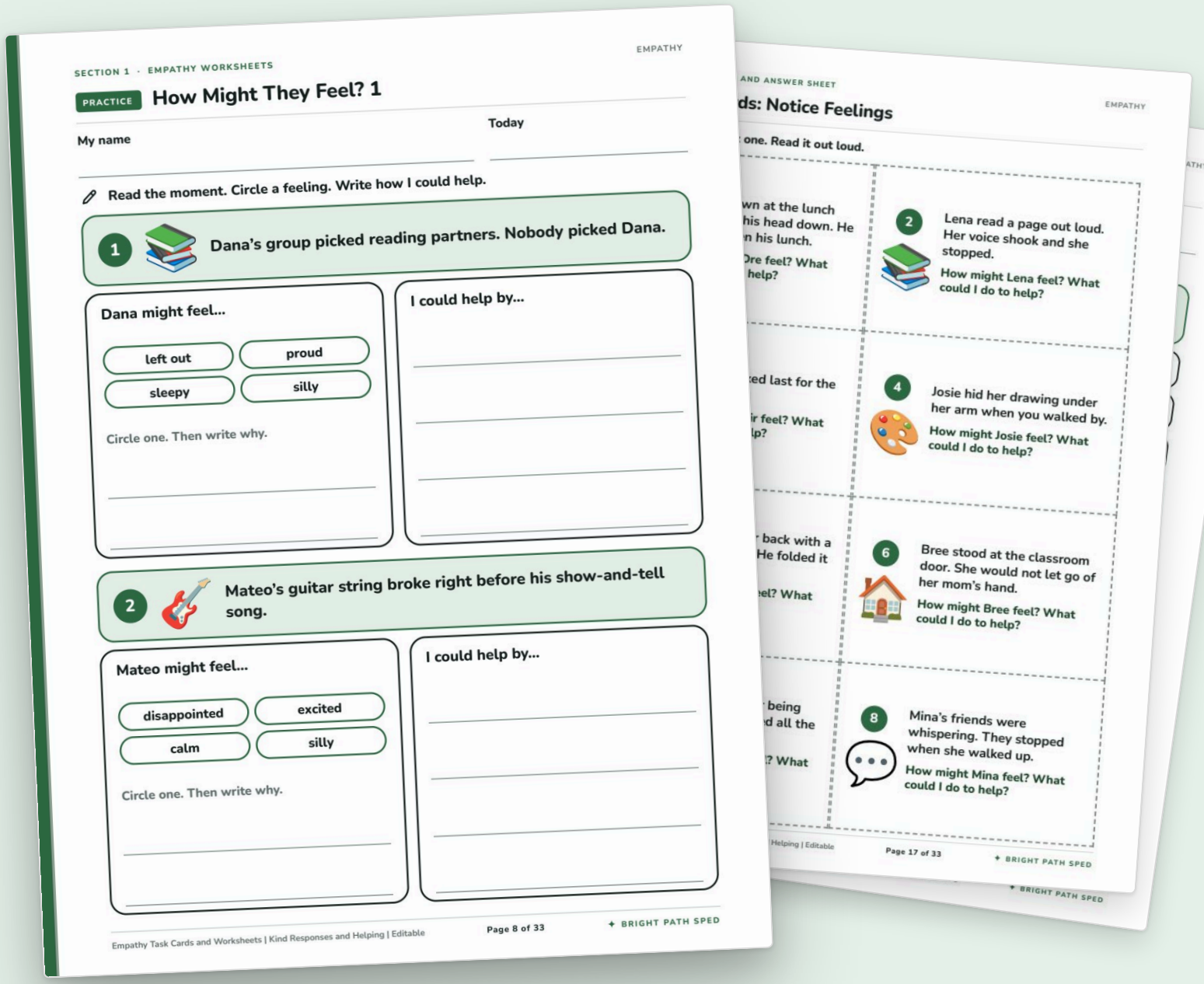
GRADES 2-5 · VISUAL SUPPORTS COLLECTION

EDITABLE

Empathy Task Cards



33 PAGES | 24 TASK CARDS | 13 WORKSHEET MOMENTS | ROOM TO WRITE

✦ BRIGHT PATH SPED

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☆ START HERE Start Here — Three Steps

1

Print and cut

Print the worksheets (pages 6–15): a worked example, a word helper, 6 feeling moments, 3 clue puzzles, 4 Pick a Kind Response moments, a make-your-own page and a self-check.

Print the task cards (pages 17–19) and cut them apart: 2 across, 4 rows, so each cut is one straight line. 24 cards in all.

2

Read a card, then answer

Start with Try One Together (page 6). Then the student picks a card, reads it, and answers “How might they feel? What could I do to help?” out loud or on page 20.

Worksheets give room to write: pages 8–10, page 11 and pages 12–13.

3

Log it, roll it up, send it home

One row on the log (page 26) for each moment: when, the card number, a feeling named, a way to help named.

Total the week on the roll-up (page 27). Send the family page (page 29) home; the hand-off page (page 30) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: 24 text scenario task cards in 3 sets, 8 blank cards, 13 worksheet moments with room to write, a worked example, a word helper, a self-check and the data pages behind them, with type-in fields on the name lines, the writing lines, the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a counseling program, a behavior plan or a clinical procedure. It follows no named method and promises no outcome; it gives a student short moments to read, think about and write on, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want task cards to cut and read	Pages 17–19
I want a worksheet with room to write	Pages 6–15
I need ideas for what students might say	Pages 24–25
The student wants to write a moment of their own	Page 14; blank cards, page 21
A paraprofessional or another room takes over	Hand-off, page 30
A family conference or a check-in	Roll-up, page 27; filled example, page 28

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A card does not fit my students.** Use a blank card; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log or roll-up is a student record — initials only on anything that leaves your hands.

