

Subject: Put yourself in my shoes!	Targeted Year Group: 1-6	Length of Lesson: 55 mins
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<p>Learning objectives:</p> <ul style="list-style-type: none"> • Children explore their own thoughts and feelings, and how it feels to be someone else • Children learn the meaning of empathy. • Children learn to practice kindness and empathy.
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Time	Lesson structure	Teacher notes/structure
Intro 5 mins	<p>Intro</p> <p>Who has heard of the saying ‘Put yourself in my shoes’? or ‘Take a walk in someone else’s shoes’? How might it feel if we were walking in someone else’s shoes? What do we think it means?</p> <p>In this lesson we are going to think about how it might feel to be someone else, how we show our feelings, and some practical ways we can grow in kindness and understanding of other people.</p>	<p>You could bring in a big pair of shoes/ fluffy slippers and ask a couple of children to put them on and say what it feels like walking in them. How is it different to walking in your own shoes?</p>
20 mins	<p>Activity one: understanding what it’s like to be someone else</p> <p>How does it feel to be you? On a piece of paper drawn an outline of yourself and write/draw the following:</p> <ul style="list-style-type: none"> • Head (what is something I am excited about, something I sometimes feel sad about, something that makes me feel happy) • Heart (three people, pets or things I love) 	<p>You may want to provide children with a pre-prepared handout with the outline.</p>

- Tummy (what I ate last night/this morning, what I love to eat, what I don't like to eat)
- Feet (how I got to school today, where I like to go, my favourite ways to move).

Now write down three words you would use to describe yourself.

Ask the children to work in pairs and share three words they would use to describe the other person.

If the children, feel comfortable, they can share something about themselves, how they described themselves, how others described them and whether there were any surprises!

The teacher explains that we all have different experiences, thoughts and feelings. Other people may not understand what we have gone through, may not know about our lives, our thoughts or our feelings. Other people may also see us differently than we see ourselves!

Put the children in pairs and ask them to hold their hands in front of their mouths. The children then take it turns to either smile or frown, and the other child has to try to guess what they are doing. It's not always possible to tell!

This means it is important we look for lots of different clues for how someone might be feeling. Using the example of an apple, show how we can throw, it bang it and drop it, it might look okay on the outside- it might just look like an apple, but if we cut it open, or leave it for a little time, what will happen to it? The apple will be bruised. It's the same with people. If we hurt others – they will be sad and bruised on the

This could also be done as a whole class exercise with children writing on a post-it note a word they would use to describe the other person and sticking it on their back. Children will then have a lot more words to learn from. It's important that the children are reminded that they must not use words that are unkind or hurtful.

You can either use a real apple, or talk through this as an example.

10 mins	<p>inside – even if they don’t always show it.</p> <p>What other clues can we look for how someone might be feeling? Think about what people do, what they say, what their body language is showing us.</p> <p>Give the children different ‘moods’ to act out and ask the other children to guess how they might be feeling.</p> <p>1) Sad, scared and withdrawn 2) Scared 3) Excited 4) Angry and defensive</p> <p>Do we always show other people if we are hurt? Why do we sometimes hide our feelings?</p> <p>Activity two: learning the meaning of empathy</p> <p>Does anyone know what empathy means? Empathy is the ability to understand and share the feelings of others OR put yourself in someone else’s shoes</p> <p>Share the following scenarios:</p> <p>Scenario One Becky finds out that Jack goes to ballet lessons. She tells the other children in the class and they laugh at Jack. Jack gets angry and pushes Becky hard. Becky falls over and cries. Jack is told to stay behind after class to talk to the teacher.</p> <p>Put yourself in Becky’s shoes. What could she have done differently? How is she feeling now?</p>	<p>This exercise might be challenging for children who find it harder to read emotions. You may want to use emotion cards for this exercise. These cards contain pictures of images, either real or cartoon, which help children understand and identify basic feelings and emotions. Some children may need additional support with recognising these emotions.</p> <p>These scenarios can be shared with the whole class or worked through in smaller groups.</p>
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15 mins

Put yourself in Jack’s shoes. How is he feeling? What else could Jack have done with his feelings?
 Put yourself in the teacher’s shoes. How can they find out what has happened?

Scenario Two

Tom’s best friend Callum has moved to another school. Kyra and James can see Tom is on his own at lunch time and that he looks down.

Put yourself in Tom’s shoes. How might he be feeling?
 What can Kyra and James do to help?

Activity three: kindness and empathy in action

As we’ve been considering, sometimes like the apple, people might look okay on the outside, but inside they are hurting and need help.

Here are some questions we can ask if we think someone might need our help:

- Is everything okay?
- You seem sad/quiet/angry today – do you want to talk to me about it?
- What’s the best way for me to help you?
- What would make you feel better?

Can you think of any other questions to ask?

It’s not just about what we say – it’s also about what we do. This is called love in action or practicing kindness! Kindness is like a muscle – if we keep doing it, our kindness muscles will grow stronger – we’ll feel good – and other people will feel good. Can you think of ten acts of kindness?

You may want to display these questions in the classroom.

5 mins	<p>Create an act of kindness tree with words like love, empathy, understanding, kindness at the roots and then the children's acts of kindness in the branches.</p> <p>Wrap up</p> <p>Remind the children to always put themselves in someone else's shoes and to practice empathy and kindness.</p>	<p>This can either be done individually or as a class exercise. You may want to prepare a handout with the tree outline, or use your artistic skills to create a bigger classroom display. If you are turning this into a larger display you may want to create the kindness tree during a separate lesson.</p>
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