

# In your shoes

## Session 6

TIME

90 min.  
including  
break



Art of learning

THEME

# 7



### WARM-UP: IN SOMEONE ELSE'S SHOES – GROWING OLD/YOUNG

|                                   |  |
|-----------------------------------|--|
| <b>This will happen:</b>          | Students will experiment with being in someone else's shoes, using their whole body going from young to old. |
| <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:

1. Ask the class to get into pairs/threes with someone from their own group (who has the same photo as them).
2. Ask the students to think about the person in their group's photo. They should think in the same ways as they did in the warm-up in the previous session. How different was this person when they were 4 years old in nursery, 2 years old and when they were a baby and not yet 1 year old. They should help each other to grow backwards from being that person in the photo all the way to being a tiny, newborn baby.
3. Next, ask the students to think about the person in the photo and how they will grow older in the same way. From the photo, to being a teenager (13-14 years), an adult (20-50) and last a very old person (70-90/100 years old). The pairs/threes work together, helping each other.
4. Repeat the concept of the sliding scale. Use age as a scale, repeat the different ages, and ask everyone to move from babies to very old people step by step. Then going down in age again to a tiny newborn baby.
5. Reflection: Do they think they are different people inside when they are a baby? In a nursery? How about as an adult – do they think they will still feel like themselves inside? How about when they are very old? Ask the oldest person(s) in the room how they feel now. Do they feel the same person inside as they did when they were small children?

### REFLECTION: QUIET REFLECTIVE WALK

|                                   |  |
|-----------------------------------|--|
| <b>This will happen:</b>          | Learners will walk around their school silently and then return to their classroom to reflect and 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> | Communal school space (corridors, hallways and so on), or outdoors.  |

#### GUIDANCE:

1. Explain to the students that they are going on a short, reflective walk around their school. Discuss the idea of a reflective walk – what does that mean? (The walk should give the students the opportunity to think quietly (silently) on their own). Discuss if it was difficult yesterday, how can they walk without being distracted this time? Explain that they will be walking silently and that during this walk they should think about what they've learnt about the person in the photo. What parts of their lives did they like, and would they have liked to make part of their life? And what are they grateful for in their own real life?
2. Let students go out on their reflective walks. Agree before they go how they will know when the reflective walk is over and they should return to the classroom.
3. All students return to the classroom and they find a quiet space in the room with their eyes closed as in the previous sessions. What are your thoughts?
4. Ask if anyone wishes to share ideas from their reflections.
5. Adult shares their own reflections to sum up Theme 7.

### NOTES

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### MAIN ACTIVITY: THE REVEALING TRUTH

|                                   |  |
|-----------------------------------|--|
| <b>This will happen:</b>          | Students will meet and interview the people in the photos they have been working with and will share their findings with the class.  |
| <b>Materials needed:</b>          | Pencils, paper OR sound catcher books. Choice: digital tablets/recording device.   |
| <b>Preparations in advance:</b>   | Organise the visit with interviewee(s) and explain what to expect from the session. Ensure tablets are charged, have the appropriate recording software and have space for audio recorded files. Test out the tablet microphone for optimal audio quality. Envelope 6. |
| <b>Preparations in the space:</b> |  |
| <b>The space looks like this:</b> | Classroom and additional rooms (for having interviews).  |

#### GUIDANCE:

1. Explain to the students that in today's session they will have the chance to meet and interview the people in the photos that they have been working with in this theme. They will be arriving into the class in approximately 30 minutes. Ask the students if they know what an interview is (they did this in Theme 4). Ask them what is an interview. What do they need to prepare to do an interview? What equipment do they need (this time they will record answers – use sound catcher books from Theme 4 and 5 to make notes)? What is a follow-up question? What are open and closed questions? Remember the difference? (If they can answer yes/no).
2. The students are asked to get into their groups again and to get out their pencils and paper (or sound catcher books) to prepare questions for the interview:
  - a) What would they like to ask the person in the photo, when they get to meet him/her? If this is difficult, suggest themes around how life was the same/different in relation to school, friends, hobbies or activities, family, fashion/clothes, telephones, the internet, TV, travel, recycling and the environment, nature, local geography, local shops, local parks or sports areas.
  - b) How will they start and end the interview?
  - c) Share tasks: Who will ask which question? What order? Who will note down answers
  - d) If recording the interviews, who will be in charge of the recording?
3. The students can now open the envelope marked DAY 6 where they will find the person's name written down.
4. The person arrives in the classroom or reveals themselves to the class.
5. Interviews. If two groups have the same person, they can do the interview together, listening to each other's questions and the interviewee's answers.
6. Gather the whole group: Each group shares the answers to their questions, and what they have found out about the person from the interview.
7. **Reflection:** Explain that in most of the sessions in this theme they have worked hard to imagine what it is like to be 'in other people's shoes' – but today they had the chance to hear answers and opinions directly from the people themselves:
  - Were these answers what they expected?
  - Were they the same as what they imagined or were they different?
  - Do they think it's useful to imagine other people's opinions/ideas? Why/why not?
  - Has the way they look at these adults changed? Why/why not?

**If they choose to audio record the interviews:** Make a plan for use of the recordings. Could this be used in Theme 12? Or could the audio recordings be uploaded and linked via QR codes? Could these be displayed around the school or perhaps alongside the collage portraits from Session 5?

#### NOTES