

The Empathy Museum presents

a Mile in my Shoes



WHAT IS A MILE IN MY SHOES PODCASTING WORKSHOP?

A Mile in My Shoes is a resource kit and podcasting workshop for students aged 10 – 16 that draws inspiration from Empathy Museum's project of the same name.

Using online teaching resources to plan and record engaging interviews, *A Mile in My Shoes* will have students collaborating on capturing meaningful content, which they then bring to Arts Centre Melbourne to learn the practical skills of crafting the interview into a podcast with music and sound effects. This module encourages students to ask the following questions:

- What is empathy and how is it helpful?
- How can one learn and encourage empathy?
- How can storytelling be used as a tool for building empathy?
- What is podcasting and how can it be used as a medium to share human experiences and stories?

The practical skills students will gain from these are:

- How to plan and conduct an interview
- How to record an interview
- How to edit audio in order to create a short podcast
- How to incorporate sound effects and music to create maximum effect

You may also like to use these resources as a standalone resource in the classroom without taking part in the practical workshop at Arts Centre Melbourne.



CURRICULUM LINKS – OPPORTUNITIES FOR CLASSROOM CONNECTIONS:

Victorian Curriculum

Learning Areas	Capabilities
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- | | |
|---|--|
| <ul style="list-style-type: none">• The Arts• English• The Humanities | <ul style="list-style-type: none">• Critical and Creative Thinking• Ethical• Intercultural• Personal and Social |
|---|--|

Australian Curriculum

Learning Areas	General Capabilities
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- | | |
|---|--|
| <ul style="list-style-type: none">• English• Humanities and Social Sciences• The Arts | <ul style="list-style-type: none">• Literacy• Information and Communication Technology Capability• Critical and Creative Thinking• Personal and Social Capability• Ethical Understanding• Intercultural Understanding |
|---|--|

WHAT TO EXPECT IF YOU ARE COMING IN FOR THE WORKSHOP

If you are booking in for the *A Mile in My Shoes* podcasting workshop at The Channel, Arts Centre Melbourne please be aware that this workshop involves a three stage process. The final stage of this process is a podcasting workshop at The Channel where students will edit and finalize their podcast using their pre-recorded interview.

To be actioned in school prior to the workshop

Stage One – In school learning using these learning resources

Students are encouraged to become familiar with the work of Empathy Museum and their project *A Mile in My Shoes*. This learning resource includes activities and additional learning that you may choose to engage in with your students. You may like to pick and choose relevant information and activities that suit your students, or create your own.

Stage Two – Students work in pairs to organise, prepare and then conduct a recorded interview for their podcast.

Working in pairs students will record up to **10 minutes of audio** interviewing a subject of their choice prior to the workshop using their own or the school's recording devices.

This audio will be shared with Arts Centre Melbourne one week prior to the podcasting workshop as an .mp3 or .wav file.

Stage Three - The teacher making the booking is responsible for sharing the audio with Arts Centre Melbourne one week prior to the Podcasting workshop as an .mp3 or .wav file.

You may like to use file sharing websites such as Dropbox or Google Drive to share the audio. Please contact eva.popov@artscentremelbourne.com.au to discuss easy ways of sharing these files prior to the workshop.

At Arts Centre Melbourne

Stage Four – Students visit Arts Centre Melbourne for their podcasting workshop

During this workshop students will work in pairs at a computer workstation to edit their audio, record an introduction and any additional narration for their podcast. They will also use sound design and music to bring their podcast to life.



IN SCHOOL LEARNING RESOURCES

These resources will offer you and your students some insight into the project that inspired the workshop; Empathy Museum's *A Mile in My Shoes*, as well as some ideas about empathy, storytelling and podcasting. There are also suggested activities and external resources that may be helpful when exploring the different areas of this resource.

Feel free to pick and choose the parts of this resource that you consider most relevant.

What is Empathy Museum?



Empathy Museum is a series of participatory art projects dedicated to helping us look at the world through other people's eyes.

It has been created by Clare Patey – an award-winning artist and curator from the UK.

With a focus on storytelling and dialogue, this travelling museum explores how empathy can not only transform our personal relationships, but also help tackle global challenges such as prejudice, conflict and inequality.

Watch

[A five minute video about the work of Empathy Museum.](#)

Discuss

The Oxford dictionary defines a museum as "a building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited".

