

# In your shoes

# Overview



Art of learning

THEME  
7



## OVERVIEW OF THEME 7

**GOALS** See other's point of view and get insight into other people's perspectives. Explore a life lived one or two generations before the students and work on understanding time both physically, as a timeline and as a life story. Practise interview techniques, writing and listening, as well as sharing ideas in groups and in the whole group.

**SUMMARY** The students work in fixed groups the entire theme and start by getting a photo of a child which they will get to know throughout the theme. Every session reveals a new element in the process of getting to know this child. It becomes clear that the person was a child a long time ago, and that they will let the students interview them. In warm-ups they will alternate between being others and themselves in different variations. In reflection, they will reflect silently, both sitting down and walking.

**GENERAL GUIDANCE ON THE THEME 7:** in choosing 'case-persons' you are free to be creative. The most important thing is that they can meet the person on Day 6, and that they can provide a childhood photo before Theme 7 begins. The principle of production, not re-production is important in the Art of Learning. This means the students should find their own way as much as possible including when it comes to making number lines. Let the groups work things out for themselves and help by asking questions that may support them with their thinking and lead them in the right direction. If examples are shown to or shared with the students, show several of them not just one so that they have a range of options to consider.




THEME 7	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
<b>Content Summary</b>	<p><b>Warm-up:</b> explore how it feels to be different people.</p> <p><b>Main activity:</b> open DAY 1 envelope: The photo. Draw/Write footsteps on a large piece of paper and consider how it is to be in the shoes of the person in the photo.</p> <p><b>Reflection:</b> quiet reflection about the photo and about being in another's shoes.</p>	<p><b>Warm-up:</b> imitating others' feelings using the whole body, shoulders and head, face only, eyes only.</p> <p><b>Main activity:</b> open DAY 2 envelope: The number. Create a timeline of the time from when the photo was taken until today, first in their group, then all together. Fill the timeline with content.</p> <p><b>Reflection:</b> silent reflection about the fact that the person in the photo was a child a long time ago.</p>	<p><b>Warm-up:</b> imitate feelings using different body parts and volume differentiation. Feelings inside versus feelings shown.</p> <p><b>Main activity:</b> see suggestions for activities.</p> <p><b>Reflection:</b> silent reflection about the content in the session.</p>	<p><b>Warm-up:</b> being in your own shoes, from young to old and back.</p> <p><b>Main activity:</b> open DAY 5 envelope: photos of themselves. Make collage portraits from the case-photos, photos of the learners, photos of adults and old people.</p> <p><b>Reflection:</b> silent reflective walk about imagining others as young/old.</p>	<p><b>Warm-up:</b> being in others' shoes, from young to old and back. Prepare an interview with the person in the photo. Open DAY 6 envelope: name of the person in the photo.</p> <p><b>Main activity:</b> prepare for the interview with the case-person in the photo. Students meet and interview the case-person in the photo. Share findings with the whole group.</p> <p><b>Reflection:</b> silent reflection with summing up Theme 7.</p>
<b>Space</b>	Open space.	Open space.	Open space, space of choice.	Open space, classroom with tables sitting in groups, communal school space (corridors, hallways etc.) or outdoors.	Open space, classroom and additional rooms (for having interviews), communal school space (corridors, hallways etc.) or outdoors.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• roll of paper</li> <li>• coloured pens/pencils</li> <li>• scissors</li> <li>• tape</li> <li>• envelopes (see prep.)</li> <li>• photos</li> </ul>	<ul style="list-style-type: none"> <li>• coloured pencils</li> <li>• sticky notes</li> <li>• masking or electrician's tape</li> <li>• coloured paper</li> <li>• felt pens</li> <li>• photos from Session 1 printed on a large scale or put into a collage presentation to be shared on a large screen</li> <li>• long sheets of paper from Day 1</li> <li>• pencils</li> </ul>		<ul style="list-style-type: none"> <li>• paper/backing card (A3) x1 per learner</li> <li>• cut out eyes, noses, mouths and ears from images of children from the past (same images as T7S2) as well as facial feature cut outs from photos of the class, as well as facial features from adults and old people (see resource bank)</li> <li>• pens</li> <li>• coloured pencils</li> <li>• napkins</li> <li>• yarn/string, tape</li> <li>• coloured paper and other material to collage</li> <li>• glue for each learner.</li> </ul>	<ul style="list-style-type: none"> <li>• pencils, paper or sound-catcher books</li> <li>• choice: digital tablets/recording devices</li> </ul>

