

# In your shoes

## Session 3-4

TIME

90 min.  
including  
break



Art of learning

THEME

# 7



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

<b>This will happen:</b>	Learners will experiment with expressing emotion using their eyes, face, arms and body on a spectrum of intensity from 1-5.
<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:

##### Day 3:

1. Ask the students to think back to the session which used WHOLE BODY, HEAD AND SHOULDERS, FACE AND EYES. Ask them to remember some of the emotions they worked with. One of the adults leads the activity with the class whilst the other writes up the information on the whiteboard or something similar.
2. Ask the students to choose one emotion they can recall but they should keep it a secret and move around the space expressing it with their body language and facial expressions.
3. Next, the adult calls out a range of numbers between 1 and 5. Start with 1. The number "1" – the students are asked to express the emotion with the least amount of effort they can use. They are asked to think about their eyes, face, shoulders and whole body. Gradually ask students to add a little more effort until they are at their maximum. Explain that this 'maximum effort' is level '5'.
4. Try out the idea of a sliding scale and ask if the way their bodies move can be turned up and down... a little like a radio.
5. Ask half the group to stand still and watch as the others continue. Ask those who are watching to try to remember the emotions belonging to their different peers. Switch.
6. Gather the whole class together. Ask if they remember the different emotions their peers were expressing. They can now reveal which emotion they were expressing.
7. Reflections: Did your peer guess correctly? Why is it easy/difficult to see which emotions others are expressing? Do you believe that we always can understand how someone is just by looking at them?

##### Day 4:

1. The adult calls out an emotion that everyone starts with. The adult then calls out different emotions for students to switch to. For example, HAPPY, ANGRY, SHY
2. Then add intensity scale 1 - 5 onto the different emotions. For example, ANGRY3 or HAPPY5. Students must switch to this emotion and place the emotion on the sliding scale of intensity at the same time.
3. Gather the whole class together. Discuss: If you are feeling ANGRY inside, is it always visible on the outside? Why might people choose not to show their emotions? Have you experienced a feeling inside and then expressed a different feeling on the outside? When do we do this and why do we do this? When do we pretend that we are ok when we are not? Why do we say "I'm fine" when we are not?

### REFLECTION: SILENT 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/listening space.

#### GUIDANCE:

1. Ask students to find a space on their own, 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 something important/exciting/ something they have learned from today's session.
3. Ask if anyone wishes to share their thoughts? This is voluntary.
4. 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.
5. Thank the group for their hard work today.

NOTES

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## TEACHER-LED DAYS. SUGGESTIONS FOR ACTIVITIES

### Continue with the collective timeline

- When was 100 years ago?
- What things do they know that are very old? Place items along the timeline.
- Old songs? Games? Toys?
- When did dinosaurs live?
- Can they create a timeline for the future? Where are they in the future, finishing school, growing old?

### Add an envelope

Add another envelope in the mix (DAY 3 or 4): This could include a photo of something the child loved to do (interest), a favourite toy, a favourite song or instructions for an outdoor game they loved to play. Create an activity based on this information.

### Share findings about each of their photos

Share/present their findings about each of their photos (still without knowing who it is), with the other groups.

### Write down/create a story about the person in the photo, and tell it to another group

Use storytelling basics learned from Theme 5.

## NOTES