



THE POWER OF PERSPECTIVE

SEEING OTHER POINTS OF VIEW

Games and Activities for
Building Emotional Awareness

MIGHTIER

The Power of Perspective

Seeing other points of view



Unit Overview

This unit helps students understand the importance of perspective-taking and how to use perspective-taking as a tool to avoid and manage conflict. We explore perspective-taking through discussion prompts, activities, and scenarios, which will encourage students to apply these concepts to their everyday lives. Students will work within the metaphor of spectacles, perspective-taking eyeglasses, that allow us to see situations from other people's points of view. Students will learn that there are many ways to understand a situation, and that's okay. Perspective-taking allows us to empathize, effectively communicate, and have compassion for others.



Lessons

- **Lesson 1 – Putting on Spectacles**
 - Skill Introduction (perspective-taking)
 - This or That activity
 - Perspect-a-Sketch activity
- **Lesson 2 – S.E.E.ing Clearly**
 - Conflict Simulation
 - Skill Introduction (perspective-taking strategies)
 - A New Way to See activity
- **Lesson 3 – Meet the Lavalings: Cruz**
 - Character Bio
 - Cruz Conflict and Q&A activity
 - Bonus activity: Cruz's Comic Strip
- **Lesson 4 – I Spy**
 - I Spy game
 - Flip the Script reflection



Essential Questions

- What is my perspective?
- What is perspective-taking?
- When is it helpful to see a situation from a new point of view?
- How can I see a situation from a new point of view?



Key Vocabulary

- **Perspective:** your viewpoint; point of view
- **Perspective-taking:** the ability to think about someone else's feelings, thoughts, and viewpoints.

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Standards/Alignment

CASEL Competencies:

- Social Awareness
 - Taking others' perspectives
 - Demonstrating empathy and compassion
- Relationship Skills
 - Communicating effectively
 - Resolving conflicts constructively

ELA (Mass)

- R.PK-12.1
 - Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
- W.PK-12.4
 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.PK-12.1
 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Arts (Mass)

- PK-K.V.Cr.01
 - Generate and conceptualize artistic ideas and work
- PK-K.V.Cr.02
 - Organize and develop artistic ideas and work.

Comprehensive Health (Mass)

- CH.PH.01.02
 - Identify behaviors and environmental factors that influence functioning of body systems
- CH.PH.01.08
 - Describe the influence of health habits on growth and development
- CH.PH.01.09
 - Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest)
- CH.SEH.05.01
 - Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- CH.SEH.05.02
 - Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- CH.SEH.05.11
 - Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body, and managing stress

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Supporting Research

Perspective taking, or "theory of mind," is the understanding that other people have different intentions, desires, thoughts, beliefs, and knowledge than you do. It includes the ability to acknowledge, predict, and reason about others' mental states.

The ability to perspective-take is not a skill we are born with. Our Theory of Mind develops around age 4 and continues to develop as we get older. Perspective-taking is the cognitive understanding of differences, which is different from empathy (understanding the feelings of someone else).

A critical skill for successful social interactions is the ability to perspective-take (Hall et al., 2021). This is especially important during adolescence when a key developmental task is the formation of lasting positive relationships outside the primary family. In order to navigate their increasingly complex social environments, children need to develop advanced social-cognitive competencies (Kilford et al., 2016). Well-developed perspective-taking abilities have been found to improve social relationships (Van der Graaff et al., 2018; Derksen et al., 2018) and are related to higher friendship quality and lower levels of loneliness (Flannery et al., 2017).

Derksen, D. G., Hunsche, M. C., Giroux, M. E., Connolly, D. A., & Bernstein, D. M. (2018). A systematic review of theory of mind's precursors and functions. *Zeitschrift für Psychologie*.

Hall, H. K., Milleer, P. M., Summers, M. J., & Isbel, B. (2021). Longitudinal research on perspective taking in adolescence: A systematic review. *Adolescent Research Review*, 6, 125-150.

Hollarek, M., & Lee, N. C. (2022). Current understanding of developmental changes in adolescent perspective taking. *Current Opinion in Psychology*, 45, 101308.

Flannery, K. M., & Smith, R. L. (2017). The effects of age, gender, and gender role ideology on adolescents' social perspective-taking ability and tendency in friendships. *Journal of Social and Personal Relationships*, 34(5), 617-635.

Kilford, E. J., Garrett, E., & Blakemore, S. J. (2016). The development of social cognition in adolescence: An integrated perspective. *Neuroscience & Biobehavioral Reviews*, 70, 106-120.

Van der Graaff, J., Carlo, G., Crocetti, E., Koot, H. M., & Branje, S. (2018). Prosocial behavior in adolescence: Gender differences in development and links with empathy. *Journal of youth and adolescence*, 47(5), 1086-1099.