# In your shoes

## Overview

Warnings

 preparations




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THEME 7	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
<p>Preparations in advance</p> 	<p><b>Note: this will take time to prepare.</b> Find 'case-persons' (teachers/assistants/principle/parents/grandparents/after-school teachers/janitor etc.): One person could be the 'case-person' for 1–3 groups. Each case-person will need:</p> <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 photo showing them other than looking happy that would be a bonus.</li> <li>• to say approximately how many years have passed since the photo was taken (for example it was taken approximately 23 years ago or 35 years ago).</li> </ul> <p><b>Prepare the envelopes:</b> Prepare one big envelope (C4) for each group, containing 4 different C5-envelopes (or more, if used in Day 3–4). All succeeding/ following envelopes relate to the photo in Envelope 1.</p> <p><b>Envelope 1:</b> On the outside write: DAY 1. Inside: One photo of a child ('case-person'-photo – photocopy of original). On the back of the photo is written a number indicating how many years have passed since the photo was taken (for example 23 or 35 years).</p> <p><b>Envelope 2:</b> On the outside write: DAY 2. Inside: Place a note saying: Check on the back of your photo. (if used Day 3-4, add more)</p> <p><b>Envelope 3:</b> Outside write: DAY 5. Inside: Enlarged photo from Day 1 and enlarged photos of pupils. Cut in pieces (each individual facial feature cut out).</p> <p><b>Envelope 4:</b> Outside write: DAY 6. Inside: Place a note with the 'case-person's full name written down.</p> <p><b>Groups:</b> allocate students to specific groups that they will work in throughout this theme. Make an even number of groups for the sharing activity.</p>	<ul style="list-style-type: none"> <li>• Print photos from the session in large scale or digitise them in collage format and put them up on a screen. If the emotions in these photos are too similar, then add other old photos of children with varied emotions (from the resource bank).</li> <li>• Select an emotion to demonstrate and practise how to express this to the students with eyes, face, arms and body.</li> </ul>		<p>Make, print and cut out facial features as described above. Vary scale of facial features using a photocopier or digital imaging software for enhanced effect.</p>	<ul style="list-style-type: none"> <li>• Organise the visit with interviewee(s) and explain what to expect from the session.</li> <li>• Choice: 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.</li> </ul>

# In your shoes

## Session 1

TIME

90 min.  
including  
break



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### 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:

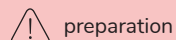
- Ask students to find a space on their own, to lie down, close their eyes and begin to think about the activity they have just finished.
  - Once everyone is settled and reflecting, ask the class to think about the fact that they have now imagined the life of someone else. They can say that they have 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

# In your shoes

## 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

# In your shoes

## Session 2

TIME

90 min.  
including  
break



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### 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

# In your shoes

## Session 2

TIME

90 min.  
including  
break



Art of learning

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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

# In your shoes

## Session 3-4

TIME

90 min.  
including  
break



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### 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

# In your shoes

Session  
3-4

TIME

90 min.  
including  
break



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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



# In your shoes

## Session 5

TIME

90 min.  
including  
break



Art of learning

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### WARM-UP: IN OWN SHOES – GROWING OLD/YOUNG

<b>This will happen:</b>	Students will experiment with being in their own 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 a pair with someone who has the same colour socks as them.
2. Ask the students to think back to how different they were when they were 4 years old in nursery, 2 years old and to when they were babies and not yet 1 year old. Ask them how their bodies and faces are different?
3. They are asked to work together in their pairs to help each other grow backwards from being themselves today right back to being a tiny, newborn baby. Explain this is similar to when they worked on a sliding scale of 1-5 on emotions.
4. Next, ask the students to grow older in the same way. From themselves today (7-8 years), to being a young teenager (13-14 years), an adult (20-50) and last a very old person (70-90/100 years old). Ask them to think about their bodies and faces. How will they change? They should continue to work in pairs helping each other.
5. 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. After going up in age, move down the scale again from old people to babies.
6. **Reflection:** What did it feel like to change their age like this? How did they do it? How does their body change throughout life? Have they thought about their body changing before?