What makes Empathy Museum different to other museums?

Activity – Exhibition of You

Imagine it was your job to create a museum about the people in your class. How would you share your life and your story with other people? What are the highlights of your life? The moments that really sum up what it's like to be YOU?

STEP 1

Your first task is to make a list of artefacts from your life that should be included in the exhibition. For example, you could include things like: your first teddy, a photograph of your family, the football boots you wore when your team played in the final, a painting you made, or a video clip of you performing in a concert.

STEP 2

As curator of the Exhibition of You, you need to research the artefacts that are going to be put into the exhibition. It's important for you to research these artefacts so that you can share about them when visitors come to your exhibition.

STEP 3

Plan the Exhibition of You. Take a walk around the exhibition space (maybe your classroom or the school gym) and think about where you could place the items in your exhibition. Some items might need to be placed on a table or a plinth. Plan out everything you will need to install the exhibition. You could make a model version of the exhibition space so it's really clear how the exhibition will look.

STEP 4

Install the exhibition:

1. Selected artworks and artefacts are brought out of storage. Breakable items will be wrapped in bubble wrap or newspaper and carefully moved.
2. The exhibition space is prepped: walls cleaned, artificial walls (partitions) moved or added, display cases and plinths custom built and moved into the space. Lighting is adjusted in accordance with how the items will be displayed.
3. Curators prepare information cards to be placed next to artworks. The cards will include artist details, name of artwork, materials, date created, and any interesting information about the item.
4. Place the artworks around the space according to the curator's instructions. Some items may need to be assembled, some hung on the walls, some positioned in display cases or on plinths or mannequins. Information cards are also fixed to the walls next to displays.

STEP 5

Invite people to come to your exhibition. You could make a flyer or email telling people about the exhibition. You could even have a grand opening event!

WHAT IS A MILE IN MY SHOES?



A Mile in My Shoes is a travelling exhibition housed in a giant shoebox where visitors are invited to walk a mile in someone else's shoes – literally. Participants enter the exhibit and are given a pair of shoes belonging to someone that they don't know. They are invited to go for a walk and listen to the story of the shoe owner through a set of headphones.

The story is told as an audio story. It has been created by an audio producer who has interviewed the owner of the shoes about their life and edited it into a short audio piece. This audio piece incorporates recordings of the interview, music and sound effects edited together using audio software. Some of the audio stories are also available as a [podcast](#) online.

You don't need to visit the museum in order to hear these stories. There are many stories to listen to online. Some stories are more appropriate for adults, so it is best to check the content before sharing with your students.

Listen

Here are some that are appropriate for all ages:

Nora Smith – A heart warming story about the day to day life of an English florist

Adea – Eleven year old Adea shares stories of school life and travel

Dalwinder Singh – A taxi driver from Perth speaks about religion and racism

Brodie – A teenager from Scotland talks about his near death experience

Bilal – A champion boxer talks about leaving Nigeria to seek refuge in the UK

Discuss

Whose voices do we hear in our daily lives - the people we know, what we hear on the radio, watch on YouTube or television? Are there voices missing that we don't get a chance to hear? Think of the people around you whose stories you would like to hear, or know more about. Do you know of someone who has a special story but hasn't had a chance to tell it?

Create

Primary Students

In the *A Mile in My Shoes* exhibit participants develop empathy for the shoe owners by walking in their shoes and listening to their stories.

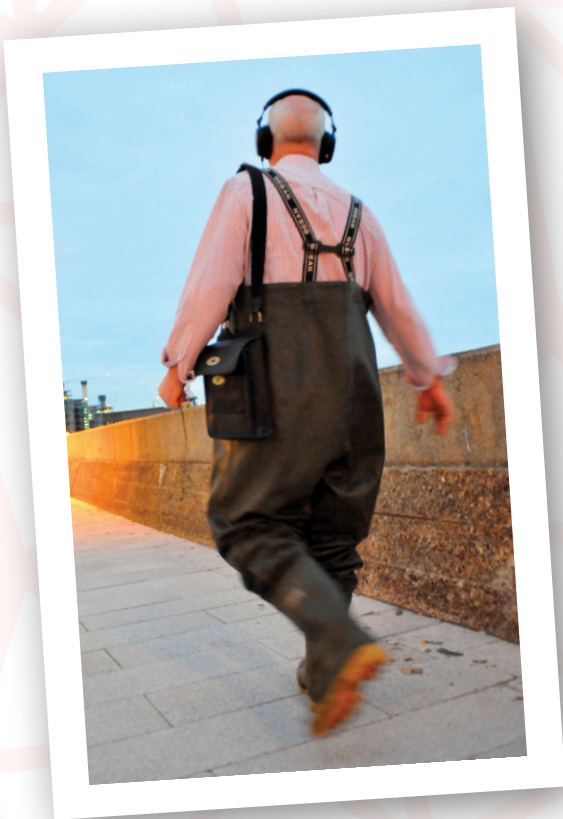
What do your shoes say about you? Download the PDF of the shoe template. Ask students to fill them in with things that are important to them and represent them. They might like to draw or collage.