Teacher Notes

Perspective-taking is the ability to understand and respond to situations by taking another person's point of view into account.

In this unit, we will explore perspective-taking within the context of conflict. Conflicts often arise due to a difference in perspectives. This unit will help students understand that we all have different points of view and practice our communication skills (i.e., listening and inquiring) to help us learn different perspectives.

The act of engaging in perspective-taking is important and beneficial because it helps us feel more connected, listen, build connections, and open our minds to different ways of thinking (Bruneau & Saxe, 2012).

Bruneau, E. G., & Saxe, R. (2012). The power of being heard: The benefits of 'perspective-giving' in the context of intergroup conflict. *Journal of experimental social psychology*, 48(4), 855-866.



Lesson Overview

Est. time: 20 minutes

Students will learn about perspectives and the importance of perspective-taking through the metaphor of putting on ‘perspectacles’ to help you see from someone else’s point of view. They will complete a short choice activity to learn how their perspective can differ from their peers and then participate in a drawing activity to understand how different perspectives form.



Lesson Objectives

Students will be able to ...

- Explain perspectives
- Discuss the value of perspective-taking



Materials

- Putting on Perspectacles handout for each student
- Writing tool for each student
- Optional: Teacher-facing sketch round 2 prompts (1 copy to print)



Step-by-Step Directions

Introduction (5 min):

- Read through the paragraph on the top of the page as a class.
 - Discuss afterwards:
 - *Let’s hear some different perspectives. What is your point of view/perspective on [food item, school subject, day of the week]?*
 - *Do we all have the same perspectives? What causes us to have different perspectives?*
 - *What is an example of a time when you had a different perspective from someone else (think about an argument, disagreement, or conflict you had)?*
 - *Explain what perspectacles are and how they are used.*

This or That (5 min)

- Instruct students to discuss the ‘This or That’ pictures with a partner.
 - Have students share their perspectives with their partners and explore each scenario to see if they share the same perspective or have different views. If they have different perspectives, each partner should ask one question to learn more about why they have the perspective they do.
 - Example questions:
 - *Why do you prefer [choice]?*
 - *Have you always preferred [choice]?*
 - *What is one good thing about the other one you didn’t choose?*



Step-by-step Directions continued...

Perspect-a-Sketch (10 min)

- For this activity, students will draw 2 sketches based on prompts they receive from the teacher. They will then compare their drawings to understand why and how their sketches are different and how their perspective changes things.
- **Round 1:**
 - In the first box, ask all students to draw 'success'. Tell students to keep their drawings hidden and not to share them with anyone else. Give students 2 minutes to complete their sketch. Don't ask for clarifying questions. Have students try their best and tell them there are no wrong sketches.
- **Round 2:**
 - In the second box, give each student one of three prompts (using the cutout sheet attached or whisper to each student individually) and remind them not to share their prompt with anyone else. Give them 2 minutes to complete. Students will receive either:
 - 1) Draw glass, 2) Draw a glass, 3) Draw glasses
 - As a note, 'draw glass' is the hardest one. Give this one to students who will understand that it's like a sheet of glass, or give an example like a glass window or wall).
- Have students cut/tear their boxes off.
 - Place round 1 sketches in one area in the room and round 2 sketches in a different area.
- Have students walk around and observe the differences between the sketches.
- Come back together and discuss:
 - *We all had the same prompt for the first sketch. Why don't we have the same sketches?*
 - *Discuss how we are all different, and that changes how we understand and interpret things. It changes our perspective of success.*
 - *Are there certain sketches that are more correct than others? Or are they all a matter of perspective?*
 - *Why are their different versions of glass for the second sketch?*
 - *We had different information.*
 - *Discuss how different information (glass, a glass, glasses) changes our understanding and perspective.*
 - *We have different perspectives because we have different experiences, and have different information. Most of the time, different perspectives are a good thing! Different perspectives can help us see things in ways we would never have imagined. But sometimes, it can lead to conflict. We will be learning about what to do when our different perspectives lead to conflict and how to use our skills to resolve conflict.*



Accommodations & Modifications

- **Provide support:**
 - For the perspective sketch activity, have students work with a partner to complete the sketches.
- **Provide challenge:**
 - For the perspective sketch, add additional prompts for them to sketch. Draw a 'bat', draw 'wisdom/smart', draw 'right'.

Draw glass

Draw a glass

Draw glasses

Draw glass

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Draw glasses



Lesson 1: Perspectacles

Seeing other points of view

Raise your hand if you've ever been in an argument. They happen all the time! No they don't. Yes they do! When you think one way, and someone else thinks another way, it can stir up problems. Our perspectives don't always line up.

