

Chat Prompts

Prompts to get you thinking about, understanding, and responding to
Perspective Taking in the...

CATCH PHRASE

Literal

1. What does perspective mean?
2. Practise the Catch Phrase in both Māori and English. Aroha ki te tāngata, Ahakoa ko wai te tāngata (love people, in spite of who they are) - Everyone has a story.
3. Recall the three things we can do to take perspective.

Interpret

4. In your group talk about what we can do to help us take perspective.
5. Share with the group your story of a time when a friend of yours didn't want to do the same thing as you, OR when you didn't want to do the same thing as your friend.

Evaluate

6. Is thinking about someone else's perspective helpful? Explain, with reasons, your opinion with the others in your group.
7. Do you agree that everyone has a perspective? Give reasons for your thinking.

Apply

8. Chat in your group about the different situations where taking perspective could be helpful.
9. Come up with a list of things that could make it difficult to take someone else's perspective.

PERSPECTIVE TAKING - TAKING PERSPECTIVE

VALUE TOPIC: Perspective - Looking at something in a different way.

CATCH PHRASE: Everyone has a story -
Aroha ki te tāngata, Ahakoa ko wai te tāngata (Love people, in spite of who they are)

TOPIC SUMMARY

Problem: I struggle to understand why some people do what they do. When we don't understand other people's behaviour, it helps to find out their story to see their perspective.

Catch Phrase POP

The main purpose of the Catch Phrase POP is to provide a phrase that is memorable and applicable for students to take away with them, and use in their life and interactions with others.

There are five parts to the Catch Phrase POP;

1. Intro - a question is asked to engage and relate with the audience using a common 'problem' scenario.
2. Teaching - the Value Topic is defined, explained, and illustrated.
3. Catch Phrase - a short memorable phrase that captures the essence of the Value Topic is taught using both English and Māori languages as well as actions inspired by NZSL.
4. Application - two to four steps for the audience to take away and use when applying the value in their lives and interactions with others.
5. Wrap Up - a quick summary of the video's content, re-visit the Catch Phrase, and an encouragement for showing/using the value being covered.

Chat Prompts

The prompts are a series of questions grouped in a way that builds comprehension and allows the student to make connections between the content of the video and their own knowledge and experience of the Value Topic. By taking part in discussion, the student can think about, and build understanding of the Value Topic and what part it could play in their 'world'. Just as a student would, with a written text, "They integrate or synthesise their newly acquired understandings and attitudes with their existing view of the world to make a new and slightly different world picture." ([Literacy Online](#); Ministry of Education: "Building Comprehension").

Grouping of prompts:

- **Literal**: With these prompts the student will be recalling specific information from the material in the video.
- **Interpret**: At this stage students will be building on information from the video and considering the underlying implications.
- **Evaluate**: These questions prompt students to respond to the information presented in the video based on personal feelings. They have an opportunity to form an opinion and consider the validity and appropriateness on what they've just seen and heard.
- **Apply**: Finally, students will consider how the information applies to them, with opportunity to translate the Value Topic into their real world.

SPECIFIC LEARNING OUTCOME	RESOURCE	LESSON SUGGESTION
2. We are learning that 'everyone has a story'. We are learning how to take perspective.	- 'Catch Phrase' POP - 'Chat Prompts'	Ask students to note how taking perspective could be helpful for them. Watch 'Catch Phrase' POP. Practise the 'Catch Phrase'. Use the 'Chat Prompts' to prompt discussion. Select some or all of the prompts as you see appropriate. <i>Answer for Question 3 - <u>Ask ourselves 'what are my thoughts?'</u> <u>Imagine ourselves in their shoes, and Listen.</u></i>