

# Put Yourself in my Shoes

**GRADE LEVEL:** K–6

**BRIEF SUMMARY:** To reflect on the similarities and differences between their lives here in Canada and the lives of the children featured in the Kick Off DVD.

**REQUIRED MATERIALS:**

- Copies of worksheets 2A, 2B, 2C for each student

## INSTRUCTIONS:

1. Ask students if they think that they have a lot or a little in common with the children in the UNICEF DVD. Discuss the reasoning for their choices.
2. Explain to the class that they are going to try and form a better idea of how many similarities and differences exist between them and the children in the video. Before we can do that, students must first take a look at their own lives. Distribute Worksheet 2A, asking students to describe a normal day in their lives, starting with when they wake up in the morning to when they go to sleep at night. For younger grades, teacher can ask their students to draw the action they do in a normal day.
3. Once students have completed Worksheet 2A, briefly go over the stories of Youri, Jirada and Elizabeth. and ask students to think about which child they most related to. If Activity One in this package was done with the class, students are encouraged to select the same child they wrote about on their cue cards.
4. Distribute Worksheet 2B, explaining that they are now going to describe a normal day again except that this time, they will put themselves in the shoes of the child they chose. Talk about the possible differences and similarities. For example, Elizabeth goes to school just like them, but she helps her mother collect water in the morning.
5. Once students have finished Worksheet B, distribute Worksheet C. Explain that they will use Worksheets A and B to help them fill in a list of all the similarities and differences that may exist between them and the child they most relate to. Ask the class for some examples of a similarity (i.e. "We both like playing soccer.") and a difference (i.e. "They have a job; I do not.").
6. When students have written down as many similarities and differences that they can think of, ask students to add up how many of each they have at the bottom of the chart on Worksheet C. Are there any surprises? Discuss the results with the class.

**VARIATIONS:**

If your students are familiar with the Convention on the Rights of the Child (the Convention) ask the students to think about the rights affected in lives of the children in the video. Ask your students to think about whether or not the identified rights are affected in their own life in Canada. Ask the students to think about why there are differences.

**MODIFICATIONS:** For older students

Worksheets A and B can be lengthened so that instead of having to come up with five actions to describe a day, students will have to come up with eight or more. Their descriptions of the activity could also be 2-5 sentences each.





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

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

WORKSHEET 2A:

**PUT YOURSELF IN MY SHOES**

1. This is a normal day in my life:

TIME	ACTIVITY
____ : ____ AM or PM	
____ : ____ AM or PM	
____ : ____ AM or PM	
____ : ____ AM or PM	
____ : ____ AM or PM	



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

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

WORKSHEET 2B:

**PUT YOURSELF IN MY SHOES**

1. I am going to imagine a normal day in the life of \_\_\_\_\_ .  
(CHILD'S NAME)

TIME	ACTIVITY
____ : ____ AM or PM	
____ : ____ AM or PM	
____ : ____ AM or PM	
____ : ____ AM or PM	
____ : ____ AM or PM	



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

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

WORKSHEET 2C:

**PUT YOURSELF IN MY SHOES**

1. Reflect on the stories of the children in the National UNICEF Day video. Using worksheets A and B as a starting point, list out all the similarities and differences you can think of between you and

\_\_\_\_\_ .  
(THE CHILD IN THE VIDEO YOU MOST RELATE TO)

SIMILARITIES	DIFFERENCES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Total # of similarities: _____	Total # of differences: _____