Your perspective is the way you feel, think, and understand a situation. We don't always have the same perspective as others. Our perspectives change based on who we are and what information we have. It's okay to have a different opinion than someone else, but when it leads to conflict, we need to take the time to understand the other person's view. This is called **perspective-taking**. This allows us to fix the problem, learn something new, and become kinder and more understanding.

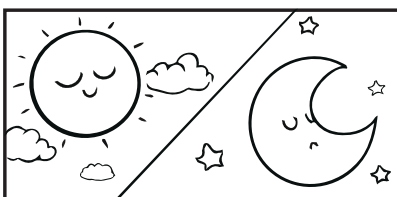
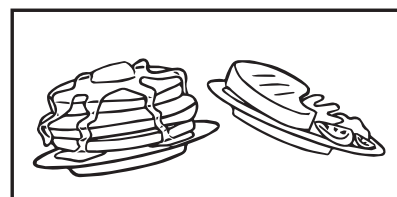
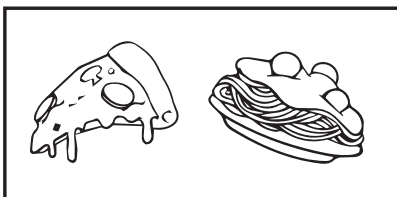
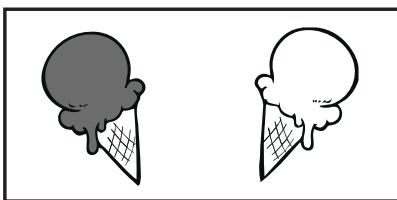
When you don't see eye to eye with someone, try on a pair of perspectacles! They aren't your average glasses—they are perspective-taking glasses. When you put them on, you see the world from someone else's point of view.

This or That

Directions: With a partner, look at the 'This or That' pictures. Share your perspective with your partner and explore each scenario to see if you share the same perspective or have different perspectives. If you have different perspectives, each partner should ask one question to learn more about why they have the perspective they do.

Example questions:

