



In Another Person's Shoes

Age: Adult

Level: A1–A2

Global Knowledge or Global Attitudes and Action:

Global Attitudes and Action

Standard for Learning Outcome: Student is encouraged to discover their own bias.

Learning Outcome: A.D2.S3.LO1 Show empathy with another's perspective of the world

Standard for Global Skill: Student acquires the skills to be a collaborative citizen.

Global Skill: A.D3.S1.LO1 Demonstrate an ability to set goals with others

Sustainable Development Goals: 4: Quality Education, 10: Reduced Inequalities

Part 1 (15 min)

- A.** Write *In another person's shoes* on the board and draw students' attention to the phrase. Ask them if they think they know what it means. Tell them that they will find the answer when they read a problem and the answer in Activity B.

Give them a few minutes to read Kara's message about a problem and check comprehension of any unfamiliar words. Then have them check the advice 1–6 that they think Mandy should give Kara.

Answer Key: Answers will vary (see Activity B)

- B.** Have students read Mandy's advice. Ask them to compare the advice she gives with the things they checked in Activity A. Check that students understand what empathy is and why Mandy does not recommend numbers 2 and 3. Then ask students if they agree or disagree with Mandy's advice. Encourage them to give reasons.

Answer Key: 1, 4, 5, 6

Part 2 (15 min)

- A.** Give students a few minutes to read the story. Check comprehension of terms that are needed to understand the story, such as *argued* and *insulted*. Then have them answer the questions in pairs, in groups, or as a class. If needed, provide sentence frames and help with language to ensure that students understand the importance of the story.

Answer Key:

1. They saw the number from different points of view, so they saw different numbers.
 2. Each prince saw the number from the other prince's point of view.
 3. They understood that sometimes things do not have a right or wrong answer. It depends on your point of view. When you see things from the other person's point of view, you understand the reason for their opinion. If you understand another person's point of view, it's easier to agree about things.
 4. If we have empathy, or see things from another person's point of view, we can get along better.
- B.** Ask students to look at the photo and describe what they see. Then put them in small groups. Explain that they should read the information in the situation and discuss the questions. Monitor and help with language as needed. If you think students need more guidance or help with language, do this as a whole-class discussion.
- C.** Ask students to read the background to the situation and discuss the questions. Monitor and help with language as needed. After students complete both tasks, point out that in the situation, they only had some information based on the photo, who the people are, and what happened. In the text describing the background to the situation, they had more information about the context of the two people and what they thought and felt.
- D.** Have students work in the same groups and answer the questions. Tell them to think about how to decide who is right, when they read or hear different opinions about a situation. Encourage them to think about how people's attitudes can affect their opinions or actions. Remind students that trying to put themselves in another person's shoes can help them understand what the other person thinks and feels, and that can help them see different points of view.

Part 3 (20 min)

- A.** Put students in small groups. Tell them to look at the photo and answer the questions about the sport it represents. Explain that they will soon have more information about the sport in Activity B.



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- B.** Tell students that they will listen to an interview with an expert in this sport and answer some questions. Play the audio a couple of times if necessary. Have students discuss the questions in groups. Explain that many people have attitudes about people or things they don't know much about, based on only a small amount of information. Encourage them to think carefully about the questions and answer them honestly.

Audio script

Interviewer: Good morning. Today, we are talking to an expert in the popular sport of wheelchair rugby, Lena Martin. Lena, thanks for being here. Can you tell us more about the athletes who play wheelchair rugby?

Lena: Thank you. Well, we all love rugby, of course! Also, all wheelchair rugby athletes have disabilities in at least three of their limbs. In my case, I have a disability in both legs and also my right arm.

Interviewer: How does this make your life different?

Lena: Well, I am always looking for different ways to do things. People think that when you have a disability, many things in life are not possible. That is not true. What is true is that you can do many of the same things but in different ways or by using different equipment.

Interviewer: Can you give me an example of that?

Lena: Sure, I think my rugby wheelchair is a good example of some different equipment. I couldn't play rugby if I didn't have this wheelchair! My rugby wheelchair is much heavier than my normal day-to-day wheelchair. Also, my rugby wheelchair has belts which go around my middle and over my legs, keeping me in the chair. Can you imagine how difficult it would be if I had belts on my normal wheelchair? Going to the bathroom would be a nightmare! (laugh)

Interviewer: I can imagine. So how did you get into wheelchair rugby?

Lena: I used to play wheelchair basketball and then a friend invited me to play wheelchair rugby. I loved it from the first moment I played it. It is a really fast sport and it is full-contact. In fact, there are so many accidents in wheelchair rugby that many people don't think that it is a popular sport for women but teams often have a mix of men and women.

Interviewer: You said it is a full-contact sport. What do you mean?

Lena: Right. So, to stop other players, you often use your wheelchair to hit into another wheelchair.

Interviewer: You have to hit the other players?

Lena: No, you use your wheelchair to hit the other wheelchair. You can't hit the players or hit their wheelchairs with your body. But it is amazing how often you fall on the floor. That is why we have the belts!

Interviewer: Wow! I thought you just passed the ball from one player to the other.

Lena: No, that would be so boring! It wouldn't be played in forty countries around the world if it were just people passing a ball around!

Interviewer: Forty countries? Is that right? OK, I really need to see a game soon. Thanks so much for coming Lena.

- C.** Put students into pairs and explain the task. Point out that if they don't actually know someone whose life is very different to theirs, they should think of someone who they have heard or read about. If students have trouble thinking of people, brainstorm names of famous people as a class. Tell them that if they do actually know the person, they shouldn't use that person's name. Ask them to think of as many ways as possible that the person's life is different from theirs. If students need support, for example, for number 3, give them some ideas, such as: spend more time talking to the person, find out about the person's interests, find out what you have in common with the person.

Extension

- A.** Ask students to imagine doing the things they do at college or work but if they had a disability (or a different disability from the one they have).

Put students into groups. Have them complete the chart with the things their college or work does for people with that disability and things they should do to be more accessible. Ask them to prepare a report on their findings for the class.

- B.** Have groups present their reports to the class. Discuss any points of disagreement.