

# In your shoes

## Session 1

TIME

90 min.  
including  
break



Art of learning

THEME

# 7



### WARM-UP: IN SOMEONE ELSE'S SHOES – DIFFERENT PEOPLE

<b>This will happen:</b>	The students will consider how it might feel like to be various people in their community and experiment with how these people might move and behave.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	Ensure there are no obstructions or tripping hazards.
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

- All the students begin curled up on the floor in a space where there is no one else. Explain that they should start as themselves, and imagine they are just waking up (like in previous warm-ups) – slowly opening their eyes, getting to their feet and stretching their arms above their heads – ready for the day. Explain that today they will be thinking about people other than themselves; how they move and the kinds of movements or actions they might do.
- Now they should move around the space as if they are:
  - A janitor or caretaker who is checking the room for leaks.
  - A parent waving their child off to school.
  - Someone scoring a goal or a point for the school sports team.
  - A person working at the local supermarket.
  - A very old person crossing the roadThey can also incorporate their own ideas/suggestions and also take ideas from the students.
- Ask the class to get into pairs with someone who has the same or a similar size of shoe to them.
- In their pair, ask the students to think of as many different actual people around their school and/or community as possible in 2 minutes.  
Next, each pair should choose one of the ideas they came up with. When instructed, they should move around the space together as if they are the person they have chosen. While they are moving around, they should also try to notice what other pairs are doing.
- Finally, ask the pairs to join up with another pair and find out:
  - Who did they choose to be?
  - How did they decide to move? What actions or movements did they do?
  - How did it feel to be in someone else's shoes?
- Ask some of the students to share what they discovered from other groups.  
End by dividing the students into their premade groups – they will work in the same group throughout this theme.

### REFLECTION: QUIET REFLECTION

<b>This will happen:</b>	Students will reflect quietly on their own with their eyes closed and then share their thoughts with the rest of the group.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

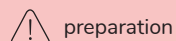
- Ask students to find a space on their own, to lie down, close their eyes and begin to think about the activity they have just finished.
  - Once everyone is settled and reflecting, ask the class to think about the fact that they have now imagined the life of someone else. They can say that they have tried to be in this person's shoes. What did they like? What would they take with them into their own life from the life they imagined this person to have? Offer an example of what that might be. (2-3 minutes to think).
  - Next, ask them: What can they learn or understand from being in someone else's shoes? Give an example of what that might be. (2-3 minutes to think).
  - Share any final personal observation with the students. These might focus on how they overcame difficulties, observations about how they managed the process and good reflections that they shared.
  - Thank the group for their hard work today.
- 10-15 minutes.

### NOTES

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## Session 1

### WARNINGS



preparation

### TIME

90 min.  
including  
break



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## MAIN ACTIVITY: THE PHOTO

<b>This will happen:</b>	Students will create drawings (in small groups) based on the imagined lives of children who lived in their local area in the past.
<b>Materials needed:</b>	Roll of paper. Coloured pens/pencils. Scissors. Tape. Envelopes (see prep.), photographs, notes.
<b>Preparations in advance:</b> 	<ol style="list-style-type: none"><li>Find 'case-persons' (teachers/assistants/principle/parents/grandparents/after-school teachers/janitor etc.). One person could be the 'case-person' for 1-3 groups. The 'case-persons' will need:<ul style="list-style-type: none"><li>to be available on Day 6, to come to school/class to be interviewed.</li><li>to provide a photo of themselves as a child, ideally about the same age as the class, but it's not essential. If they have a photograph showing them other than looking happy that would be a bonus.</li><li>to say approximately how many years have passed since the photograph was taken (for example it was taken approximately 23 years ago or 35 years ago).</li></ul></li><li>Prepare the envelopes: Prepare one big envelope (C4) for each group, containing 4 different C5-envelopes (or more, if used in Day 3-4). All subsequent envelopes relate to the photo in envelope 1. Envelope 1: On the outside write: DAY 1. Inside, put one photo of a child ('a photo of the case-person' or a photocopy of the original). On the back of the photo write a number indicating how many years have passed since the photo was taken (for example 23 or 35 years). Envelope 2: On the outside write: DAY 2. Inside, place a note saying: Check the back of the photo. (if used Day 3-4, add more). Envelope 3: Outside write: DAY 5. Inside, place an enlarged photo from Day 1 and enlarged photos of pupils. Cut in pieces (each individual facial feature cut out). Envelope 4: Outside write: DAY 6. Inside, place a note with the 'case-person's full name written down. Groups: allocate students to specific groups that they will work in throughout this theme. Make an even number of groups for the sharing activity.</li></ol>
<b>Preparations in the space:</b>	Have enough large pieces of paper cut from the roll for each group.
<b>The space looks like this:</b>	Open space.

### GUIDANCE:

- Each group gets a big envelope. Inside the envelope there are several envelopes. They can open the envelope marked DAY 1. The others should remain in the big envelope. In the DAY 1 envelope they will find a photo of a child. On the back of the photo there is a number. The number indicates how many years have passed since the photo was taken, but this is not revealed to the students and this point, and so is not commented on.
- Each group gets a long piece of paper and on this they should trace around their shoes/footprints. All of their group's shoe/footprint outlines should be on the same large piece of paper. There must be at least six shoe/footprint outlines (one per prompt, below) but they may choose to do lots more. Students should decide together how the outlines are placed on the paper – whether they overlap/are alongside each other or a combination of both. They must work in their group and help each other to draw the outlines, share materials and communicate their ideas and opinions effectively. (Alternatively, students may share/swap/exchange their shoes with other students in their class to ensure a wide variety of shoe/footprint outlines).
- Now explain that in their groups they will be thinking about the person in their photograph and imagining life in their shoes. Introduce the prompts below one at a time. Give the students 2-3 minutes per prompt to discuss and decide in their group and a further 3-4 minutes to draw/write/colour their idea inside the shoe/footprint outlines they have drawn. (Give the students the opportunity to negotiate the drawing process and to make decisions about how their work develops within their group, stepping in to mediate or support only when absolutely necessary).
- A drawing/words or combination of both that describes:
  - Where this person spent most of their time. What does that place look like?
  - What this person does for most of their day. Work/Learn/Play? Something else?
  - What hobbies/interests does this person have?
  - What does their home and family look like?
  - What is their favourite toy/pet?
  - What do you think this person is afraid ofPair groups up and let them share their photographs, and their group's work and thoughts about the person in the photograph.
- Gather the whole class together. Discuss: What did it feel like to put themselves inside someone else's shoes? Was it difficult or easy? Why? Were their ideas different or similar to the group they shared with? In what ways? Did the group work well together? How do they know? What things did they do well together?

## NOTES