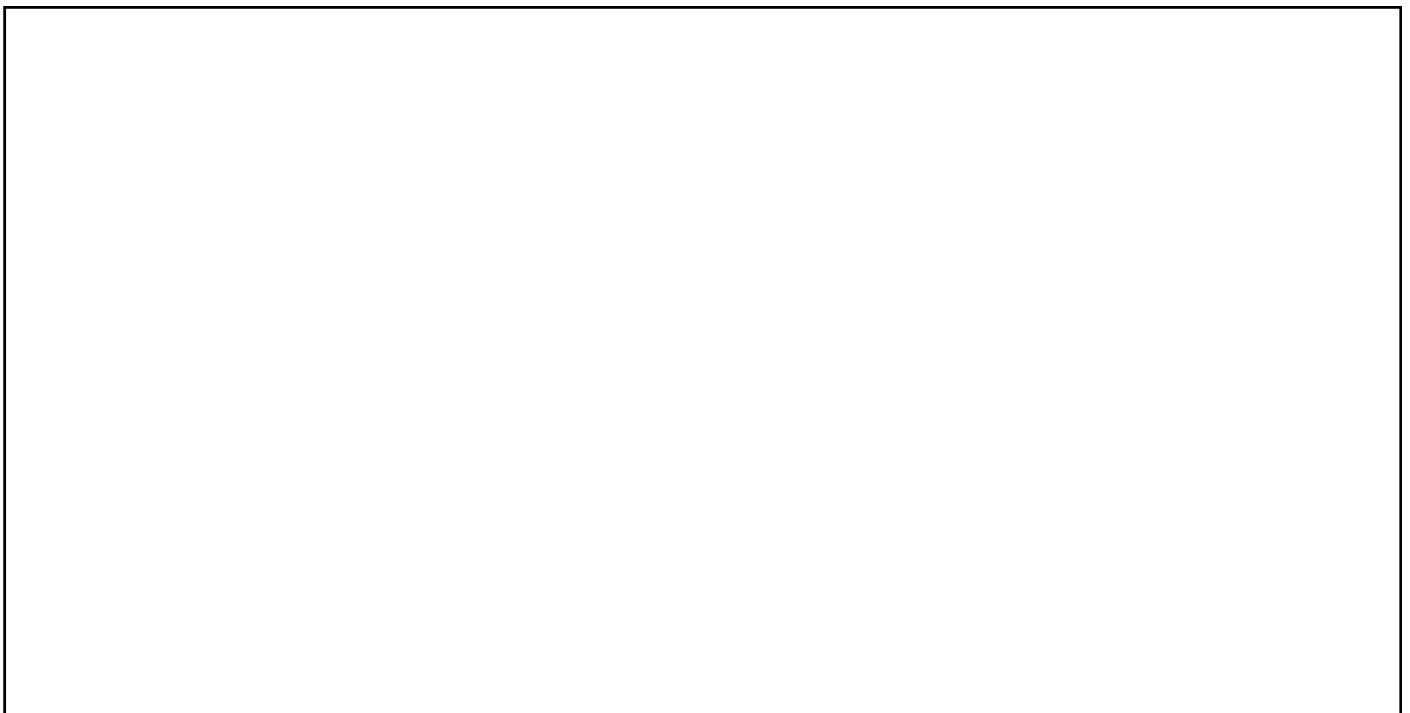
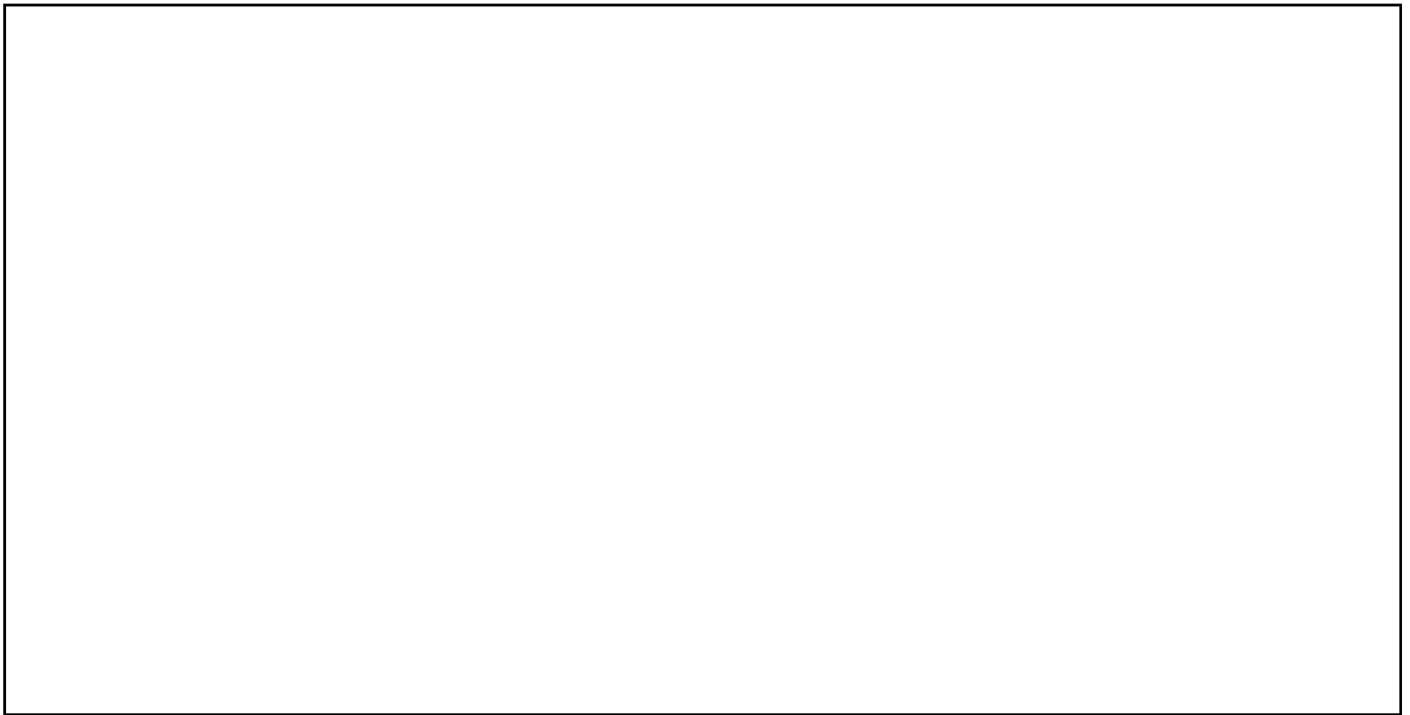
- Why do you prefer [choice]?
- Have you always preferred [choice]?
- How do you feel about the other choice?



Name: _____

Perspect-a-Sketch

Directions: For this activity, you will draw 2 sketches based on prompts you receive from your teacher. You will then compare your drawings with your classmates to understand why and how the sketches are different and how perspective changes things.



LESSON 2: S.E.E.ING CLEARLY



Lesson Overview

Est. time: 25 minutes

Students will learn how perspective-taking can help us avoid or resolve conflict. Students will participate in/observe a simulation to see how a difference in perspectives can lead to conflict, and then students will work in partners to practice perspective-taking based on different scenarios.



Lesson Objectives

Students will be able to ...

- Discuss why perspective-taking is important, especially during conflict.
- Practice perspective-taking strategies.