Secondary Students

Find a news article that reports on a particular issue. Who is this story about? Whose perspective is the story being reported from? Are there any other perspectives that this story could be told from? Choose a person who is involved in this issue. Using your empathy and imagination, rewrite this story from their perspective. How do they see and experience the world? What has led them to experience the world in this way? What knowledge and background do they bring to this issue?

All Ages

Everyone has had unique life experiences that has shaped who they are and how they experience the world. What have been the experiences that have shaped you? You might like to create a [Life Map](#). List the important milestone events in your life, starting with the day you were born, to this present day. You might like to draw a picture or write a little about each milestone.



Defining and Learning about Empathy

The biggest deficit that we have in our society and in the world right now is an empathy deficit. We are in great need of people being able to stand in somebody else's shoes and see the world through their eyes – Barack Obama

The Oxford dictionary defines empathy as “the ability to understand and share the feelings of another”. It is often confused with sympathy, which means “feelings of pity and sorrow for someone else’s misfortune”. However empathy differs to sympathy in that it doesn’t remove itself from someone else’s experience or hold it at a distance. Empathy is being able to feel things *with* others.

Social Researcher Brené Brown describes empathy as including the following elements:

- Being able to take on the perspective of another person
- Recognize someone else’s perspective as their truth
- Listening to someone whilst avoiding judging them
- Recognizing emotion in other people

Watch

Primary Students

[Mark Ruffalo and Murray define empathy on Sesame Street](#)

Secondary Students

[Watch this animated video of Brene Brown defining empathy](#)

Discuss

What does empathy mean to you?

Can you think of a situation where you have experienced or received empathy?

Why is empathy important?

Activities

Writing about empathy

- Write about a time when you experienced empathy from another person
- Can you think of a person who could use some more empathy? Try seeing things from their perspective and write “a day in the life” of this person.

Practising Empathy through Listening

Listening is an important way we practice and receive empathy. As a group define what constitutes good listening. Is it eye contact? Not interrupting? Phrases like “Tell me more” or “That’s interesting” can be helpful, as can asking questions about what you heard.

Then, in partners take it in turns to ask each other a question. Example questions could be
Can you tell me about a favourite present that you got or wish you had gotten?

Can you tell me about a time when you made a new friend?

Can you tell me about a time when you were really scared/surprised/happy?

Tell me about a time your surprised yourself.

What is something that you really love?

Tell me about a time when you overcame a challenge.

You might like to make a list of open questions as a class that students can ask each other.

Notice the different impact of open ended questions as opposed to yes or no questions.

Take it in turns to practice listening, using the listening skills defined by the group. What effect did it have to listen to another person in a focussed way? What was it like to be listened to? You may like to work with someone you don’t know very well in order to learn more about them.

Explore Further

Teaching Empathy in the Classroom

There are many websites and learning resources devoted to teaching empathy in the classroom. [Reach Out](#), Australia's leading youth mental health website has developed some resources for developing empathy and resilience, including a lesson plan and downloadable worksheet for working with other people's emotions.

[Start Empathy](#) have developed an [empathy toolkit](#) for developing empathy skills within the classroom.

Empathy through Storytelling

There are many ways of telling stories that inspire empathy.

Social Media: [Humans of New York](#) uses photography and interviews with people on the street to share people's stories online, through Instagram.

Television/Documentary : [Australian Story](#) profiles the lives of ordinary Australians with inspiring stories.

Podcast/Live Storytelling: [The Moth](#) is an organization dedicated to the craft of storytelling, offering podcasts and education.



WHAT IS PODCASTING?



