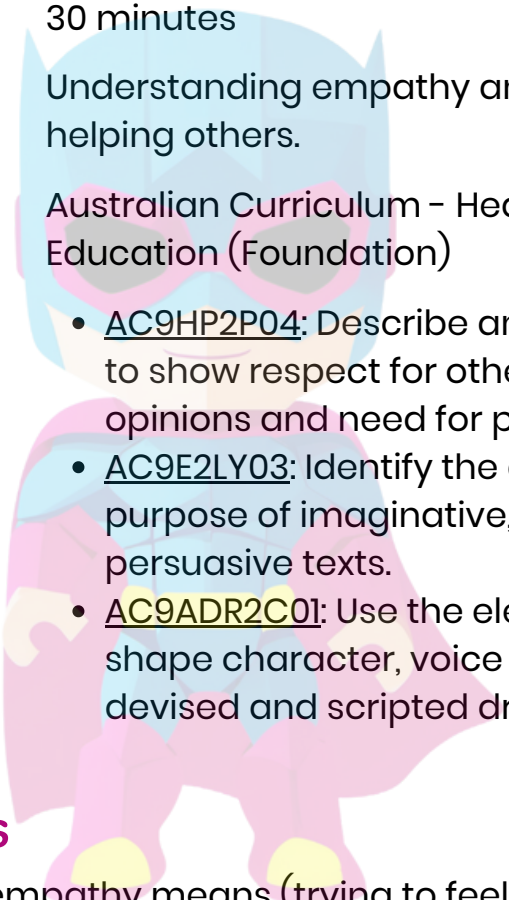


Stepping into Someone Else's Shoes

(Year 2 - Ages 7-8):

Lesson 1 of 9

Lesson Overview



Lesson Title:	Stepping into Someone Else's Shoes
Year Level:	Year 2 (Ages 7-8)
Lesson Duration:	30 minutes
Key Focus Areas:	Understanding empathy and the reasons for helping others.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP2P04</u>: Describe and demonstrate how to show respect for others' rights, feelings, opinions and need for privacy.• <u>AC9E2LY03</u>: Identify the audience and purpose of imaginative, informative and persuasive texts.• <u>AC9ADR2C01</u>: Use the elements of drama to shape character, voice and movement in devised and scripted drama

Learning Intentions

- Understand what empathy means (trying to feel what someone else feels).
- Consider situations from another person's point of view.
- Recognise that empathy is a key reason why people choose to help others.

Success Criteria

- Explain what it means to "step into someone else's shoes."
- Give an example of how someone else might feel in a situation.
- Write or draw a kind thought for someone in a "thought bubble."

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Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
5 minutes	Part A. Whose Shoes Are These?	Introduction and Interactive Metaphor
10 minutes	Part B. A Story of Different Feelings	Story Time and Perspective-Taking
10 minutes	Part C. Creating Kind Thoughts	"Thought Bubble" Creative Activity & Connecting to the Big Idea
5 minutes	Part D. Sharing Our Thoughts	Reflection and Sharing

Part A. Whose Shoes Are These? (5 minutes)

Step 1. Introduction and Interactive Metaphor

- Gather students in a circle on the floor. In the middle of the circle, place the collection of different shoes.
- Say: "Hello everyone! Today we are going to learn about a super-important kindness power. It's called empathy. That's a big word, but it means being able to imagine how someone else is feeling. A good way to think about it is to imagine you are 'stepping into their shoes'."
- Pick up one pair of shoes (e.g., the work boots). Ask: "Whose shoes do you think these are? What kind of person might wear them? What might their day be like?" (e.g., a builder, a farmer; their day might be busy and tiring).
- Repeat quickly with one or two other pairs (e.g., the party shoes, the baby shoes), encouraging students to imagine the life and feelings of the person who wears them.
- Say: "When we imagine what it's like to be someone else, we are 'stepping into their shoes.' This helps us understand them and be kind."