Materials

- S.E.E.ing Clearly handout for each student
- Cups for simulation (or books, pencils) (one for every student)
- Writing tool for each student



Step-by-Step Directions

Conflict Simulation (10 min):

- This is a short simulation where two students will demonstrate how different perspectives can lead to conflict.
- For this simulation, you will ask two students to volunteer. Choose students who will not be overly competitive.
- Take out the cups (or books, pencils; read the simulation to pick the best material for your class) and place one on each desk.
- Tell the whole class that we are setting up for an activity (This is not true - it's just part of the simulation). Both volunteers have a job. Everyone else is just watching - tell them not to participate. The 2 volunteers are working together on the same task. You will give each of them a role, but tell them that they can't say what their role is out loud.
- Whisper to each student (or write down on paper) their role:
 - Student 1: Make sure all cups face up on the desks.
 - Student 2: Make sure all cups face down on the desks.
- If you are doing books, pencils, or another object, change the directions to closed book or open book, pencil on floor or pencil on desk, etc.
- Tell the two students they have 2 minutes to complete their job. All other students should watch and not intervene.
- After 2 minutes are up, reflect on the simulation.
- Discussion questions:
 - What happens when we have different perspectives on the situation?
 - How would you feel if you were [first student's name]?
 - How would you feel if you were [second student's name]?
 - What would have happened if we hadn't stopped the simulation?
 - If the two students were able to learn about the different perspectives, how would that have changed things?



Step-by-Step Directions continued

Introduction (5 min):

- Read through the paragraph on the top of the page as a class.
 - Discuss afterwards:
 - What is a conflict you've had at home? What were the different points of view?
 - Why is it important to stop and ask questions when you are in a conflict?

A New Way to S.E.E. (10 min):

- Put students into pairs (or have them rotate after each scenario).
- Students will choose three scenarios from their handout to complete with their partner. Together, they will read the scenario and rewrite the story from the other person's perspective. When they have finished writing the other perspective, they will go back to the original point of view and finish the sentence: With my spectacles on, I can handle the situation by ...".
- Share out a few as a class afterwards if time allows.



Accommodations & Modifications

- **Provide support:**
 - Work on one scenario together as a class. Make a three-step process:
 - 1) Who is the other perspective? 2) What happened to them? 3) How do you think they feel?
- **Provide challenge:**
 - Have students rotate partners and answer the questions individually first, and then share and compare answers.



Lesson 2: S.E.E.ING CLEARLY

Seeing other points of view

No one has the same thoughts, feelings, and experiences as you. This is what makes people interesting and unique. Even though we are all different, finding points of connection is how we get along, work together, and help one another. Sometimes, our vision becomes blurred, and it's hard to see clearly, or we get tunnel vision and can only see in one direction. When this happens, it's harder to see someone else's perspective. We're more likely to get into conflicts, arguments, or disagreements. Next time you don't see eye to eye with someone, pop on your perspective-taking spectacles to help you S.E.E..

S - Stop and put on the spectacles. Whose point of view are you seeing through?

E - Examine the situation from the other perspective. How would they explain their point of view?

E - Explore solutions by asking questions and listening to learn their perspective.

If we put on our spectacles and think about the situation from someone else's view, we can squash the conflict. We may even realize it's all one big misunderstanding. Just remember, before you make a spectacle, pop on your spectacles!

A New Way to S.E.E.

Directions: Choose 3 scenarios to complete with your partner. Together, rewrite the scenario from the other person's perspective. When you have finished writing the other perspective, go back to the original point of view and finish the sentence: With my spectacles on, I can now see that ...".

Movie Mayhem

You have been saving up your money to go see a movie. You're very excited to see it. You ask your best friend to go with you. You buy the tickets. The night of the movie, your friend says they can't go because they are very sick. You don't want to go alone and can't find anyone to go with you. You can't get a refund on the tickets, so you lose your money and can't see the movie. You are very upset with your friend. You want to disinvite them from your party.

Room Doom

Your dad always wants you to clean your room before you can do anything fun. You see how tired your dad looks as he gets out the vacuum. But it doesn't seem fair to have to clean it every time. You think your room looks fine and it's your own room! You want to ignore your dad and go play.

Messy Essay

Your teacher gave you a C on your essay and told you that your story could have been better. You are very upset. You used to like your teacher and thought they believed in you, but now you are not so sure.

Mystery Meat

You go to your friend's house for dinner. After playing outside for 2 hours, you sit down to eat. They tell you that their grandma made you a family meal and they can't wait for you to try it. You are starving. When you look down at your plate, you don't recognize the meat. It smells very weird. You want to ask your friend for something else.

Rumors

You hear another student whispering and they say your name. You can't hear what they are saying, but you assume they are saying something mean. You feel hurt. You notice they have a stain on their outfit from lunch, so you decide to tell others about it. If they are being mean, so can you!

