

# PUTTING YOURSELF IN SOMEONE ELSE'S SHOES:



## SLIDE 1: Goals:

- Increasing empathy towards a child that is bullied
- Improving vocabulary of emotions
- Increasing awareness of one own's feelings and the ability to express them

## Material:

- Characters' shoeprints
- "Emotion" Poster – flipchart or board for recording learners' ideas
- Paper thermometers

## Experiences and outcomes

Potential outcomes which may be reached by engaging in these activities:

- *I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a***
- *I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a***
- *I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a***

# GETTING STARTED

**Ground rules:** Before you start, set some ground rules about respect and the importance of listening to each other. Warn that some might feel upset and give advice on how to address this. For example, by suggesting that a child speak to a teachers or adult if they feel upset or uncomfortable.

**Part 1:** Prepare in advance and place the shoeprints of different characters around the classroom. Ask children to select the character they want to be and invite them to step on their shoeprints. Children could also work together in groups, taking one set of shoe prints per group. Read one story at a time, ask the children to think what the character that is bullied is experiencing (tell them the character's name), while you read the story.

The next four slides contain suggested stories / bullying scenarios you may wish to use if appropriate, or your group could come up with their own scenarios.

# CHARACTERS

## Characters



**MANDY**

"Today Andy shouted in the corridor that I look like a little baby, because I am so short compared to all my friends. All the others laughed. I feel like there is something wrong with me and I feel ashamed of how I look."

### SLIDE 5

**Mandy:** Today Andy shouted in the corridor that I look like a little baby, because I am so short compared to all my friends. All the others laughed. I feel like there is something wrong with me and I feel ashamed of how I look.



# JULIE

"Yesterday a group of girls came up to me and told me that they do not like me because I am overweight. They said I should eat less. I do not eat much but I feel afraid that if they see me eat they will get mad at me."

## SLIDE 6

**Julie:** Yesterday a group of girls came up to me and told me that they do not like me because I am overweight. They said I should eat less. I do not eat much but I feel afraid that if they see me eat they will get mad at me.



**JACK**

"I do not like football and I have started to be picked on by some boys in another class. They call me "gay" and yesterday in the toilets they told me I should change school because they do not like gay people."

\*Note this is an opportunity to discuss why using the word 'gay' as an insult is wrong\*

### SLIDE 7

**Jack:** I do not like football and I have started to be picked on by some boys in another class. They call me "gay" and yesterday in the toilets they told me I should change school because they do not like gay people.

\*Note this is an opportunity to discuss why using the word 'gay' as an insult is wrong\*



**MICHAEL**

"I am called names because where I come from.  
Not all the boys are mean, some just follow Paul.  
But it hurts me and I am very sad about this."

**SLIDE 8**

**Michael:** I am called names because of where I come from. Not all the boys are mean, some just follow Paul. But it hurts me and I am very sad about this.

# GROUP ACTIVITY

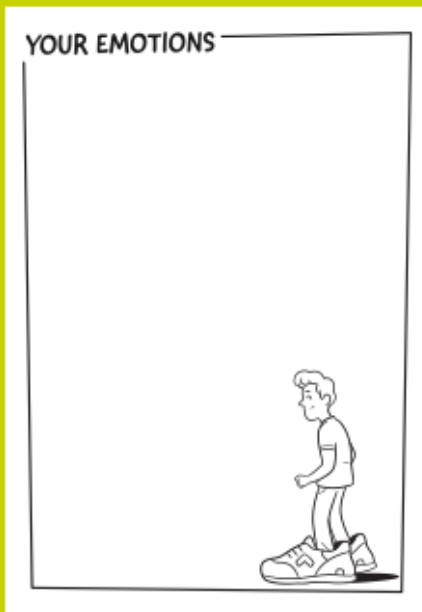
- What thoughts do you think were in the mind of the character that was bullied?
- What helps you understand/guessing his/her thoughts?
- What feelings do you think he/she was experiencing?
- If you were with the person, what would help you understand their feelings?
- What do you think she/he would do after this bullying experience?
- What consequences would these actions have for her/himself?
- How many of you have ever had a similar thing happen to you?

## GROUP ACTIVITY:

After each story, ask children that stepped on that character's shoeprints the following questions, and then continue with the other characters, in the same way.

- What **thoughts** do you think were in the mind of the character that was bullied?
- How can you tell that he/she is thinking this? What helps you understand/guessing his/her thoughts? If you were with the person, what would help you with this?
- What **feelings** do you think he/she was experiencing?
- How can you tell that he/she is feeling this? What helps you understand/guessing his/her feelings? If you were with the person, what would help you with this?
- What do you think she/he would do after this bullying experience?
- What consequences would these actions have for her/himself? For other children? For her/his family? For her/his class?
- How many of you have ever had a similar thing happen to you?





## CREATE YOUR OWN EMOTION POSTER

### SLIDE 3: Emotion Poster

**Part 2:** During the discussion, write on the Emotion Poster the emotions that children say they would expect to feel if they were the character of the story. Add the following, if not included: embarrassed, hurt, disappointed, confused, lonely, frustrated, ashamed.

You can reiterate that bullying is always unacceptable, and no young person should be made to feel this way due to bullying behaviour. That is why it is important we all treat each other with respect.

Give children three paper thermometers each. After the discussion, ask children to stick on the Emotion Poster their three paper thermometers close to the three emotions they felt the most when they imagined to be the main character in the bullying episode. On each thermometer they will write down the extent to which they felt these three relevant emotions (from 0 to 100 grades), while listening and empathising with the character that was bullied.

After this, ask the group to come up with another couple of situations where young people might feel one of the main feelings on the Emotions Poster and jot down their ideas on the board or flipchart. You could use the next slide to guide conversation about the impact of those scenarios on children and young people.

# Think

their thoughts during that situation

# Feel

their feelings in that situation

# Do

their actions in that situation

# Consequences

what happened next to them and others

#### **SLIDE 4:**

THINK: their thoughts during that situation,

FEEL: their feelings in that situation,

DO: their action in that situation,

CONSEQUENCES: what happened next to them and others.

Examples may be: falling out with a friend, not understanding something in class, forgetting your PE kit.

Respect Me

GATE BULL- project -University of West of Scotland

These materials have been developed by Dr Leyla De Amicis and Dr Maria Sapouna, respectively Researcher and Senior Lecturer at the University of West of Scotland in partnership with *respectme*. Some of the materials have been derived from work relating to UWS's current EU-funded GATEBULL research project, and presented within the ESRC Social Science Festival "Stop the bullying: Discover the Hero inside you!". The international GATE BULL project involves Scotland (lead country), The Netherlands, Slovakia and Greece as partner countries and has developed a whole school intervention to prevent and reduce prejudice based bullying among school age

children. Other sources these materials have drawn are:

- Equality and Human Rights

Commission: <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-2-developing-empathy>

- Relax Kids

Tamworth <https://www.facebook.com/RelaxKidsTamworth/posts/today-in-one-of-our-classes-i-introduced-the-children-to-two-apples-the-children/1651876848470287/>