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Part B. A Story of Different Feelings (10 minutes)

Step 1. Story Time

- Introduce a picture book about empathy, like *I Am Human: A Book of Empathy* or *The Day the Crayons Quit*.
- Say: "In our story today, we are going to practice stepping into the shoes of the characters. Let's listen carefully and try to guess how each character is feeling and why."
- Read the story aloud. Pause at key moments to ask questions about the characters' perspectives.
 - Ask: "How do you think that crayon is feeling right now? Why?"
 - Ask: "If you were in that character's shoes, what would you be thinking?"

Step 2. Brainstorming Feelings

- Say: "That story showed us that different people can feel different things, even about the same situation. Understanding how someone else feels is the first step to being kind."
- Ask: "If you see a friend sitting alone in the playground, what might they be feeling?" (e.g., sad, lonely, worried). "When you 'step into their shoes' and imagine that feeling, what does it make you want to do?" (e.g., ask them to play, sit with them, cheer them up).
- Say: "Exactly! Understanding their feeling helps you know how to be a kind friend. That's empathy!"

Part C. Creating Kind Thoughts (10 minutes)

Step 1. Introducing the Creative Activity

- Distribute the "Kind Thoughts" worksheet, which shows a person with an empty thought bubble.
- Instruct: "On this sheet is a person who might be feeling a bit sad or worried. Your mission is to step into their shoes. In the big thought bubble, I want you to write or draw a kind thought you could have for them, or a kind thing you could say to them to help them feel better."

Step 2. Creative Time

- Students move to tables with pencils and crayons.
- As they work, circulate and discuss their kind thoughts.
 - "That's a very kind thought. How do you think that would make the person feel?"
 - "What a great idea! What picture could you draw to show that kind action?"



Step 3. Connecting to the Bigger Idea

- As they finish, gently introduce the connection.
- Say with a caring tone: "Thinking about how others feel is such a powerful skill. The biggest and kindest choices in the world are made by people who are experts at stepping into someone else's shoes. When a family is very sad because someone they love is sick and waiting for a new body part, another family can imagine how that must feel. They step into that family's shoes. And because they can imagine how much it would help, they make the brave and empathetic choice to share the gift of life. Their kindness starts because they understood how another family was feeling."

Part D. Sharing Our Thoughts (5 minutes)

Step 1. Sharing Our Worksheets

- Invite a few students to share the kind thought or drawing they created in their thought bubble.
- Ask: "Can you share the kind thought you had for the person in the picture?"

Step 2. Reflection

- Ask: "What did we learn today about 'stepping into someone else's shoes'?"
- Say: "Remembering to think about how others might be feeling is a true superpower. It is the 'why' of kindness and helps us be the best friends and helpers we can be."

Differentiated Learning

- Extension:
 - Challenge students to write a full sentence in their thought bubble.
 - Ask them to draw a second picture on the back of the sheet showing the result of their kind thought or action.
- Learning Support:
 - Provide a list of "feeling words" (e.g., sad, happy, lonely, excited) that students can refer to.
 - Work with a small group to brainstorm some kind thoughts together before they begin drawing



Teacher Reflection

- Did the shoe activity work as an effective and memorable metaphor for empathy?
- Were students able to successfully identify the feelings and perspectives of characters in the story and scenarios?
- Did the "thought bubble" activity help students translate their empathetic feelings into kind actions or words?
- How can I use the language of "stepping into someone's shoes" to resolve conflicts or encourage kindness in the classroom?

Assessment

- Observation of participation in the introductory shoe activity and subsequent discussions.
- Ability to verbally explain what "stepping into someone else's shoes" means.
- Completion of the "thought bubble" worksheet, showing an ability to generate a kind and empathetic response.
- Verbal expression of another person's possible feelings in a given scenario.

Additional Notes:

Ensure the lesson reinforces that empathy is a skill we can practice and get better at. The physical metaphor of the shoes is a powerful anchor that can be referred back to throughout the year.

This lesson establishes the core motivation for altruism—empathy—in a way that is accessible and meaningful for Year 2 students. It provides a strong emotional foundation for understanding that the profound choice to donate comes from a place of deep compassion and understanding for another person's situation.