Solo Project

You have a group project for science class. Your partner doesn't get very good grades in class, so you say you'll do it all yourself. They offer to help and explain that they are excited to do it, but you don't want to get a bad grade, so you say no thanks.



Name: _____

A New Way to S.E.E.

Scenario 1:

Friend's perspective:

With my spectacles on, I can handle the situation by:

Scenario 2:

Friend's perspective:

With my spectacles on, I can handle the situation by:

Scenario 3:

Friend's perspective:

With my spectacles on, I can handle the situation by:





Lesson Overview

Est. time: 20 minutes

Students will learn about one of the Lavalings, Cruz, who often has trouble seeing other perspectives. Students will discuss a conflict that Cruz is having and ask questions to learn about other perspectives. Students have the option to create a comic strip story about Cruz.



Lesson Objectives

Students will be able to ...

- Learn about perspective-taking through a story.
- Use strategies to understand different points of view.



Materials

- Meet the Lavalings: Cruz handout for each student
- Writing tool for each student



Step-by-Step Directions

Cruz's Bio (5 min):

- Read Cruz's bio with students.
- Discuss the following questions afterwards:
 - *What is Cruz's personality?*
 - *How would you describe Cruz in one word?*
 - *Why is it hard for Cruz to see other points of view?*

Cruz Conflict activity (15 min):

- Read through the conflict with Cruz and then have students use the S.E.E. strategy and brainstorm 3 questions that will help Cruz understand Lexi's perspective. They can work independently or in pairs/groups.
- Have students share their questions with the whole class and see if any of their questions match the Q&A section the teacher is provided (below). The teacher should share answers to the questions. Read through all answers at the end (even if students had different questions), so the students have both perspectives.
- Have students write down how Cruz could resolve the conflict.
- Discuss afterwards:
 - *Why was it important for Cruz to ask questions about Lexi to learn her perspective?*
 - *Do you think it changed how Cruz sees the situation?*
 - *How did you recommend resolving the conflict?*



Step-by-Step Directions continued

Q&A with Cruz's Conflict:

1. Why is Lexi upset at the start of the game?
 - a. Lexi had asked Cruz if she could be on his team, and he said she wasn't good enough.
2. Why is Cruz always the team captain?
 - a. He does not let anyone else be the captain and believes that the best player should always be captain.
3. Is Lexi ever the captain?
 - a. Lexi is sometimes the captain, but her team always switches off who is captain, to give everyone a chance.
4. Has Lexi ever been picked to be on Cruz's team?
 - a. Cruz doesn't think Lexi is very good, so he has never picked her to be part of his team. He wants to win!
5. Why did Cruz fall?
 - a. He was about to score and did a celebratory dance move in anticipation. He got caught on his own foot and fell before he could make the shot.
6. What was the score?
 - a. Lexi's team was losing the entire game, until the last minute. When Cruz fell, her team scored.



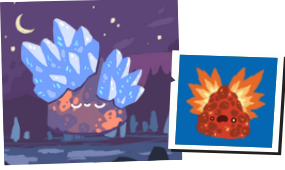
Accommodations & Modifications

- **Provide support:**
 - Provide a question to start so that students can see an example of types of questions.
- **Provide challenge:**
 - Ask students to create potential answers to their questions before hearing the answer.



Lesson 3: Meet the Lavalings: Cruz

Seeing other points of view



Cruz
(Cruzite)

Rare

"Has a lot of opinions"

Strengths are: Making decisions, getting things done

Struggles with: listening without interrupting, brain freeze after ice cream

Cruz has thoughts, and he's not afraid to share them! He gives his opinion about everything from the weather to the best ice cream flavor... it's cookie dough. He even has an opinion about his opinions. "I'm not opinionated; I'm just right all the time."

That's how Cruz rolls. Strong thoughts and big beliefs. But sometimes, his ideas aren't the same as everyone else's, and then Cruz becomes stubborn. Why would anyone believe something different?

Cruz went to the eye doctor last week, and turns out he needed glasses! But not just any glasses; he needed perspectacles to help him see other people's perspectives. With these glasses, he stops, examines the situation from someone else's view, and explores solutions. He realizes that when he mixes his ideas with someone else's, it becomes way better - like a bowl of cookie dough, brownie swirl!

Cruz Conflict

Directions: Cruz is having a conflict and needs your help. Read through the situation, and then we will use the S.E.E. strategy to come up with 3 questions that will help us understand Lexi's perspective.

