

# Put Yourself In My Shoes: Lesson Plan

## KS1 & KS2

## 'Put Yourself In My Shoes' lesson plan: links to statutory guidance

Kidscape's lesson plans have been carefully mapped to the [statutory guidance for RSE](#) and the Programme of Study for PSHE Education as laid out by the [PSHE Association](#). Following the lesson plans provides an easy way to meet key points in the guidance, while engaging your class with fun, interactive content. 'Put Yourself In My Shoes' meets the following targets:

### KS1

#### England: PSHE

- H11** about different feelings that humans can experience
- H12** how to recognise and name different feelings
- H13** how feelings can affect people's bodies and how they behave
- H14** how to recognise what others might be feeling
- H15** to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16** about ways of sharing feelings; a range of words to describe feelings
- H21** to recognise what makes them special
- H22** to recognise the ways in which we are all unique
- H23** to identify what they are good at, what they like and dislike
- R7** about how to recognise when they or someone else feels lonely and what to do
- R21** about what is kind and unkind behaviour, and how this can affect others
- R22** about how to treat themselves and others with respect; how to be polite and courteous
- R23** to recognise the ways in which they are the same and different to others

#### England: RE/RSE

##### Caring friendships:

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

##### Respectful relationships:

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

### **Mental wellbeing:**

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

## **Wales: Health and Wellbeing AoLE**

### **What matters statements:**

How we process and respond to our experiences affects our mental health and emotional well-being

Our decision-making impacts on the quality of our lives and the lives of others

Healthy relationships are fundamental to our wellbeing

## **KS2**

### **England: PSHE**

- H19** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H20** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22** to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- H24** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- R10** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

- R11** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R14** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R19** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R22** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)
- R29** where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- R30** that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- L4** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

## England: RE/RSE

### Caring friendships:

how important friendships are in making us feel happy and secure, and how people choose and make friends

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

### **Respectful relationships:**

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

practical steps they can take in a range of different contexts to improve or support respectful relationships

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

the importance of permission-seeking and giving in relationships with friends, peers and adults

### **Being safe:**

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice e.g. family, school and/or other sources

### **Mental wellbeing:**

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

## Wales: Health and Wellbeing AoLE

### What matters statements:

How we process and respond to our experiences affects our mental health and emotional well-being

Our decision-making impacts on the quality of our lives and the lives of others

Healthy relationships are fundamental to our wellbeing

# Put Yourself In My Shoes : Lesson Plan

### Subject:

### Targeted Year Group:

### Length of lesson:

Put yourself in my shoes!

Yr 1-6

55 mins

### Learning objectives:

- 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

### Time:

### Lesson structure:

### Teacher notes

5 mins

#### Intro

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?

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.

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?

## Time:

20 mins

## Lesson structure:

### Activity One: understanding what it's like to be someone else

How does it feel to be you? On a piece of paper drawn an outline of yourself and write/draw the following:

- 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)
- 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.

## Teacher notes

You may want to provide children with a pre-prepared handout with the outline. See resources at the end of this pack.

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.

**Time:****Lesson structure:****Teacher notes**

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 inside, even if they don't always show it.

What other clues can we look for to work out how someone might be feeling? Think about what people do, what they say, what their body language is showing us.

Give the children different 'moods' to act out and ask the other children to guess how they might be feeling.

- 1) Sad, scared and withdrawn
- 2) Scared
- 3) Excited
- 4) Angry and defensive

Do we always show other people if we are hurt? Why do we sometimes hide our feelings?

**Activity Two: learning the meaning of empathy**

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.

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

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.

10 mins



**Time:****Lesson structure:****Teacher notes**

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.

Share the following scenarios:

**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.

Put yourself in Becky's shoes. What could she have done differently? How is she feeling now?

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?

10 mins

**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.

## Time:

## Lesson structure:

## Teacher notes

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?

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.

You may want to display these questions in the classroom.

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.

5 mins

### Wrap up

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

## How does it feel to be me?

