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Democratic Dialogue at school: An online game-based training tool on Democratic Dialogue for Teachers
Training course for school teams, teachers and school leaders in Europe

Module 0 – Activity 3

“In other people’s shoes”

Real life scenarios focusing on everyday situations that can help students understand and implement basic principles related to dialogue and problem solving

Short description	This activity involves act It out role-plays helping students to observe and participate in everyday situations where they will examine different friendship/ conflict scenarios and how they can be resolved on the basis of respect, helpfulness, kindness and fairness.
Facilitator & target group	Facilitator(s): One or two secondary school teachers Target Group: 6-20 students, aged 12+, divided in groups of 3-4
Indicative time	45 - 60 minutes
Objectives	By participating in this activity, students will: <ul style="list-style-type: none"> • develop empathy skills by “putting themselves in other people’s shoes” • understand in action core values related to fruitful dialogue • practice ways to be more understanding and creative in problem solving
Materials	<ul style="list-style-type: none"> • One printed copy of a chosen scenario per team • Papers and pencils (optional) • Classroom board or flipchart
Preparation for the teacher & the students	<p>Key Terms for Students</p> <p>As a teacher, consider writing key terms on the board before class to introduce vocabulary and increase understanding.</p> <p>This could be also used as a brainstorming – introductory activity: The teacher can write the terms, asking the class to brainstorm and define them and then agree all together on the best definitions.</p> <ul style="list-style-type: none"> • FRIENDSHIP/FRIENDS: We are friends with people with whom we feel connected to, enjoy spending time with, respect and trust. • CARING: Feeling and showing kindness and concern for others. • RESPECT: Accepting others for who they are, even when they're different from you or you don't agree with them. Valuing each other's



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	<p>feelings and needs. Treating people, places and things with kindness, giving particular attention.</p> <ul style="list-style-type: none"> • HELPFULNESS: Assisting or serving in a kind, supportive way. • FAIRNESS: Treating people in a way that does not favor some over others. • EMPATHY: the ability that allows us to see the world from another person's perspective and develop compassion for others. <p>Students might benefit from:</p> <ul style="list-style-type: none"> • Writing note cards to remember their lines; • Being reminded about appropriate noise levels during role-play practice; Having students practice their role-playing in different parts of the room or reserve a space in the gym will help to prevent them from becoming distracted by one another.
Methodology – steps for the teacher	<ol style="list-style-type: none"> 1. Divide students into groups of 3 or 4 and give each group a role-play. Note how many students are needed for each role-play. 2. Introduce the activity, using simple words, like that: <i>“Today we are going to do some role-plays based on some specific real-life scenarios. Each group has been given a role-play that tells how many students are needed. You can change the names and whether it is a boy or girl depending on who is in your group. Feel free to change the situation a little bit, if you want to, and to be creative! Make sure that you will implement the core values that we already discussed and let them guide you to find the best solution to each situation! Everyone needs a part and if you want to you can write your lines on a piece of paper that will help you during the performance. You will have 5-7 minutes to create your role-play and then you will perform it for the rest of the class. Your role-play should be about 2-3 minutes”.</i> 3. Hand out one printed scenario per team: <p>Scenarios</p> <p>Story A for 3 people</p> <p>Mary and Nick are friends and classmates and enjoy doing the same things: they like to read comics, and they are also interested in science. George is a new student from a foreign country. Nick wants to get to know George better and try all to become friends but Mary is hesitating. Create a role-play that shows how</p>



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	<p>the two friends can figure out what to do so as to make George feel welcome in the school.</p> <p>Story B for 4 people</p> <p>During the gym class, Camillo, Stefano and Andrea are playing basketball and Sophia wants to join them. Camillo and Stefano want to include her in their game but Andrea doesn't. Create a role-play that shows how the friends can work with the group to successfully include Sophia in their game.</p> <p>Story C for 4 people</p> <p>Juliet and Claude enjoy listening to rock music, cooking and watching movies. Peter and Christine like cinema, playing video games and dancing. When the four friends are together and are tired of watching movies, it is sometimes difficult for them to find something they all like to do. Create a role-play that shows how the friends can figure out what to do when they are all together.</p> <ol style="list-style-type: none"> 4. As students create their role-plays, go around the room and offer suggestions if necessary. It may be helpful to have students brainstorm different ways of solving the issue and then comparing them to the key terms for the lesson. If students are really struggling, you can discuss the solution as a class, then have the groups act out the solution. 5. Allow each group to act out their scenario. After each performance ask the following questions: <ul style="list-style-type: none"> ○ In what way were the actors kind and respectful? ○ What values and qualities did they show in the scenario? 6. After all the skits have been performed, discuss: <ul style="list-style-type: none"> ○ What did the skits have in common? ○ What was the hardest part about coming up with a solution to each situation? ○ How can you be respectful of others? ○ How can you show caring and respect even if someone is not your friend?
<p>Debriefing and evaluation</p>	<p>Evaluation Questions</p> <ul style="list-style-type: none"> ● What qualities are important when solving a problem with a friend or peer? ● What do fairness, respect and caring have to do with problem solving?



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	<ul style="list-style-type: none"> • What was the solution and scenario you most agreed with? <p>Reflection Questions</p> <ul style="list-style-type: none"> • How did you feel during the activity? • If we have a problem or issue with someone who is not our friend, do we resolve the problem the same way we would with a friend? • Should we treat friends and family differently? • What should you do if you are acting with respect, but the other person is not?
Tips for the teacher	<p>Closing the activity</p> <p><i>"Today we saw respect, empathy and kindness in action. We saw how we can deal with difficult situations and scenarios based on key-values that promote dialogue, cooperation and problem solving. It's not always easy, but we now have some experience by watching others and acting ourselves".</i></p>
Follow-up suggestions (optional)	<ul style="list-style-type: none"> • How difficult/easy was it to play your part? Why? • Did you have any doubts when performing your role? What were they?
Reference/ source:	<p>Adapted from:</p> <p>Random Acts of Kindness Foundation. (n.d.). Act It Out Role-Plays - Friendship Unit. Redlands Unified School District – California. https://www.redlandsusd.net/cms/lib/CA01900901/Centricity/Domain/4821/4_friendship_act_it_out_role_plays.pdf</p>
Additional resources and related material	<p>Center for Excellence in Learning and Teaching. (2018). Inclusive classroom scenarios. Iowa State University. https://www.celt.iastate.edu/wp-content/uploads/2018/05/ScenariosInclusiveClassroom.pdf</p> <p>Random Acts of Kindness Foundation. (n.d.). 20 role-play activities. Mountain View School District. https://www.mvsd.net/site/handlers/filedownload.ashx?moduleinstanceid=36&dataid=519&FileName=20-role-play-activities.pdf</p>



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