

# Becoming Courageous

Contemplate: Lesson 2

## Perspective Taking

### Objective:

1. To introduce the idea that there are different ways of looking at a problem or an issue.
2. To introduce and practice the concept of perspective taking so that children can begin to recognize that there are different ways to look at a problem.

### Rationale:

1. Perspective Taking is another way of thinking about another person's point of view. Being able to take the perspective of another enables you to see a situation from different points of view, which enables you to get the whole picture. Perspective Taking is necessary for critical thinking, problem solving, flexibility, perseverance, and empathy

### Alignment to the British Columbia Core Competencies:

#### Critical Thinking; Analyze and Critique:

1. I can identify criteria that I can use to analyze evidence.
2. I can analyze evidence from different perspectives.

### Supporting Literature:

1. Rory Sutherland TEDx talk: [Perspective is Everything](#)

### Materials and Resources:

1. Courage Journals. I use exercise books, but you can use any type of book or journal. Courage Journals are used to reflect on the content of the day's lesson. Each child should have their own.
2. Smartboard, or projector and speakers (to show videos of the different sizes of problems). Links to the videos are in the lesson.
3. Books: *Hey, Little Ant* by Hannah Hoose and Phillip Hoose  
*Duck! Rabbit* by Amy Krouse Rosenthal  
*They All Saw a Cat* by Brendan Wenzel

**Lesson** (approx 1 hour)

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## Introduction:

1. Organize students so they can see the smartboard.
2. Introduce the concept of Perspective Taking: the idea that things look different depending on who you are and what your experience is.
3. Show the Guardian Newspaper ad: [Points of View](#). The video will be most effective if you stop it after each scene and ask the children what they think is going on. (There are three different perspectives in the clip). It will be a surprise to them what they know after they get the whole picture.
4. Read the book, *Duck! Rabbit!* Another conversation about perspective will naturally take place.

## Main Activity:

1. Read the book, *Hey, Little Ant*. This book ends with the question, should the boy step on the ant? What is the ant's perspective on the question?
2. Take a familiar fairy tale, such as the 3 Little Pigs. As a class, tell the story from the perspective of the wolf. Plot the story out on chart paper and fill in the events that happen as told from the wolf as he went out for a harmless walk.
3. Read the book, *They All Saw a Cat* by Brendan Wenzel. Students can choose one way (there are 14 offered in the book, but a child might come up with their own idea) to look at the cat, and then draw that perspective. Have the children write which perspective they are looking at the cat from.

## Reflective Activity:

What did you learn about perspective taking? Have you ever been in a situation where your perspective about something was different than the other person's perspective?

## Extensions:

1. This activity can segue nicely into problem solving situations. Any conflict has different perspectives (otherwise it wouldn't be a problem) and it is a great experience for students to practice naming what the other perspective is.
2. Extending the conversation is the book *If Everybody Did*, by Jo Ann Stover. Perfect book for a conversation about children's behaviour!

**Creative Activity:** Tell the story of the Three Little Pigs. Compare the perspective of the pigs and the perspective of the Wolf! The attached worksheet will guide you through the activity.