



1B – Taking a different perspective.

Time required:

- 60 minutes.

Resources:

- A facilitator from A Fairer World will lead this workshop.
- [‘Walking In My Shoes’](#) – Activity pack supplied and facilitated by A Fairer World
- [‘It Hurts’](#) – Activity pack cards supplied and facilitated by A Fairer World (recording devices provided by school).
- To introduce concepts of discrimination, bullying, conflict, diversity, and inclusion.
- To develop an understanding of the consequences of discrimination.

Aims:

- To consider and develop multiple perspectives.
- To understand that taking different perspectives can help better understand and appreciate the motivations, behaviours, values, and beliefs of others.
- To interpret and analyse stories to gain an appreciation for diverse perspectives.
- To reflect on the challenges that people from different life experiences face.
- To demonstrate empathy for others.

Teacher notes:

Perspective-taking is a key social-emotional skill that is critical in building social awareness. It is useful to remind students that perspective taking is the ability to be able to think ourselves into another person’s life and feelings, to imagine the world from their perspective.

Procedure:



Activity – ‘Walking In My Shoes’: (20 minutes)

This activity will be facilitated by A Fairer World. It helps the students identify the different ways the human ‘books’ have been excluded or discriminated against in their lives because of stereotyping and prejudice. The activity is designed to demonstrate inequality and help students to step into the shoes of the human ‘book’ to gain a better perspective. Please follow the instructions in the supplied in the ‘*Walking In My Shoes*’ Activity pack.



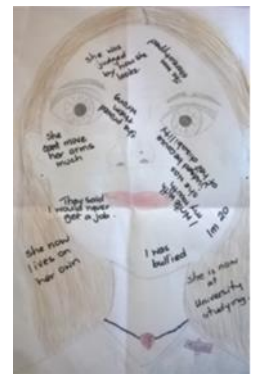
Activity – ‘It Hurts’: (20 minutes)

This activity will be facilitated by A Fairer World. We want students to imagine they are another person and that they are stepping into their life. We want students to identify one of the human ‘books’ that they related to. Think about the story that they told. Imagine they are them. Choose an emotion that represents what the ‘book’ was feeling. Draw or write (either mind maps, stories, sentences or create a rap) to flesh this experience out.

Ask students to consider:

- How would I be thinking and feeling in their shoes?
- How would I have behaved in their situation?
- What insights about the experience of the human ‘book’ have you gained through exploring their experience in this way?
- What are the strengths and values that make the human ‘book’ resilient?
- How do their lives compare to ours or other people we know?

. Please follow the instructions in the supplied in the ‘*It Hurts*’ Activity pack.



Activity – Spread your wings and try something new - Activity (20 mins)

This activity will introduce the idea of being an upstander. Students will hear again from the human ‘books’ who will retell a short incident of discrimination. The group will then discuss what sorts of actions the ‘books’ had wished had occurred and students can come up with suggestions on what sort of actions they might have taken to interrupt the discrimination and support the ‘books. Students write or draw these possible actions or ideas about inclusion on a feather and place them in the nest – these feathers will be used later in the program.

Useful definitions:

Empathy: is the ability to recognise and share other people's feelings. It is when you can imagine or understand how someone might feel without having had those feelings yourself

Upstander: is someone who recognizes when something is wrong and does something to make it right.

Inclusion: is creating an environment where everyone can participate and succeed.

Exclusion: means being left out or being shut out.