### 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 etc.), 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 while looking at their school in a different way.) Explain to the students that they will be going on a silent walk around the school and during this walk they should be looking and thinking. They should look carefully at the other children they see on their walk; they should not speak to them but imagine (silently in their own heads) what these children were like as small children, even babies. They should also think about how they imagine them living their lives in the future.
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. If necessary, give them an additional few minutes to think about the questions.
4. Next ask them: What was it like to walk in silence? Did they get distracted? What distracted them? How to avoid distractions next time? What was it like to imagine someone else's life?

### NOTES

# In your shoes

## Session 5

TIME

90 min.  
including  
break



Art of learning

THEME

# 7



### MAIN ACTIVITY: COLLAGE PORTRAITS

<b>This will happen:</b>	Students will create a collage portrait made up of facial features sourced from old photos and photographs of themselves and adults/old people.
<b>Materials needed:</b>	Paper/backing card (A3) x1 per student. Cut out eyes, noses, mouths and ears from images of children from the past (same images as T7S2) as well as facial feature cut outs from photographs of the class, as well as facial features from adults and old people (see resource bank). Pen, coloured pencils, napkins, yarn/string, tape, coloured paper and other material to collage. Glue for each student.
<b>Preparations in advance:</b>	Make, print and cut out facial features as described above. Vary scale of facial features using a photocopier or digital imaging software for enhanced effect.
<b>Preparations in the space:</b>	Lay out enough facial features for each student on each table.
<b>The space looks like this:</b>	Groups with tables.

#### GUIDANCE:

1. Set each group up on their own and let them open the envelopes marked DAY 5. In this envelope they will find enlarged photos of themselves and from the other images that they have worked with in this theme from children in the past. These are cut up into pieces (individual facial features). Explain to the students that in today's session they are going to create a collage. Ask them if they remember if they have made a collage before (tip: Theme 2: In our homes). Ask the students to explain what a collage is. Explain that they will be creating a collage portrait using cut out facial features and all of the cut outs (of different eyes, ears, noses and mouths) from the photographs of the children from the past (in our school community) as well as from images of children from their own class. Show examples of the cut out facial features and stick the full original photographs on the walls (both the students' own photographs as well as the others) so everyone can see them. Remind students that they aren't trying to re-create these photographs or to make them realistic. They will be making new, original artworks by combining different parts of lots of photographs, which they will put together to make something new. (Show one, or several different examples.)
2. Give each student a piece of paper or card to stick their pieces on and put all cut-outs of parts of faces in the middle of each group. Make sure there are enough for the number of students.
3. Ask the students if they can remember how this was done previously (The Queen Commands). Listen to their explanations (tip: Queen and Dracula). Explain that this time, Dracula is the trusted one, and the Queen is lying! For the activity today, they have to follow Dracula's instructions. The adult says, "**Dracula says**, Find a nose..." Hold up a picture of a nose. They go into the middle and find a nose and then come back and place it on their paper – but only if the adult starts with "**Dracula says**". Try that. "Dracula says, find a nose." Well done. Place it on their page where they think it should go. Continue. Say, "Find a mouth." Hold up a picture of a mouth. Hold on – Dracula didn't say!  
**And opposite:** this time the Queen takes over, but the Queen lies. Whatever she says, do not do it, but find the item she holds in her hand instead.  
**Advanced:** Switch between Dracula and the Queen back and forth.
4. Let the students work on their own finishing their collages. They should place their pieces on the paper where they think they should go. When they are happy with the placement of the pieces, they should glue them down.
5. Ask the students to discuss in pairs (working with someone close by) what they could do to improve their work. Add more marks with pencil/pen/crayon? A head outline? Hair? Clothes? Colour? More pieces of collaged paper? Give them 3-4 minutes to discuss.
6. Give 10-15 minutes for the students to add to their work/draw on top of/layer etc. based on the discussion in their pairs.
7. Once the collages are complete, display them alongside the original photographs and allow plenty of time for students to look at them. Encourage them to try to identify which photographs the different features of the collages have come from.

#### NOTES

# 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

# In your shoes

## Session 6

TIME

90 min.  
including  
break



Art of learning

THEME

# 7



### 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