A podcast is an audio file that includes talking, music and often sound effects/soundscapes that is available for free on the internet to be streamed or downloaded. It is most often available as part of a series. Podcasts can be fictional stories, interviews, journalism or comedy, amongst other things! Most people listen to podcasts on their computer or mobile device. They vary in length and the structure is determined by the podcast creator. Some are made DIY using simple home based equipment, and some are big budget productions created by a team of makers and editors.

Learn More

Read

National Public Radio in the US have a [wonderful guide](#) for students that teaches young podcasters all about podcasting.

Listen

Examples of good non-fictional storytelling podcasts you could listen to with your class (please check episodes first for appropriate content) –

- Sleepwalker
- The Real Thing
- This American Life
- Radiolab
- Invisibilia
- Song Exploder

Discuss

What podcasts have you listened to? How are they structured? What are the elements within the podcast? Is there background music or sound effects? What do you like about the podcast?

Activity

Podcast Analysis

Choose one of the *A Mile in My Shoes* podcasts and listen to it together. How does the radio maker use sound effects and music to help tell the story? What questions do you think they asked in order to learn more about their subject's story?

Imagining Soundscapes

Students will work in pairs for this activity.

Step 1

Each pair will decide who will be the listener and who will be the storyteller. Set the timer for two minutes (or decide a length of time that suits your students).

Step 2

Whilst the timer is running, the storyteller will tell a story from their life – real or imagined. The listener will have their eyes closed and be focused on listening to the storyteller.

Step 3

After the story has finished, the listener will write a list of all the sounds they can think of that can accompany this story. For instance – where was the story set? If it was set by the beach can they imagine the sound of the ocean, or gulls, or wind? If it was set in a schoolyard can they imagine the sound of a bell, or children playing? Would there be music involved in this soundscape? What would the tone of the music be?

Step 4

Swap roles and repeat the activity. This time the listener becomes the storyteller, and the storyteller will listen and imagine the soundscapes.

Different roles in creating a Podcast

Podcasts can be high tech or low tech. They can be made by one person or a team of people. A person can play more than one, or all the roles if needed.

- **Producing** Recording and editing the sound.
- **Writing** Creating the script or interview questions.
- **Hosting** Being the voice of the podcast.
- **Researching** Depending on the size of the team, some people may be involved in finding information, sourcing interview subjects and organising interviews.



Activity

For *A Mile in My Shoes* podcasting workshop students will be working in pairs (if this is not possible you can include someone working on their own or as a group of three). Ask each group to decide how they will divide these roles, and how they will make decisions.

What do you need to create a podcast?

An idea

A podcast can be about anything. For *A Mile in My Shoes* we encourage podcasters to consider how they can use storytelling, interviewing and podcasting to build empathy between the subject and the listener. Is there a particular person you would like to interview, a story you think needs to be heard?

Recording Equipment.

If you are using field recordings you will need a mobile recording device. Your phone or a tablet may be fine for this. Check however, that you can hear all your sounds clearly and that there isn't too much background noise.

You might like to use a microphone that attaches to a phone, computer or mobile recording device. If you are recording outside you may like to use a microphone windshield.

Audio editing software

If you are making your own podcast at school or at home there are lots of free audio software you can use to edit your podcast. Some examples are Audacity or Garage Band.

At The Channel we will use [Acid Pro by Magix](#) to edit our podcasts.

Sound effects and music

Music adds emotion and energy to a podcast, whilst sound effects can add a sense of action, place and realism. However there are some things to consider when creating a podcast.

Do you have permission to use the music? Often the copyright of the music is held by the writer and creator of the music and you must pay them royalties if you are using their music for public release.

At The Channel students will have access to royalty free music beds to use in their podcast, as well as hundreds of sound effects.

Organising and recording interviews

For A Mile in My Shoes Podcasting Workshop Students will work in pairs to record a ten minute interview. Below is a guide for how to do this.

Before

- Choose an interview subject that you think might have an interesting story or perspective.
- Research the person you are interviewing. They might be someone you know already, or someone that you know of through school, or your family and friends. If it's someone you haven't met yet see if you can find out some background information about them from reading about them. If not you might like to get someone other than the interviewer (possibly the producer) to contact the person ahead of time to have a little pre-interview chat. This is a chance to learn some more about the subject whilst ensuring the recorded conversation with the interviewer is still fresh.
- Prepare questions that are open ended. You may want to veer off course and come up with new questions during the interview, but having a list of relevant questions will help.
- Take the list of questions to the interview and have them there to read in case you get stuck.
- Make sure the interviewee knows why you are interviewing them and where the recording might be used.

