

## OSKAR & THE BIG BULLY BATTLE: PART 2! STEP INTO THEIR SHOES: SOCIAL AWARENESS

Grade Levels: 3-5, with adjustment K-2

“I was rushing to class. Beth was walking down the hallway really slowly and blocking my path, and I was thinking about how Beth always walks really slowly, and she doesn’t pay attention where she’s doing that, and that made me very angry.”

–Frank

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### OBJECTIVES

- Students will learn to become aware of and better understand their own emotions, as well as those of others.
- Students will improve their relationship skills.

### MATERIALS

- Black or white board; chalk or dry erase markers

### PROCEDURE

1. Tell students that they will now learn what it means to step into someone else’s shoes. Explain that stepping into someone else’s shoes doesn’t mean that students will actually put on another’s shoes and walk around. It means that they will try to understand how another person feels. Are they happy, sad, or angry? Why do they feel this way? Kind and caring friends try to understand how others feel all of the time.
2. Write the following acronym on the board to help students remember how to step into someone else’s shoes by evaluating body language, behavior, and the situation to consider someone else’s feelings.

**S**ound of their voice – loud, quite, fast, slow, etc.

**H**ow they are acting – with their arms, legs, hands, etc.

**O**uter appearance – sweating, blushing, etc.

**E**xpression on their face – smiling, frowning, squinting, wide-eyed, etc.

**S**urroundings – where they are and who they are with

3. Encourage students to pay attention to others, and watch how they are acting. Just listening or paying attention to a person will not always tell you how they are feeling. Students need to look at every part of someone’s SHOES.

4. The last step of SHOES is remembering to think about how you would feel if you were that person. Tell students to think about how they would want someone to treat them if they were feeling the same way.
5. Have students recall specific moments from the play to remember what they noticed about the characters' SHOES. What did Beth look like when Frank pushed her in the hall? What did Frank's Sister look like when Oskar's ice cream broke her window and melted her swim goggles? Have students draw pictures or get up and create statues with their bodies of what they might look like in similar situations.