



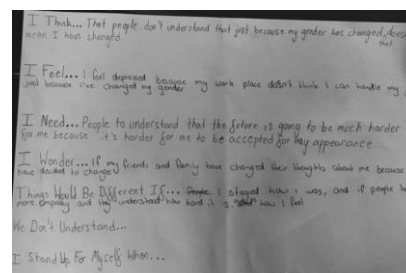
2.2 WALK IN ANOTHER'S SHOES

Perspective-taking activities



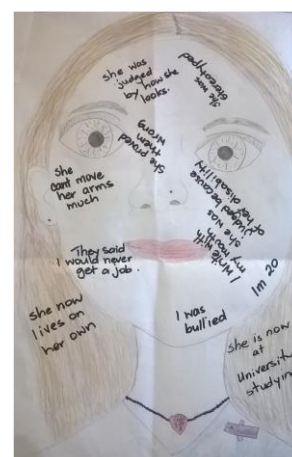
Time required	50 minutes
Grade level	6 - 7 - 8
Resources required	<ul style="list-style-type: none"> ■ Butcher paper - for IT HURTS poster ■ Raps, posters and other examples of activities from prior years' students. (See student examples.)
Aim	<ul style="list-style-type: none"> ■ To help students take the perspective of one of the human "books" by imagining their thoughts and feelings at key moments of their story.
Procedure	<p>Introduction</p> <p>Remind students that they have been practising empathic listening with the human "books" and now are going to move into perspective-taking, which is a key diversity competence. This means imagining they are another person and stepping into their life.</p> <ul style="list-style-type: none"> ■ How would I be thinking and feeling in their shoes? ■ How would I have behaved in this situation? <p>The challenge is to represent a human "book's" story through art, drama, story OR rap. The teacher can choose one of the activities from the five below for the whole class to do based on their expertise or allow students to choose. Each activity is explained below. Following the activities, encourage student reflection:</p> <ul style="list-style-type: none"> ■ 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?
Activity choices	<p>Choose one of the 5 perspective-taking activities listed below.</p> <p>1. Writing or telling with sentence stems – individual or pairs</p> <p>This is a useful entry point for students struggling to remember, or to scaffold students into the other activities.</p> <p>The purpose of this activity is to help you get inside a human "book's" experience. First imagine you are the person, imagine</p>

- I think...
- I feel...
- I need...
- I wonder...
- Things would be different if...
- We don't understand...
- I stand up for myself when...



The aim of this activity is to create a poster to convey the feelings or stories of one of the human "books", or to capture a key feeling/experience in common. This is done through making either a head and shoulders or life-size image of a person on paper in an artistic way. This will be on display with the aim of encouraging people to look, feel empathy and find out more.

- Explore what body postures could represent a key moment of heightened feeling in the person's story.
- Use one of your group to get into this posture and draw an outline of them on the paper.
- Consider headings or words that help people understand what this poster is about.
- Consider using symbols or metaphors to create patterns within or without the outline that convey the feelings and experience of the person.



The purpose of this activity is to create dramatic freeze frames that convey 3 key moments for one of the human "book's" stories or an incident discussed in the forum. It is a playback technique.

- Choose a human "book" story.

- Determine three key moments or aspects that represent the story.
- Write a sentence or two to form a short narrative for each moment.
- The group should stand in line with a space in front to create the dramatic pose. Read out the narrative for the key moment. The group close their eyes and imagine themselves in that moment - seeing what is happening, feeling it in their bodies, and bringing in the emotions. Then one student at a time steps into the space and creates something with their bodies and voice, building on what has happened before. You might like to try this several times for each moment, extending what you have learnt.



- When you are happy with this, try doing the 3 moments as one continuous story with a narrator. Consider videotaping or taking photographs if your group is happy about this.
- Present to the class.

The key to creating these freeze frames is not to discuss what you should do, but to let your body do it as an improvisation, responding to the narrator.

4. **Writing or telling a story** – individual or pairs

The purpose of this activity is to help you get inside the experience of a human "book".

- Imagine you are the person. Imagine yourself having gone through their journey and experienced what they experienced.
- Consider a key moment in their story and imagine what it was like.
- Write or tell a story of your experience as if you were that person.
- Reflection – what insights about the experience of the human "book" have you gained through exploring their experience in this way?

5. **Perspective rap** – small group or pairs

Perspective rap uses poetry to convey different people's experiences or perspectives around a common theme. A different person reads

each perspective. Where there are common experiences, they are read at the same time and act as a chorus.

An excellent example of this is [BNV 2013 - Quarter Finals - Washington DC](#). Simpler rap examples are [Glenda's Rap](#) and [Emma's Rap](#), which are both made by Tasmanian students about human "books" from the *Hobart Human Library*.

Things you might like to consider:

- What is the key theme you want to look at?
 - Who will take on the perspective of which human "book"?
 - What is different about each of the stories? What is in common that can be used as a chorus?
 - How much will each perspective talk before switching to the other perspective?
 - Improvise - feel the rhythm, feel the power of the words. Imagine being that person and talking from the heart. Play with longer and shorter sentences and pauses. Give space for the other person to come in.
 - Create a rap that can be recorded.
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