



Students work together to research what life is like for people their age in another country and share their findings with the rest of the class.



Tablets or computers with access to the internet; Pencils or pens; Blank paper; Flipchart paper or whiteboard; Markers or dry erase markers.

Total Prep Time: 5 mins.



As this is the second Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's	SOCIAL & EMOTIONAL LEARNING	SERVICE LEARNING
● Critical thinking	● Self-awareness	● Integrated learning
● Communication	● Self-management	● High quality service
● Collaboration	● Social-awareness	● Collaboration
● Creativity	● Relationship skills	● Student voice
	● Responsible decision-making	● Civic responsibility
		● Reflection
		● Evaluation

GOALS FOR THE WEEK

- Discover what it means to empathize by learning from others and about others
- Practice showing empathy and commit to doing our best to understand what others are going through
- Gain an appreciation for perspectives and experiences that are different than our own
- Understand how “WALK IN THEIR SHOES” is an important part of this month’s theme, “MONDAY GETS UNDERSTANDING”



STUDENT ACTIVITY: **“WORLDLY PERSPECTIVES”**

- 1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “WORLDLY PERSPECTIVES”**
- 2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:**

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What does the word “PERSPECTIVE” mean?**
 - Answer: A point of view
- **How do different “PERSPECTIVES” help us “UNDERSTAND” how someone else sees the world?**
 - Answer: Each individual has their own unique “PERSPECTIVE,” which means that each person (all 6 billions of us) experiences the world from their own, totally unique point of view
- **Why do you think everyone has a different “PERSPECTIVE”?**
- **Have you ever considered why you think about certain things the way you do?**
- **Why is learning about and respecting the opinions and experiences of other people an important skill for all relationships?**
- **How can “UNDERSTANDING” different “PERSPECTIVES” help us better learn about what people are feeling and why they might be feeling that way?**
- **Has anyone ever shown you “UNDERSTANDING” by learning about your “PERSPECTIVE” before?**
- **How can where you grow up impact how you experience the world?**
- **Have you ever imagined what your life would be like if you grew up in another part of the world?**
- **Why will building your capacity to empathize and learn about other “PERSPECTIVES” help you be a better friend?**
- **How might learning about other “PERSPECTIVES” help you “UNDERSTAND” your own “PERSPECTIVE” that much more?**
- **Why do you think it is important to have an open mind and try “UNDERSTAND” as many different “PERSPECTIVES” as possible?**
- **Why is it important to remain non-judgmental and respectful if you encounter a “PERSPECTIVE” different than your own?**
- **How can “UNDERSTANDING” another’s “PERSPECTIVE” help show them that they MATTER?**

3) SET UP THE “WORLDLY PERSPECTIVES” ACTIVITY:

- **Explain:**
 - Today, we’re going to work as a group and research what someone’s “PERSPECTIVE” might be like in another part of the world, totally different than where we are now
 - Learning about what life is like for people our age in different parts of the world can help us “WALK IN THEIR SHOES” and imagine their “PERSPECTIVE”
 - Each individual “PERSPECTIVE” is greatly influenced by their environment growing up
 - For example, it might be strange for us to think about eating insects, but in some parts of the world people eat bugs on a daily basis, and probably find it strange that we don’t!
 - Researching the daily lives and activities of people in different cultures across the “WORLD” can help us grow our capacity for “UNDERSTANDING” our differences—it can help us “WALK IN THEIR SHOES”
- **Ask:**
 - Why do you think people in different cultures have different “PERSPECTIVES”?
 - How can attempting to “UNDERSTAND” those differences in “PERSPECTIVE” help us keep an open mind and remain non-judgmental toward the way that different people experience the “WORLD” around them?
 - Is there a faraway country that you’ve dreamed about visiting or want to learn more about?
 - What are some parts of the world where you think people might have a very different “PERSPECTIVE” than us?

- **Explain:**

- Today, we're going to work as a group and research what someone's "PERSPECTIVE" might be like in another part of the world by asking questions about their educations, daily lives, activities, and challenges

4) START THE "WORLDLY PERSPECTIVES" ACTIVITY:

- **Begin by separating students into groups of 3-5**

- **Pass out tablets or computers, blank paper, and pencils or pens**

- **Explain:**

- Today we're going to gain a more "WORLDLY PERSPECTIVE" by learning about what life is like for someone your age in a different country

- In your small groups, you will decide on a country that you'd all like to learn more about

- Once you've decided on a country, it's time to start "WALKING IN THEIR SHOES"

- **Explain that each group is allowed to choose what country they want to research, but that it should be a country that's different than the one they're living in now**

- **On the flipchart paper or whiteboard, write the following categories: Food, Education, Activities, Sports, Music, Challenges, Economy, Environment**

- **Tell students that they will use the categories written on the board to drive their research, and that they can ask the following or similar questions:**

- What kind of food do people eat in this country?

