



# IN MY SHOES – EXPLORING LIFE THROUGH EMPATHY

**SOCIAL COHESION -  
EMPATHY, DIVERSITY,  
EMOTIONAL INTELLIGENCE**



Stichting Onderwijs  
Midden-Limburg



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IDEALS



## OBJECTIVE:

**TO HELP STUDENTS DEVELOP EMPATHY, RESPECT, AND CULTURAL AWARENESS BY ENGAGING IN PERSONAL STORYTELLING, COOPERATIVE ROLE-PLAY, AND MULTIMEDIA EXPRESSION.**



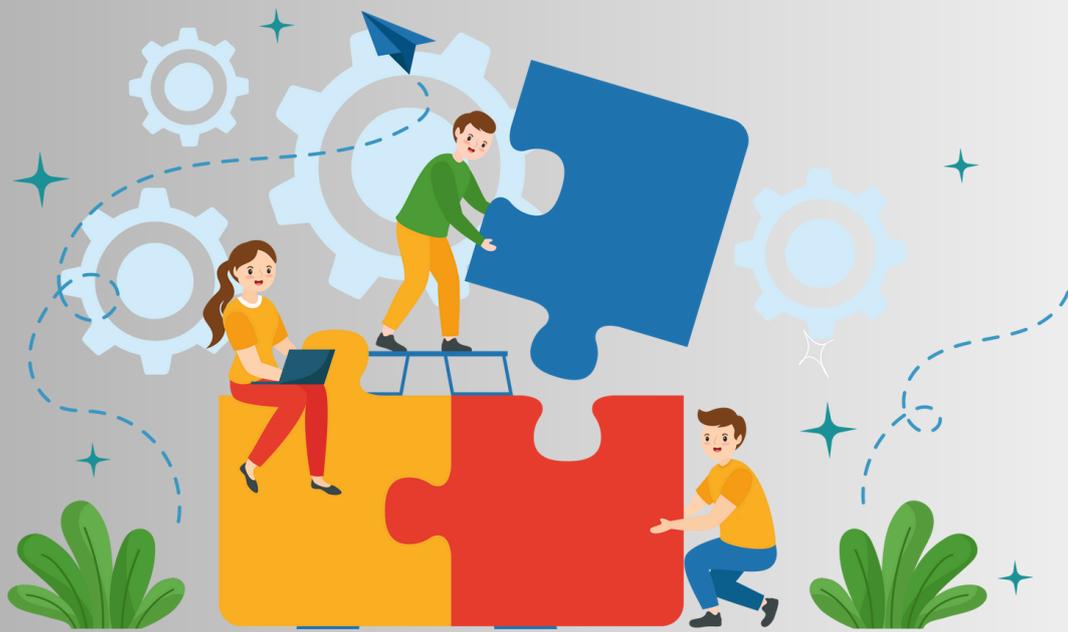
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### TARGET AUDIENCE:

Ages 12–18 (mixed cultural or language backgrounds encouraged)

### DURATION

2 sessions (each 90 min)

### MATERIALS NEEDED:

- Drawing paper, markers, color pencils
- Poster boards, cardstock for the "Wall of Belonging"
- Photo/audio/video recording tools (smartphones, tablets)
- Padlet wall shared
- "In My Shoes" Reflection Sheet
- Cultural Café sharing talk table (optional items)

### LEARNING OUTCOMES

- Recognize similarities and differences in daily life and identity.
- Practice empathetic listening and respectful communication.
- Understand emotional responses to inclusion/exclusion.
- Express personal or peer stories through creative media.
- Build a stronger sense of class/community belonging.



# SESSION 1: WALK A MILE IN MY SHOES



## ICEBREAKER – “SNAPSHOT OF ME”

- **Activity:** Students draw a simple “Snapshot”/ illustration of a typical day in their life. They can also use abstract signs, lines, shapes, symbols, combinations of elements, words, short phrases, emoticons, if drawing is difficult.

For example: You could use the sun for something you love, or a cloud for a challenge; lines connecting figures can show who you talk to, etc.

- **Include these elements in the snapshot:**

- What I eat
- Who I talk to
- One challenge I face
- One thing I love

- **Group Share & Compare:**

- Students are divided into small groups.
- They share their snapshots and find:
  - One thing in common between their drawings.
  - One difference between their drawings.
- Discuss the meaning behind their illustrations.

For example, when comparing, they should talk about what a certain shape or color represents for them in their day.

## 2. Empathy Role-Plays – Inclusion in Action

- **Activity:** Students have to think and act out short sketches, mini-dramas or theatrical etudes focused on inclusion.
- **Note:** "In the 'Empathy Role-Plays' activity, when students act out, a key element is exploring how these situations can be resolved positively.
- The students are encouraged to think critically and creatively within their role-play about potential solutions.

