

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.

KEY WORDS & THEMES

Perspective taking. Understanding. Other's story. Struggle to understand. Looking at something in a different way. Put yourself in their shoes. Listening to other's story. Gain insight. Seeing situations differently. Seeking to understand. Compassion. Everyone has a story - Aroha ki te tāngata, Ahakoa ko wai te tāngata (Love people, in spite of who they are).

NZ Curriculum Links

ACHIEVEMENT OBJECTIVES

HEALTH & PE - RELATIONSHIPS WITH OTHERS: Identity, sensitivity, and respect.

Students will...

L3 - Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

L4 - Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

VALUES

Integrity. Respect. Inquiry and Curiosity

KEY COMPETENCIES

Thinking. Relating to Others.

SPECIFIC LEARNING
OUTCOME

RESOURCE

LESSON SUGGESTION

POPS

This is the recommended order if you're going to watch all of the POPS (videos). Otherwise each can be watched independently of the others.

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| 1. We are learning what perspective means and that it's helpful when we don't understand other people's behaviour. | - 'Have You Ever?' POP - 'Chat Prompts' | Ask students to note what they think or know perspective to mean. Watch 'Have You Ever?' POP. Use 'Chat Prompts' to prompt discussion. Select some or all of the prompts as you see appropriate. |
| 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. |
| 3. | - 'STEMHYPE' POP - 'Chat Prompts' | This resource is currently under development. |

| SPECIFIC LEARNING OUTCOME | RESOURCE | LESSON SUGGESTION |
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Resources that give students the opportunity to work and practise the value after watching any or all of the POPS.
It's highlighted if a specific POP will help with a specific resource.

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| <p>4. We are learning to identify our own perspective on certain topics and share them. We are learning to listen in order to understand other's perspectives on the same topics.</p> | <p>- <i>'Sharing Perspective'</i> worksheet</p> | <p>Give each individual the worksheet, <i>'Sharing Perspective'</i>. Making sure they work independently of anyone else, students work through the images/topics identifying and noting down their perspective in the space provided. Set a time limit for this part, it's not something to dwell on too much.</p> <p>When it comes to the images, it's the first thing they see, either an apple core or two faces, and either an old or young lady. With the topics encourage students to give reasons for their thinking. When the time is up, show them the comic of '6 vs 9' and stress that the goal is to listen to understand one another, not talk to convince each other that their perspective is the right one. In pairs, students share perspectives and note each other's thoughts in the space provided.</p> <p>Debrief with questions; Did you learn something you hadn't thought of before? What was hard about listening to understand? What perspectives did you have in common?</p> |
| <p>5. We are learning to take the perspective of others when selecting gifts for them.</p> | <p>- <i>'Gift Selection'</i> activity</p> | <p>This is an activity which begins with groups of 2-3 students ending with them coming together and sharing their selections to the whole class or large group.</p> <p>Preparation: Collect 'mailers' from different stores, such as sporting, electronics, toys, 'Farmers', 'The Warehouse', etc. You'll also need scissors and glue.</p> <p>Print the 'gift recipient descriptions' from the <i>'Gift Selection'</i> resource. There are some empty ones for you to fill with other 'gift recipient descriptions' you may want to include. Cut out the 'gift recipient descriptions'.</p> <p>It's up to you how you group students, (randomly, strategically, socially) into groups of 2-3 students - there are 10 'gift recipients' to be distributed amongst the groups. Set a time limit for the activity to be completed in.</p> <p>In their groups students use the 'mailers' to select two gifts that match their 'recipients' interests. They cut out their choices and glue them onto the gift boxes.</p> <p>At the end of the time limit, each group comes back and shares with the rest of the class what gift they selected for whom and their reasons for their selection.</p> |

| SPECIFIC LEARNING OUTCOME | RESOURCE | LESSON SUGGESTION |
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| 6. We are practicing Taking Perspective by considering 'everyone's story'. | - 'Scene It!' A list of possible scenarios where the value could be practised | It will help if you have watched the 'Catch Phrase' POP and worked on the 'Sharing Perspective' worksheet. Each scenario impacts two people in different ways. Have students practise taking perspective of each party, thinking about thoughts, feelings, and behaviour that could be experienced. The scenarios can be used in a variety of ways, including; writing, role play, comic/illustration, and/or discussion. Whichever medium you choose, remind students to use the three steps and to be appropriate and respectful of others. Allow time for sharing and a debrief with the class as a whole. |
| 7. We are taking what we know about taking perspective and putting it in to practice within our interactions with others. | - 'Community Challenge' activity | Decide on a timeframe for the 'Challenge' to take place (could be a lunch-time, a whole day, or the week) and set a target/goal. Set the 'Challenge' for students; Suggestion: 'take Perspective when interacting with others - listen to other's stories to understand them'. Every time someone achieves this, it can be added to the tally. The resource provided is a generic 'poster' which when printed can have the 'challenge' written on it, the 'target' noted, and students tally marks added. |
| 8. We are learning to promote the value of taking perspective by recognising everyone has a story. | - 'Colouring Page' | It is exactly what it says it is...a colouring page. Students can colour in and decorate where appropriate, then display these posters within their learning environments, or at home, to help them remember the Catch Phrase and to take Perspective. |
| 9. | - 'STEMHYPE Instructions' | This resource is currently under development |