- What is their education like at your age in that country?

- What activities do people your age in that country do outside of school?

- What sort of sports do people your age play in this country?

- What kind of music do they listen to?

- What challenges do they face that we don't have to in the United States?; for example, one question you might ask is whether they have access to running water?

- How does the economy of that country impact the life a student your age in that country?

- What is the environment like in that country, and how do you think that impacts their "PERSPECTIVE"?

- **Share with students that they are also free to come up with their own questions about how the "PERSPECTIVES" of the people in the other countries might be different from their own**

- You may also choose questions for students to answer based on their ages, ability levels, and time available

- **Ask students to take notes as they research because they will be presenting their findings to the class at the end of the activity**

- **Make sure students understand the instructions and ask them to begin researching and taking notes**

- **Move through the class while students are working and support them as helpful and necessary**

- **Allow up to 10 minutes for students to complete their "WORLDLY PERSPECTIVE" research**

- **When time is up, give groups a few minutes to share their findings with the class**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY'VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What was the favorite thing you learned about a different "WORLDLY PERSPECTIVE"?**

- **Were you particularly surprised by any of your findings?**

- If so, what surprised you the most?

- **Why is it important to imagine what your life would be like if you lived in another part of the world?**

- **Did you enjoy researching about people your age in another country?**

- **Why do you think researching different cultures is important in "UNDERSTANDING" different "PERSPECTIVES"?**

- **How can traveling help us gain new "PERSPECTIVES"?**

- **How can this activity help you "GET UNDERSTANDING"?**

- **How can you use your new "WORLDLY PERSPECTIVE" to better empathize with your friends, family, and neighbors?**

- How can learning and asking questions about different people’s “PERSPECTIVES” help us better “UNDERSTAND” the experiences of others?
- Why is it important to try and “WALK IN THE SHOES” of people from different cultures?
- How can learning about different “WORLDLY PERSPECTIVES” help us become better friends and communicators?
- How can asking questions about other “PERSPECTIVES” help us show people that they MATTER?
- What would the world be like if more people took the time to “UNDERSTAND” different “PERSPECTIVES”?

- 6) **THANK STUDENTS FOR RESEARCHING DIFFERENT “WORLDLY PERSPECTIVES” AND FOR SHARING THEIR FINDINGS WITH THE REST OF THE GROUP. REMIND STUDENTS TO ALWAYS DO THEIR BEST TO EMPATHIZE WITH OTHERS AND “UNDERSTAND” THAT EVERYONE HAS THEIR OWN UNIQUE “PERSPECTIVE.”**
- 7) **ENCOURAGE STUDENTS TO CONTINUE THEIR RESEARCH ON THE “PERSPECTIVES” OF PEOPLE IN DIFFERENT CULTURES. CHALLENGE THEM TO KEEP AN OPEN MIND WHEN LEARNING MORE ABOUT DIFFERENT CULTURES, AND TO USE THIS RESEARCH TO TRY AND “WALK IN THE SHOES” OF SOMEONE FROM ANOTHER COUNTRY.**
- 8) **CONTINUE EXPLORING WHAT IT MEANS TO “WALK IN THEIR SHOES” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.**



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) **Poster Project:** Have students create posters to summarize and explain their findings about the “PERSPECTIVE” of a person their age from another country. In addition to what students researched today, they can cut out relevant pictures from magazines to help them clarify and visualize their research.
- 2) **Worldly Short Stories:** Using the research students gathered in the first part of the activity, have students write a short fictional story about what the daily life might look like of a person in the country they chose. In the story, students can provide details that clue the reader into the character’s unique “PERSPECTIVE” as they go about their day, inserting students’ research into the story to help the reader “WALK IN THEIR SHOES.”
- 3) **Ask a Community Member:** Challenge students to find a friend, family member, teacher, or community member who has been to the country they researched. Students can politely request a short interview with that person to learn from someone who has been there first-hand about the “PERSPECTIVES” of the people there, and share their findings with the group.

“ I NOW TALK TO DIFFERENT CULTURES, AND I HOPE THAT I CAN BRIDGE THOSE GAPS AND DIFFERENCES BETWEEN US. IT’S AN ADVENTURE, A DREAM... I FEEL LIKE I’M ON AN ANTHROPOLOGICAL MISSION. ”

- SHAKIRA