

# In your shoes

## Session 2

TIME

90 min.  
including  
break



Art of learning

THEME

# 7



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

<b>This will happen:</b>	The students will consider how it might feel like to be various other people, and experiment with how these people might express their feelings.
<b>Materials needed:</b>	Printed large scale photos, or if showing them digitally a computer and screen.
<b>Preparations in advance:</b>	Photos from Session 1 printed on a large scale or put into a presentation in collage format and presented on a screen. If the emotions in the photos from Session 1 are too similar, then add other old photos of children with varied emotions (from the resource bank). Select an emotion to demonstrate and practise how this will be expressed to the students using eyes, face, arms and body.
<b>Preparations in the space:</b>	If showing the photos digitally, check that the technical equipment works.
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

Ask the class to get into a pair with someone they haven't played with, in or out of school, this week.

1. Show the students some photographs from Session 1 which have different emotions (these can be shown on a screen or printed on a large scale for everyone to see). If the photos from Session 1 don't show different feelings, then include some ones that do.
2. Pupils go together in pairs with someone they have not played with this week and find a place in the room they can stand with each other.
3. In their pairs the students should discuss two or three emotions that the people in the photographs might have been feeling.
4. Using facial expression and body language, the adult should show and discuss an emotion as an example to the whole class. Bored? Happy? Sad? Curious?
5. Each pair should choose one of the emotions to work with. They find a space standing facing each other. The adult asks each student to try to express the emotion they have chosen using their whole body. Encourage them to concentrate on what they are expressing themselves, at the same time as interpreting what their partner is doing.
6. When the adult calls "HEAD AND SHOULDERS", the students use their shoulders and face to express their emotion. Again, encourage them to pay close attention to what their partner is doing. What do they notice, can this help them to improve how they are expressing the emotion?
7. Repeat the process, this time with "FACE" and then only "EYES"!
8. Try transitioning through the instructions backwards from EYES back to WHOLE BODY.

Addition: Adding alternative emotions if more challenge is required.

Reflection: Reflect on what the exercise felt like and how they were able to see which feelings the children in the pictures were feeling and whether the different instructions make it easier or more difficult.

### REFLECTION: QUIET REFLECTION

<b>This will happen:</b>	Learners 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/listening space.

#### GUIDANCE:

1. 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.
2. Once everyone is settled and reflecting, ask the class to think about when they realised that the person in the photo was actually someone from the past. What did that feel like? Have they thought about how they think this person might look now (2-3 minutes to think).
3. 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.
4. Thank the group for their hard work today.

NOTES

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### MAIN ACTIVITY: A LONG TIME AGO

<b>This will happen:</b>	Learners will create and complete a timeline linked to a photograph.
<b>Materials needed:</b>	Long sheets of paper from Day 1, pencils, coloured pencils, sticky notes, masking or electrician's tape, coloured paper, felt pens.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. Gather the class together with them sitting in their groups from Day 1 with their photograph. The adult asks the students: How old is this photo? What clues does the photo give away? If they believe it is from another time, what makes the photo look like an old photo? Ask the groups to open the envelope marked DAY 2, which says 'Check the back of your photo'. They turn the photo and look at the number at the back. Ask the students what they think this number means? Listen to some of their suggestions and then reveal that this number indicates how many years has passed since the photo was taken.
2. **Create a timeline:** Each group goes back to their long sheet of paper from DAY 1 and they turn it over. On the back they are asked to make a line and then count up from one year ago to the number of years written on the back of their photo, making a mark for every year. Let each group work through the task in their own way, supporting them where necessary to write all the numbers from 1 to the number written on the back of their photo. The students should organise themselves as a group and should make sure that everyone contributes. Encourage them to try to use the whole length of the paper.
3. **How many years ago? Filling in events along the timeline.** Give each group some sticky notes. Begin by placing the photograph and other events one by one as prompts on the timeline to make sure everyone understands. Explain that each event should be written up either as a drawing/or in a few words on a sticky note and then stuck on the timelines. The following is an example:
  - a. The photo
  - b. Their own births
  - c. When they all started school
  - d. The year they think the person in the photo was born.
  - e. Discuss: what other events can they place along the timeline? Allow the groups to work on their own to come up with ideas. If they need to make the line longer then they can do that.Addition: Can anyone find out what year the photo is from? How can they find out?
4. **Collective timeline:** Create a timeline on the floor, using tape. Ask the students how long it has to be. How can they do this? Listen to the students' ideas and ask questions to prompt their thinking if needed. The adult marks the years on the collective timeline either starting with 1 and adding upwards or by the years (2021, 2020 etc.), or both. Coloured paper and felt pens can be used. When the timeline is complete, the adult asks the groups to transfer their photo onto the big timeline. Then invite the groups to transfer their other events to the collective timeline, helping where needed.
5. The class gathers along the collective timeline and everyone looks at it. The adult asks what they see. When is a short time ago vs a long time ago? Ask about the time in relation to their own lives and the lives of the people in the photographs.

#### NOTES