

GET INTO THE SKIN

Recognise & acknowledge perspectives

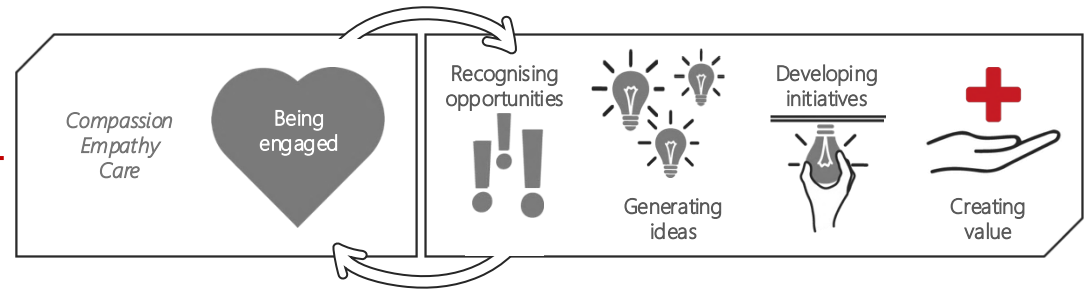
age 4 - 6

age 7 - 9

age 10 - 12



50 min



SUITABLE

- To learn to see different perspectives within a project.
- To develop empathy for the different perspectives.
- To tailor initiatives to the needs and wishes of the target audience.

TIPS

- Adapt the questions on the worksheet to the challenge.
- You can also use this method as a means to promote a shift in perspective in children in the 'recognising opportunities' phase.

MATERIALS

Paper, pens, coloured pencils,
worksheet 'step into the shoes'

Source: tudelft.nl

STEP 1

Let the children write down their own experiences with the challenge.

STEP 2

Then distribute the portraits (descriptions of people you made in advance) of various people involved in the class. What differences and similarities do they see between themselves and the portraits?

STEP 3

Have the children gather information about other people involved in the challenge by conducting interviews or providing them with information.

Then have the children share information with each other and write down the differences and similarities between people involved in the subject. Discuss the most important groups and their characteristics together.

STEP 4

Now have the children choose one to three different groups and create a (fictional) portrait for each group using the 'step into their shoes' worksheet.

Select a number of completed worksheets and discuss them briefly. Then hang all the portraits visibly in the classroom and involve them throughout the process by regularly pausing and asking questions such as: do the people in the portraits also think it is a good initiative? Who can play a role in implementing the initiative?



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Example

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Context

During morning circle time, a child brings in an article from the local media. It was reported that an elderly woman from the neighbourhood had fallen and had been calling for help for two days before anyone found her. The ensuing discussion reveals that many children do not really know their neighbours. The teacher takes this opportunity to have the children explore the neighbourhood.

Els (78 years old)

Els has lived in the neighbourhood her entire life. She lives in a terraced house. For a number of years, she has suffered from severe rheumatism and, since the death of her husband, she doesn't really go outside much anymore. As a result, she feels lonely more and more often. Fortunately, a helper comes twice a week to help with the housework.

Tom (15 years old)

Tom is in secondary school. When he was in primary school, he liked to play in the neighbourhood: hide and seek or football. Now that he is a bit older, there is not much fun to be had. He likes to chill out in suitable places with his friends, but is often sent away.

Ahmed (41)

Ahmed works for a company and has to leave early every morning by car. He visits customers throughout the province and therefore often comes home late. He doesn't know much about what's going on in his neighbourhood.

Micheline (28)

Micheline works as a nurse in a hospital on rotating shifts. As a result, she is sometimes at home a lot and sometimes not. On her days off, she likes to walk her dog in the neighbourhood and chat with acquaintances and strangers from the neighbourhood.

STEP 1

Ask the children to write down their experiences of the neighbourhood they live in: How well do they know their neighbours? And the other residents on their street? What is the reason for this?

STEP 2

Hand out different portraits of people involved in the neighbourhood. Ask the children to compare their own experiences with the portraits: Which people feel lonely or could feel lonely? What is the reason for this?

STEP 3

In groups, have the children search the media for similar stories of people who feel lonely and/or do not know the neighbourhood well.

Have them come up with questions they can ask people in their street, such as:

How well do you know the residents in your neighbourhood? Do you ever feel lonely? Is there enough to do in the neighbourhood? Also to get to know your neighbours?

Together with the children, divide this information into different groups of people involved:

1) senior citizens, 2) children, 3) teenagers, 4) adults with children and 5) adults without children.

Discuss these five groups and their most important characteristics in relation to the challenge: being unfamiliar in your own neighbourhood.

STEP 4

Let the children work in groups to create a number of portraits of the five different groups using the 'step into their shoes' worksheet. This will result in different portraits being created for each group.

Hang up these portraits and discuss a few of them:

Which of the people in the portraits could play a useful role in finding a solution to the challenge?

Throughout the process, these portraits are a good way to check whether all those involved think an initiative is a good idea and also who the potential changemakers are: who can play a role in making a difference?

