

# IN YOUR SHOES

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## SUMMARY

### SHORT DESCRIPTION

Each student gets to know a student from the partner class by “experiencing” a day in their life and creating a photo story from the partner’s perspective.

### GOALS

The students get to know their peers in the partner class.  
The students can observe daily life from a new perspective.

### LANGUAGE GOALS

The students can describe the daily life of a partner and express their feelings about it.

### DURATION

1-2 Weeks

### LANGUAGE

English

### MATERIALS

Worksheet for all Students:  
Getting to Know Each Other Task:  
IN YOUR SHOES

### MEDIUMS

The teachers use the established communication channels between themselves and their students.  
The students choose their own communication method for their partner work.  
For creating the photo stories, see the document ONLINE TEACHING TOOLS.

### DIFFICULTY



## DESCRIPTION

Using keywords and pictures, each student records what their schedule is like on a normal day. They then discuss their day with a partner. Students then swap roles, creating a photo story to demonstrate how they experienced their partner’s day.

Next, students converse with one another about their role-switching experience. Finally, students return to their respective classes and reflect on interesting and/or new things they experienced while in their partners’ lives.

## TEACHER PREPARATION

The teachers form cross-class partner groups for the first exchange. Afterwards, they combine partners into groups of four.

## CLASS INTRODUCTION

The teachers send their students information about the process, duration, and content of the project.

The teachers explain the task to their students and give them their partners’ contact information.

### Material

Worksheet for All Students: Getting to Know Each Other Task IN YOUR SHOES

## EXCHANGE

First, students describe their daily routines individually, making sure to note at what time each activity takes place and include pictures to accompany the various activities. Students then contact their partners and describe their days to each other, answering each other’s questions and exchanging their notes and pictures. Next, students swap roles, experiencing each other’s days and creating a photo story using the pictures provided. Partners then team up with another set of partners to form a group of four, where they discuss the role-switching experience together.

## REFLECTION

Students reflect online or in the classroom on interesting and new experiences they had in their partners’ lives. See document METHODS GLOSSARY.

For this reflection, there are key questions available.

See the document REFLECTION QUESTIONS FOR STUDENTS.

