

Skill Area(s): Perspective Taking

The Language of Perspective Taking

Level: intermediate, advanced

Goal: to be able to see things from the perspective of someone else

Materials needed: The Language of Perspective Taking by Marilyn M. Toomey – Circuit Publications 2002 – ISBN: 0-923573-44-5

Activity:

The book is composed of five related parts.

- Part 1- introduced to how people experience things differently in same situation
- Part 2- student's talk about people's feelings and emotions in events
- Part 3- similar to Part 2 but you see that different people experiencing events under different events under different conditions can have the same feelings
- Part 4- learning how one event shared by many people can generate different feelings
- Part 5- learning that one person can experience more than one feeling over the same event

The material in this book can be copied to use with your lessons.

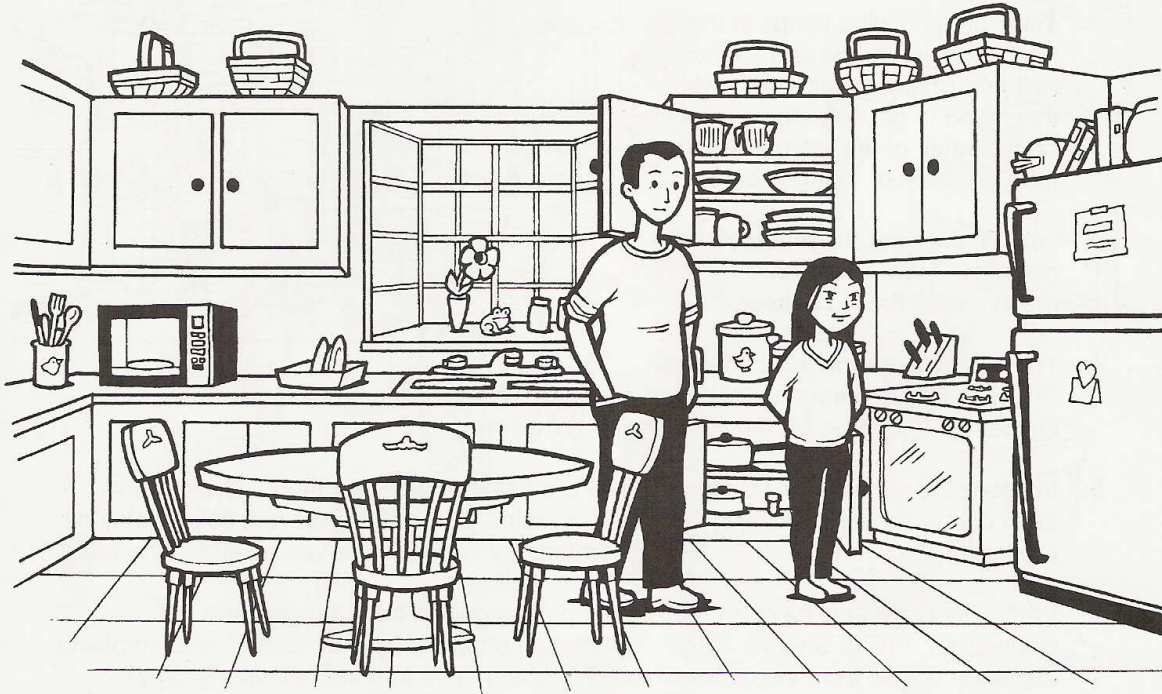
- You can copy and paste the pictures, stories and questions on to cards. Or just use them out of the book.
- It has been easier to have the pictures and stories on cards for students to use. The teacher uses the book for the questions.

Follow up suggestions:

Use other perspective taking lessons in this packet.

See attached sample pages for Part 1.

Phil and Shelly see their kitchen from different **points of view**. Think about the way the same things look and feel to them from their different points of view.



Phil was always tall for his age. He was always in the back row in class pictures. He scored record numbers of points when he was on the basketball team in high school and college.

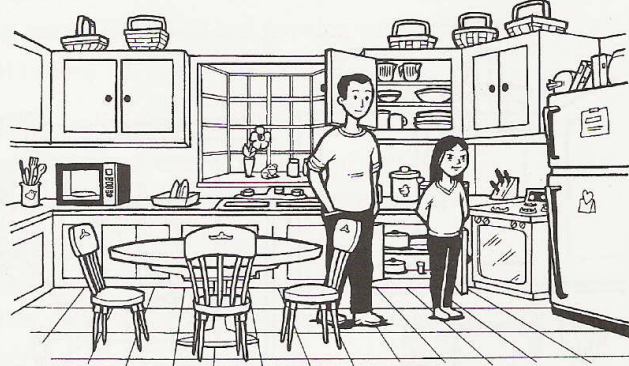
Shelly was always small for her age. She was always in the front row in class pictures. Shelly didn't enjoy playing basketball in school. Shooting baskets was a big challenge for Shelly.

Shelly and Phil got married and now live in a new house. Here you see them in their kitchen. Think about how Phil and Shelly must do some things differently because Shelly is small and Phil is so tall.

Think of how Phil and Shelly experience the same things in their kitchen from their different **points of view**. Answer these questions.

1. Cookbooks are kept on top of the refrigerator in Phil and Shelly's kitchen. How does Phil reach these books? How would he reach something near the back of the top of the refrigerator? What does Shelly have to do in order to reach items from the front or from the back of the top of the refrigerator?

2. Think about finding things in the refrigerator or the freezer. What do Phil and Shelly do differently when they need to get something from the bottom shelf of the refrigerator or from the back of the freezer?



3. Look at the baskets on top of the cabinets. How would Shelly or Phil reach one of these baskets?

4. Think of what happens when either Shelly or Phil is preparing food on the countertop. Who would have an easier time chopping vegetables on the countertop? Why?

5. Phil is very tall; his legs are long. Shelly is small; her legs are short. Think of how each one feels while sitting at their kitchen table. Do Shelly's feet rest comfortably on the floor? Do you think Phil's legs fit comfortably in front of him as he sits at the table?

6. Who would probably have an easier time putting dishes from the sink into the dishwasher, Phil or Shelly? Why? Who would probably have an easier time emptying the clean dishes from the dishwasher and putting them into the cabinets? Why?

7. Pots and pans and their lids along with mixing bowls are kept in a lower cabinet. Who would have an easier time reaching a small mixing bowl from the back corner of the bottom shelf of this cabinet? Why?

8. Look at the bay window behind the sink. Who would probably have an easier time washing this window? How would Phil do this job? How would Shelly do it?

9. What would Shelly probably do in order to dust the tops of the cabinets? What would Phil probably do?

10. What if Phil and Shelly came into your house? Talk about some things that would be easy or difficult for a tall person such as Phil or a small person such as Shelly to do comfortably. What if they came into your classroom or school building? Think of things that would be easy or difficult for Phil or Shelly to do comfortably. Why?

11. Do you remember being too short to reach some things because they were up too high? Talk about being tall enough now to reach some things that were too high for you to reach when you were shorter than you are today. Talk about the difference.