Name: _____

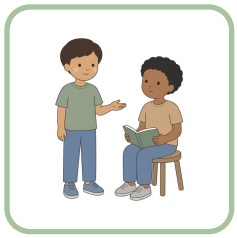
Circle a way to check on someone.

Look at the pictures. Circle a way to check on someone.

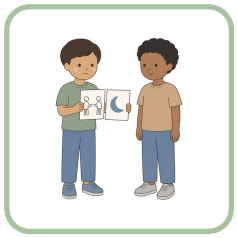
1

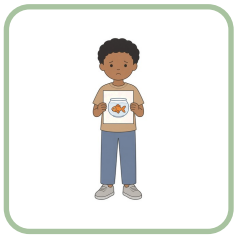






2

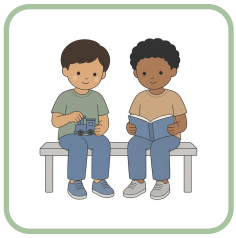






3







Trace the word.

Trace the word ask.



ask

ask

ask

Name: _____

Caring my way: cut and glue.

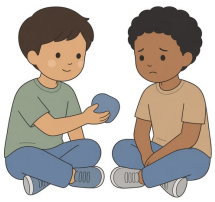
Cut out the pictures. Glue them in the box.

Glue here.

✂ Cut on the dashed lines.







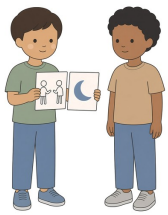


When I feel bad, I like...

Circle what helps you.









my way

Name: _____

Match the picture to the word.

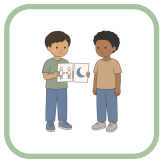
Draw a line to the matching word.











- ask
- that sounds sad
- I am here
- choices
- faces can trick

Fill in the word.

Pick a word from the box. Write it in the space.

ask · sad · here · quiet



1. Sam can _____, are you OK?



2. That sounds _____.



3. I am _____.



4. Talk or _____?

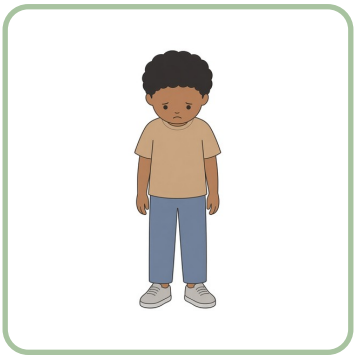
Name: _____

First, next, last.

Put the pictures in order. Write 1, 2, 3.



Sam asks, are you OK?



Lee looks sad



Sam and Lee sit together

☐ ☐ ☐

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. A frown always means mad.

2. I can ask how someone feels.

3. People need different things.

4. There is one right way to care.

Name: _____

What helps me feel better.

Draw or write what helps you.

1	2	3

Caring words and actions.

Check the ones you might use.



- ☐ are you OK?
- ☐ that sounds hard
- ☐ I am here
- ☐ talk or quiet?
- ☐ sit near
- ☐ share a comfort item
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Show two things you could do.

1. “My friend looks upset.”

2. “My friend says their pet is sick.”

3. “My grown-up looks tired.”

Ask someone.

Ask a person: what helps you feel better?

Empathy Building · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam-asks-lee; row 2: sam-two-choices; row 3: sam lee bench
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: sam-asks-lee = ask; lee-frowns-book = faces can trick; sam nod = that sounds sad; sam lee bench = I am here; sam-two-choices = choices
D2: 1. ask; 2. sad; 3. here; 4. quiet
D3: 1. Lee looks sad; 2. Sam asks, are you OK?; 3. Sam and Lee sit together
D4: 1. thumbs down (not true); 2. thumbs up (true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Autistic children often feel deeply but show it differently. Value their ways of caring (sitting near, sharing facts, offering a comfort item).
- Remember the double empathy problem: misunderstanding goes both ways. Teach peers and adults to ask too.
- Teach that faces can be ambiguous and model asking instead of guessing.
- Give simple validating phrases ("that sounds hard", "I am here") as options, not scripts to perform.
- Offer choices when someone is upset (talk or quiet, help or space) rather than assuming.
- Do not require visible distress responses or "saying sorry" to prove empathy.