

SEL Activity

Same Situation, Different Perspectives



grades 3-5



30 minutes

Objectives

- Identify how a situation makes you feel.
- Compare and contrast the perspective of another to your own.
- Reflect on perspective-taking as an act of kindness.

Essential Questions

- Why is it helpful to recognize one's emotions in a situation compared to others?
- In what ways is perspective-taking a kind action?

Vocabulary

Perspective: noun; a particular attitude toward or way of thinking about something; a point of view.

Perspective-taking: verb; looking at a situation from a viewpoint different from one's usual; putting ourselves in someone else's place while recognizing their point of view, experience, and beliefs.

Empathy: noun; the ability to understand and share someone else's feelings.



MATERIALS

Image: What Do You See? ([PDF](#))

Worksheet: Same Situation, Different Perspectives ([PDF](#))

SEL CORE COMPETANCIES

Self-awareness: Identifying emotions

Self-awareness: Authenticity

Social awareness: Perspective-taking

Before you Begin

- Prepare to project the Image: What Do You See? ([PDF](#)).
- Preview the Worksheet: Same Situation, Different Perspectives ([PDF](#)); decide whether this or another text best suits the group.

Program Connections

This activity supports all lessons in our ThinkGive Elementary School programs, in which students practice perspective-taking as they take action. To learn more, visit our [PROGRAMS](#) page.

THINK • GIVE

Display the Image: What Do You See? ([PDF](#)).

Ask: What do you see in this image? [Most will say either a young woman or an older woman]

Explain: Both answers (young woman/older woman) are correct because it depends on your perspective. A perspective, or point of view, is a particular attitude or way of thinking about something. We all have different perspectives, some of which may be similar and others that may differ. In the next activity, we will further explore perspectives.

Hand out the Worksheet: Same Situation, Different Perspectives ([PDF](#)) (1/student).

NOTE: Students can use a different character from a book they're reading instead of Miley.

- BEFORE reading about Miley, review the three scenarios on the worksheet as a group.
- READ the description of Miley aloud. Ask students to pay attention to the details about Miley that might impact how she feels in those three scenarios.
- AFTER reading about Miley, students consider the first scenario from their perspective and then from Miley's perspective. They record their thoughts. Discuss to check for their understanding.

Students work independently on the remaining two scenarios on the back of the worksheet. When finished, they share their answers in pairs, small groups, or as a class.

CONNECT + CLOSE

Discuss:

- Why did you feel differently from Miley in certain situations?
- Why did you feel the same as Miley in certain situations?
- How does this activity help you see things from other perspectives?
- How might perspective-taking help us take positive action?

DIGGING DEEPER

- How is perspective-taking a form of empathy?
- In what ways has a lack of perspective-taking created conflict (or social injustice)?
- In what ways has perspective-taking helped achieve solutions (or social justice)?

ACTION

Explain: We expose ourselves to varying perspectives as we interact with others. In the coming days, practice noticing others' perspectives. If your perspective is similar to someone else's, you might have a moment of connection. If your perspective differs, try to understand the other person. Either way, use perspective-taking to create positive connections.

REFLECTION

Lead a discussion or allow students to journal. Use the following questions as a guide:

- Describe how you practiced perspective-taking.
- What felt enjoyable about this action? What felt challenging?
- How, if at all, did practicing perspective-taking help you better understand others?