Cruz and his classmates are playing a game of lavaball after school. Cruz always gets to be the team captain, and he only picks the best players to be on his team. He is passionate about lavaball and takes the game very seriously. Lexi is always on the other team. She looks upset at the start of the game. When the game starts, Cruz is dominating. He never subs out and plays the whole game. During the last play, Cruz is about to score a firebasket when he trips and falls. Lexi starts cheering. She doesn't even stop to ask him if he's okay. Cruz's team loses in the final minute. Cruz feels himself turning fiery hot. He is so mad at Lexi that she was so rude to him. When he sees her after the game, he wants to explode but feels his perspectacles in his backpack. He stops and puts them on.

In order for Cruz to understand why Lexi acted the way she did, he needs to put on his perspectacles and use the S.E.E. strategy to ask questions and learn her perspective. What questions should Cruz ask Lexi?

1. _____
2. _____
3. _____

How could this conflict be resolved using perspective-taking?

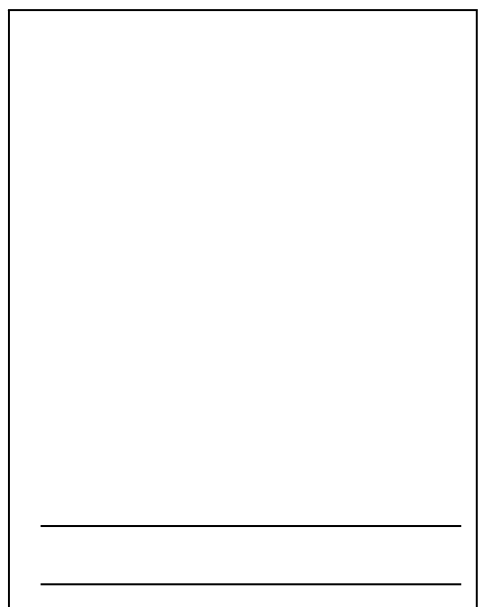
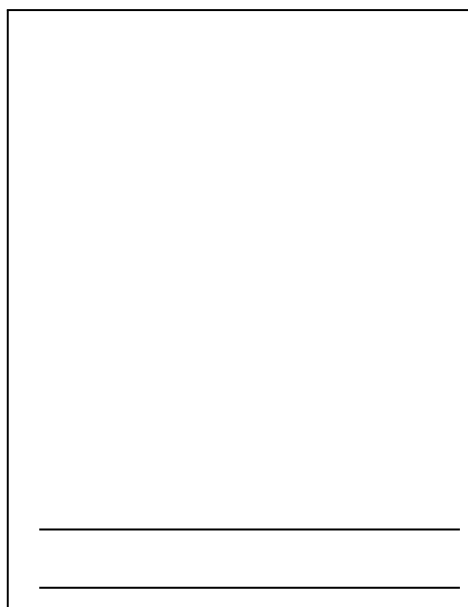
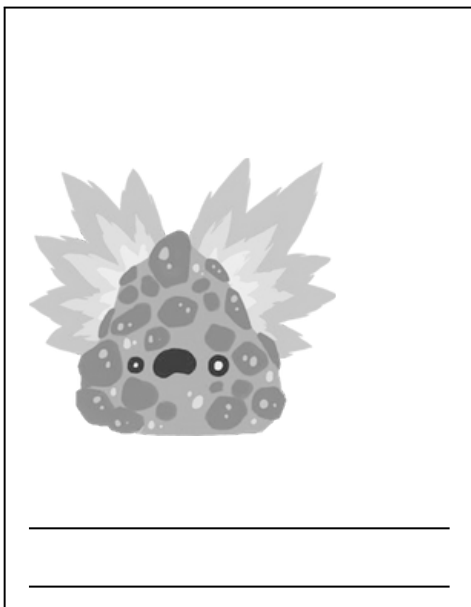
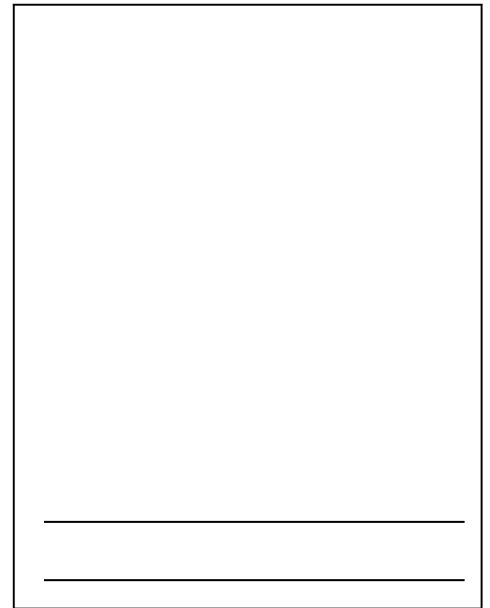
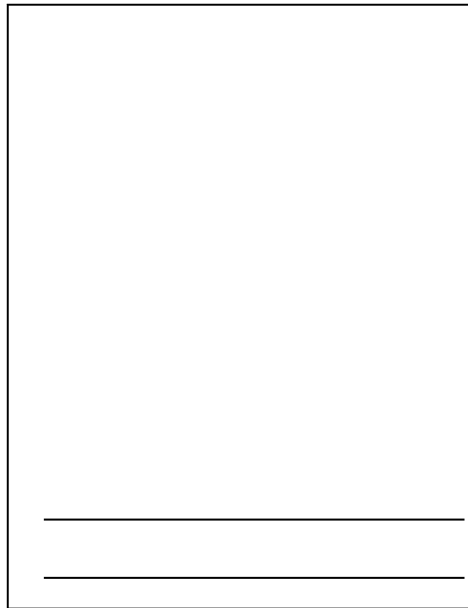
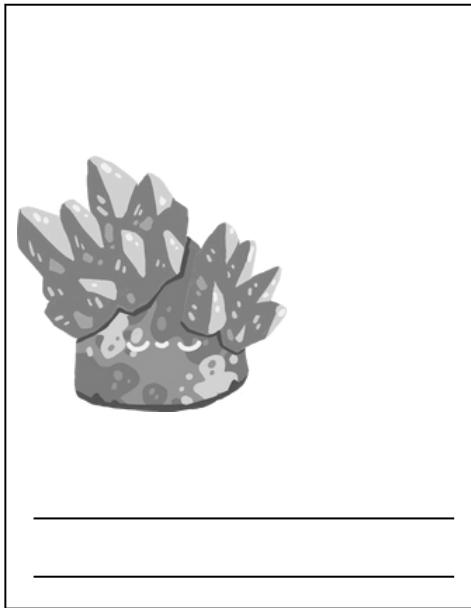


