

Lesson Title	Stand in My Shoes	Medium	Visual Arts
Curricular Unit	Identifying Emotions in Others - Wearing Another's Shoes	Lesson #	7

Lesson Goals

Socio-emotional	Perspective taking
Artistic	Principles of Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony
Academic	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Lesson Details (45 minutes total)

Opening Routine Time:	<i>To help create routine and sooth anxiety, every class should begin with the same activity. Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group.</i>
Warm Up Time: 6 mins	Provide each student with a large sheet of paper and pencil. Have them place the paper on the floor and standing on the bottom edge of the paper, trace their shoes.
Lesson Intro Time: 8 mins	Discuss empathy - the concept of understanding how another person feels/ walking in someone else's shoes Allow students to help create a working definition of empathy from their point of view
Brain break Time:	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>
Main Lesson Time: 15 mins	Invite students to trade papers so that they can "walk in someone else's shoes". Have students place the paper on the floor and stand in the other person's shoe outline. From there, they should bend down and place their hands on the paper. They can trace their own hands or have a friend trace them for them. After that, they can continue drawing the rest of themselves, connecting to the hands and feet. Use any remaining time to color the drawings in.



Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next.

Materials

paper, pencil, colored pencils/markers

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Perspective taking	Students were able to identify what another person may be feeling	Students were able to identify what another person may be thinking	Students were able to identify a way to change the other person's mood
Artistic Skill			

Principles of Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony	Students were able to demonstrate a basic understanding and application of the principle	Students were able to demonstrate a good understanding and application of the principle or principles used in the lesson	Students were able to demonstrate an exceptional understanding and application of the principle or principles used in the lesson
Academic Skill			
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Students were able to express ideas with simplistic language	Students were able to adequately express ideas with a mix of general and precise language	Students were able to effectively express ideas with precise language