During

- Choose your location carefully. Check for background noise, including electrical hums, ticking noises, wind and music. If you want some background noise, think carefully about what it is you want. It is pretty much impossible to edit out later.
- Before you start recording the interview make sure you have checked the levels of the sound to make sure that the voices are clear and easy to hear.
- Ask the interviewee to record an introduction to who they are and what they do.
- Record your questions as well as the answer.
- Consider if you will be including the questions as well as the answers in your final product. If you are intending to edit out the questions, how will you ensure the answer still makes sense? You might like to encourage the person you are interviewing to include part of the question at the start of their answer.
- Listen, be curious, and be empathetic as your subject speaks. Keep in mind that any sound you make will likely be recorded as well, so let them know you are listening without making too much sound.
- Eye contact, nods and other quiet signs of acknowledgement may be helpful.
- Place your recording device in a consistent and steady position.
- Set a timer for the interview. You want approximately 10 minutes of audio to edit down into a two minute podcast.

After

- Ask your interview subject to read and sign the *A Mile in My Shoes* podcasting workshop release form.
- Save the interview with a clear title with your name in it.
- Share the audio with your teacher so they can it to Arts Centre Melbourne a week before your podcasting workshop.

Learn More

Check out this awesome [Checklist for Field Recording](#) created by National Public Radio in the US. You may like to download it and print it out to have with you when you do your interview.

Sharing the Audio with Arts Centre Melbourne

After the interviews have been recorded, teachers will need to share a folder of all the audio files with Arts Centre Melbourne **one week prior to the podcasting workshop**. This can be done using a file sharing website such as [Dropbox](#), [Google Drive](#) or [WeTransfer](#). Sending this as a compressed folder may make this easier.

Please contact eva.popov@artscentremelbourne.com.au or call The Channel on 8699 9538 if you need any help with this.

Once we have received the audio we will put it on the computers in the teaching classrooms so students can access their audio when they come to Arts Centre Melbourne.

Editing and Post-Production

Post-production and editing of the podcasts will be completed at Arts Centre Melbourne.

Post-production is the process of editing and arranging your audio from raw recordings into a final product including sound effects and music. It is the process of cutting out what you don't want, making sure the sound levels are right and that the structure of the podcast makes sense to your listener and is seamless to listen to.

If you are coming in to The Channel for *A Mile in My Shoes* podcasting workshop these are the things you will be doing as part of post-production:

- Cutting your audio down to the clips you need and putting them in the correct order.
- Editing out any mistakes or bits you don't want.
- Checking the volume of all the clips so they can be heard clearly.
- Making the audio seamless using fades and cross fades
- Adding background music and sound effects where appropriate (check to make sure that the vocals are still clearly understood).

If it isn't possible to come in for the workshop you can do the editing on free software such as Audacity or Garage Band.

REFLECTION AND EVALUATION



If you have visited Arts Centre Melbourne for *A Mile in My Shoes: Podcasting Workshop*, you will now have an edited podcast ready to share with the world that includes an interview, sound effects and music.

You may like to take some time to reflect and evaluate the process of creating podcasts together.

Students may also like to include the podcast as part of their folio and share it with their friends and family.

Discussion

What was the experience of preparing an interview, recording an interview and creating a podcast like for you? What were the challenges? Did you learn anything about empathy during the process?

Activities

Listening Party

Now that your podcasts have been created it is time to listen and enjoy them! You may like to create a special space where you can collectively listen to the final product. Imagine that it's a cinema for your ears. You may like to invite your friends and include beanbags and popcorn in a dimmed room.

Walk a Mile in their Shoes

Alternatively, in the spirit of *the A Mile in My Shoes* exhibit students may like to take a walk and listen to someone else podcasts in their headphones. They might like to present their podcast with an item of clothing for the listener to wear as they listen. This may be shoes, a hat, or a scarf – something that can represent the person they interviewed.

Write a Review

Listen to a podcast that someone in your class has created. You may like to write a blurb advertising the podcast, or a review describing what you heard. Who did they interview? What did you learn about them? Could you understand the trajectory of their story? What was the best part about what you heard?