- **Scenarios:**

**Left Out:** A group of students is organizing something (e.g., choosing a game, planning an event). One student's ideas are consistently ignored or dismissed by the others.



# SESSION 1: WALK A MILE IN MY SHOES



## ICEBREAKER – “SNAPSHOT OF ME”

**New Arrival:** A student who is new to the school or group is trying to understand the established routines or inside jokes. They often feel like they are missing context.

**Language Barrier:** Students are working on a task that requires clear communication. One student is struggling to express their ideas or understand others due to language differences.

(If there are more groups):

**Different Interests:** During a shared activity, one student is very enthusiastic about something that the rest of the group doesn't seem to care about, leading to that student feeling isolated in their excitement.

**Assumptions Based on Appearance:** A student is trying to join a group activity, but the others seem hesitant or make assumptions about their abilities or interests based on how they look, rather than getting to know them.

**Discussion:** After each role-play, facilitate a discussion using these questions:

- How did it feel to be excluded/understood?
- What helped resolve the situation?

### 3. Interview Activity – Storyteller: “My Key Event” Exchange

- **Activity:** Pair up students to tell each other a key story.
- **Guiding Questions for the Story Interview:**
  - What’s a normal school day for you?
  - What’s something that stresses you out?
  - What makes you feel safe or welcome?
- **Recording Option:**
  - Students record short video/audio clips/photos (with consent) to edit later into a class empathy collage.

- While your partner is telling their story, jot down key words, phrases, or emotions that stand out to you.
- These notes may be used later to create a class empathy collage.

#### 4. Reflection

- **Activity:** Distribute the “In My Shoes” worksheet.
- **Worksheet Prompts:**
  - What did I learn about my partner/s?
  - What do we share?
  - What surprised me?
  - Have students complete the worksheet individually.

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*Printable for each student*

Session 1: Walk a Mile in My Shoes

4. Reflection

#### "In My Shoes" Worksheet

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:** Please answer the following questions thoughtfully and honestly based on the "A Day in My Life" Interview Activity.

**1. What did I learn about my partner(s)?** (Think about their school day, stresses, and what makes them feel safe or welcome.)

**2. What do we share?** (What common experiences, feelings, or ideas did you discover you have with your partner(s)?)

**3. What surprised me?** (Was there anything your partner(s) shared that you didn't expect or found particularly interesting?)



# SESSION 2: CELEBRATE AND CREATE



## 1. Cultural Café – Sharing Our Roots (Wall of Belonging)

- **Activity:** Each participant describe/ draw an object, photo, dish, song, memory, idea, story or something important to them that symbolizes & represents their background or identity.
- **Presentation:** Participants take turns presenting their item and sharing:
  - What it means to them.
  - When/how it is used.
  - How it connects to their family or culture.
- **Group Challenge:**
  - Group creates a “Wall of Belonging” (using Padlet wall).
  - This can include short descriptions, drawings, and simple symbols that represent the feeling of your shared item.

## 2. Media Creation – “Empathy Collage”: In My Shoes

- **Activity:** Groups collaborate to create a short digital story, collage or video montage titled “In My Shoes”.
- **Content:** The media should include:
  - Photos/Video collages from interviews (from Session 1)
  - Photos of the Snapshot drawings activity „Snapshot of Me”/ Illustration of a typical day (from Session 1)
  - Photos/Quotes from the Cultural Café - Sharing Our Roots (background or identity)
- **Tools:** Suggest using tools like Canva, iMovie, CapCut, depending on the technology available.

## 3. Final Sharing & Reflection

- **Activity:** Each group presents their empathy media piece to the class.
- **Closing Prompts:** After all presentations, facilitate a final reflection with prompts such as:
  - “One way I felt connected this week...”
  - “One thing I can do to make someone feel included...”
  - “One thing I learned about empathy...”



Please complete this worksheet individually!

# IN MY SHOES" WORKSHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Coutry: \_\_\_\_\_

Instructions: Please answer the following questions thoughtfully and honestly based on the "A Day in My Life" Interview Activity.

- 1** 1.What did I learn about my partner(s)? (Think about their school day, stresses, and what makes them feel safe or welcome.)

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- 2** 2 What do we share? (What common experiences, feelings, or ideas did you discover you have with your partner(s)?)

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- 3** 3.What surprised me? (Was there anything your partner(s) shared that you didn't expect or found particularly interesting?)

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# IDEALS

Creators: Valueme, 51 High School  
“Elisaveta Bagryana”, Bulgaria



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