EXAMPLE

Try One Together

SAMPLE · INVENTED STUDENT

My name _____ Today _____

See how it works. Then you try.



Jonah's balloon floated away at the fair. He watched it go up and up.

1

Read the moment.

Who is it about? Jonah.

2

Find a clue.

He watched it go.

3

How might Jonah feel?

sad

4

What could I do to help?

"I am sorry. Want to look at the other balloons with me?"

Jonah is made up. Other answers can fit too. Now you try a card.

PRACTICE

How Might They Feel? 1

My name _____ **Today** _____

Read the moment. Circle a feeling. Write how I could help.

1 

Dana's group picked reading partners. Nobody picked Dana.

Dana might feel...

left out | proud | sleepy | silly

Circle one. Then write why.

_____

_____

I could help by...

_____

_____

_____

_____

2 

Mateo's guitar string broke right before his show-and-tell song.

Mateo might feel...

disappointed | excited | calm | silly

Circle one. Then write why.

_____

_____

I could help by...

_____

_____

_____

_____

PRACTICE

Pick a Kind Response 1

My name _____ **Today** _____

Read three ways to help. Circle the kindest one.

1  **Jamal missed the goal and sat down on the grass.**

- ○ Laugh and say, “Nice try.”
- ○ Sit by him and say, “That was close.”
- ○ Walk away and play something else.

Why is that one kind?

_____

My own kind idea:

_____

2  **Lucy’s painting fell in a puddle on the way to school.**

- ○ Say, “It is just paper.”
- ○ Tell everyone what happened.
- ○ Ask, “Do you want help making a new one?”

Why is that one kind?

_____

My own kind idea:

_____

CARDS Task Cards: Notice Feelings

Cut the cards. Pick one. Read it out loud.

1



Dre sat down at the lunch table with his head down. He did not open his lunch.

How might Dre feel? What could I do to help?

2



Lena read a page out loud. Her voice shook and she stopped.

How might Lena feel? What could I do to help?

3



Amir was picked last for the kickball team.

How might Amir feel? What could I do to help?

4



Josie hid her drawing under her arm when you walked by.

How might Josie feel? What could I do to help?

5



Theo got a paper back with a lot of red marks. He folded it up fast.

How might Theo feel? What could I do to help?

6



Bree stood at the classroom door. She would not let go of her mom's hand.

How might Bree feel? What could I do to help?

7



Carlos got a star for being line leader. He smiled all the way down the hall.

How might Carlos feel? What could I do to help?

8



Mina's friends were whispering. They stopped when she walked up.

How might Mina feel? What could I do to help?

LOG

Empathy Log

STUDENT _____ WEEK OF _____ CARDS OR WORKSHEETS IN USE _____

#	DATE	WHEN (YOUR WORDS)	CARD #	FEELING NAMED? (Y / N)	HELP IDEA NAMED? (Y / N)	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

ONE ROW A MOMENT

Write when it was in the same short words each time, and the card number (or the worksheet page).

Y AND N

Y if the student named a feeling, and Y if the student named a way to help. Count rows with both Y on the roll-up (page 27).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	MOMENTS TRIED	BOTH NAMED (Y + Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF MOMENTS WITH A FEELING AND A HELP IDEA NAMED · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 26): moments tried is the number of rows that week; both named is the number of rows with a Y in both columns. Both named divided by moments tried, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

The criterion field is where your team's own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Riley is invented, and so is every mark on this page. One week on the log (page 26), then three weeks on the roll-up (page 27).

The log, week of 10/5 (5 rows)

#	DATE	WHEN	CARD #	FEELING NAMED?	HELP IDEA NAMED?	INITIALS
1	10/5	morning meeting	1	Y	Y	RT
2	10/6	lunch table	9	Y	N	RT
3	10/7	quiet time	17	Y	Y	RT
4	10/8	hallway	4	N	N	RT
5	10/9	center time	11	Y	Y	RT

The roll-up, three weeks

#	WEEK OF	MOMENTS TRIED	BOTH NAMED (Y + Y ROWS)	PERCENT	NOTES
1	10/5	5	3	60%	–
2	10/12	4	3	75%	–
3	10/19	5	4	80%	–

READING THE NUMBERS

Week one: 5 moments, 3 with both named, 60 percent. Then 3 of 4 (75 percent) and 4 of 5 (80 percent). In all, 10 of 14 moments. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"With task cards and worksheets in place, Riley named both a feeling and a help idea in 10 of 14 moments over 3 weeks; cards used by set: notice feelings 5, help a friend 5, kind words and actions 4."

Cards used, all three weeks

CARD SET	CARDS USED
Notice Feelings	5
Help a Friend	5
Kind Words and Actions	4

WHERE THE NUMBERS COME FROM

Every roll-up row is counted from that week's log rows. The 14 rows across the three weeks are the 14 moments tried; the rows with both Y are the 10. A feeling was named in 13 of them.

WHAT THIS EXAMPLE IS NOT

One invented child's weeks. It sets no typical rate, names no cause and predicts nothing about a real student; the criterion would be whatever Riley's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.