WP3 - POWERPACK TOOLKIT ACTIVITIES

Emotional Wellbeing: Walking in Someone Else's Shoes

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1. General Information

Well-being dimension: Emotional Well-being
Target age group: 8-10 years old (lower/medium primary)
Activity format: Story-based discussion and role-playing
Duration: 45 minutes
Group size: 10-20 students
Transversal approach: Language, citizenship Education, Social & Emotional Learning

2. Learning Objectives

- Students will gain an introduction of empathy and what that is.
- Students will be able to identify emotions in others.
- Students will learn to respond to others' emotions with care and understanding.

3. Materials Needed

- Short story cards/scenarios
- Paper & pencil

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4. Activity Steps

Step 1: Introduction

The teacher explains, in simple terms, what empathy is (e.g. trying to understand how someone else is feeling).

Step 2: Scenarios

Students are paired up and given a short scenario to read (e.g. a student is left our from the group; a student lost something they really like).

Step 3: Working in Pairs

Students work in their pairs to discuss how the person in the scenario is feeling

Step 4: Walking in other people's shoes

Students role-play their scenario and show how they could respond to the situation with empathy.

Step 5: Reflection

All students gather together to discuss how empathy can improve human relationships and understanding.

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5. Teacher Notes & Tips

- Explain clearly that empathy does not mean agreeing with the person, but rather understanding the person.
- Encourage focus and respectful/active listening when others are showcasing their work.

6. Reflection prompt for students

- How did it feel to think about how someone else might be feeling and trying to put yourself in their shoes?
- Do you think that empathy can be useful in school? If so, how?

7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Use pictures instead of scenarios with words.
- Have them work in smaller groups, rather than pairs, and supervise them.

Medium Version (Medium Primary / more independence):

- Ask students to create their own scenarios with an example which empathy can apply to.
- Ask students to comment on other pairs' role-playing, using critical thinking.

Adaptations for Students with Special Needs:

- Use visual support instead of scenarios with words.
- Allow flexibility when role-playing (e.g. if a student doesn't want to engage in role-playing to pressure them to do so).

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8. References (methodological approach)

Students enhance their teamwork skills through working in pairs and with other peers, as well as paying attention to others' understanding of what empathy is and how it can be useful in a school setting.

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