



A DAY IN YOUR SHOES

What's the Big Idea?

We may never fully understand how another person is feeling because we all have differences from one another, but we should always try to understand each other's perspectives.

Curriculum Links

Language Arts, Social Studies, Character Education, Critical Thinking, Equity Education

Learning Objectives

Students will be able to:

- Be aware of others' feelings
- See situations from other points of view
- Identify and reflect on empathetic responses to situations

Opening Motivator

Ask students what they think the phrase "spending a day in someone else's shoes" means. Ask them how this makes us think about what it's like to be other people.

Main Activity

Introduce the "A Day In Your Shoes" activity. Model the steps of the activity to make sure students understand their task. Then, students will complete "A Day in Your Shoes" activity independently. Students will be asked to read the scenario and engage in a short discussion.

Give students 10-15 minutes to discuss, write or draw responses on the chart paper provided.

Conclusion

Gather groups back as a class. Have groups introduce their scenario and present their findings to the class.

Lesson

Pre-Class Preparation

- Print and cut out scenario cards
- Write discussion questions on chart paper
- Write reflection questions on the board or on chart paper

Main Activity

Introduce the “A Day In Your Shoes” activity to students that will be working in groups. Give each group of students a different scenario card.

Tell students: “Each group will receive a scenario card where they have to think about what it would be like to spend a day in someone else's shoes”.

First, I would like you to read the scenario card. Then, as a group, I would like you to answer the following questions.

Draw students’ attention to the chart paper with the pre-written questions.

Ask students:

1. How would you feel if you were the person in this scenario?
2. How would we want to be treated if we were the person in this scenario?

“While you talk about these questions, I would like you to write or draw your answers on the chart paper using the markers that I will be handing out.”

Model what you would like to accomplish with an example. As a class, read the scenario and discuss the questions. Then, write or draw student responses on chart paper.

Once students are able to understand their task, separate students into groups. Have a class helper hand out the necessary materials (chart paper and markers).

Give students 10-15 minutes to discuss and write or draw their findings on the chart paper provided.

Conclusion

After, bring the groups back as a class. Have each group present their findings by reading out the scenario and providing insight into their responses on the chart paper.

Conclude your activity with a reflective journal piece, whether it’s on paper or in their writing journals. Students will reflect and answer the following questions:

- Tell me one thing you learned from doing this activity.
- Why is it important to learn about this?
- What can we do to help?

Scenario Cards (K-1)

IN THEIR SHOES

Ava was called a mean name and starts to cry.



IN THEIR SHOES

Sanjini is new to the school and has no one to play with during recess.



IN THEIR SHOES

Rick was in a terrible truck accident and can't use his legs anymore.



IN THEIR SHOES

John is blind and uses a cane to feel his way around the classroom and school.



IN THEIR SHOES

Isaac is always getting into trouble because he can't sit still on the carpet.



IN THEIR SHOES

Katie has to sit in a wheelchair. She would love to play basketball with other people.



Scenario Cards (Grades 2-3)

IN THEIR SHOES

During recess, Ava was being teased about her hair. Ava starts to cry.



IN THEIR SHOES

Sanjini is new to the school. Her family is from India, so her English isn't very good. When she speaks, you see several kids laughing.



IN THEIR SHOES

Rick was in a terrible truck accident and the doctors told him that he would never be able to use his legs again.



IN THEIR SHOES

John is blind because he lost his sight from cancer. To get around, he uses a cane to find his way around the classroom and the school.



IN THEIR SHOES

Isaac always fidgets and can't sit still on the carpet. During carpet time, he often gets in trouble with the teacher for not sitting still and listening.



IN THEIR SHOES

Katie can't use her legs and uses a wheelchair to move around. At lunch, Katie says that she loves basketball and would love to have a chance to play with other kids.



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