Name: _____

Bonus Activities

Finish the Comic

Finish the comic about Cruz! Come up with a situation where he has to perspective-take to understand someone else's point of view.



LESSON 4: I SPY

Lesson Overview

Est. time: 20 minutes

Students will play an I Spy game with a partner to practice asking questions and learning a new perspective. As an option, students can complete a reflection activity where they write about a conflict and perspective-take to see a new point of view.

Lesson Objectives

Students will be able to ...

- Practice asking and answering questions to learn a new perspective.
- Reflect on their abilities to perspective-take.

Materials

- I Spy Game - one for each student pair
- Flip the Script handout (optional)

Step-by-Step Directions

I Spy Game (15 min):

- Students should work with a partner and have one game board between them.
- One student is the chooser, and the other is the guesser. Each round, they will switch.
- The chooser picks one item from the board as their chosen object. They should not tell the guesser what they chose.
- The guesser asks a question from the question list to see if they can figure out what the object is based on the chooser's answers.
- The guesser can make one guess after every question. See how many questions it takes until the chooser's object is guessed correctly.
- Once the item is guessed, switch roles. Try to find the object with as few questions as possible and learn about our unique perspectives along the way.
- Sample questions:
 - How does it make you feel?
 - What does it remind you of?
 - Love it, like, no thanks, meh?
 - Everyday or special occasion?
 - What do you think it looks like?

Flip the Script Reflection (Optional)

- Students should write about a time they had a conflict with someone else. Then they will rewrite the same story from the other person's point of view to see how it changes their understanding of the situation.
 - Encourage students to make up names and not use real

Accommodations & Modifications

- **Provide support:**
 - Go through a round together as a class to model asking questions and making a guess.
- **Provide challenge:**
 - Create a tournament to see who can be the I Spy champ.

Lesson 4: I Spy

Directions:

- One student is the chooser, and the other is the guesser. Each round, you will switch.
- The chooser picks one item from the board as their chosen object. They should not tell the guesser what they chose.
- The guesser asks a question from the question list to see if they can figure out what the object is based on the chooser's answers.
- The guesser can make one guess after every question. See how many questions it takes until the chooser's object is guessed correctly.
- Once the item is guessed, switch roles. Try to find the object with as few questions as possible and learn about our unique perspectives along the way.



How does it make you feel?
 What does it remind you of?
 Love it, like it, no thanks, meh?
 Everyday or special occasion?
 What do you think it looks like?
 Still stuck? Make up more questions!



Name: _____

Flip the Script

Directions: Think about a conflict you have had recently. It could be with a family member, friend, or someone else. It could be a big conflict or a small one. Write down a summary of what happened and your opinion on the situation.

Now that you've reflected on your perspective, put on your spectacles and see from another point of view. Rewrite the summary of what happened from the other person's point of view and their opinion on the situation.

After you took another person's perspective, did you see the situation differently? Why or why not?

