

How are you peeling?

WCBF 2-3

<p>Objective: Students will develop an understanding of how everyone has their own perspectives.</p>	<p>IRP PLO(s) addressed: Grade 2, English Language Arts A9: <i>use speaking and listening to develop thinking</i> Grade 2, Health and Career Education C5: <i>identify positive ways to initiate and maintain healthy friendships</i></p>
<p>Materials needed</p> <ul style="list-style-type: none"> • <i>How Are You Peeling?</i> • Materials to make perspectives (pipe cleaners, cardboard, markers, scissors) (NOT included in Kit) 	<p>Grade 3, English Language Arts A2: <i>use speaking to explore, express, and present ideas, information, and feelings for different purposes</i> Grade 3, English Language Arts A8: <i>engage in speaking and listening activities to develop a deeper understanding of texts</i> Grade 3, Health and Career Education C4: <i>describe skills for building and maintaining positive relationships</i></p>

		Teacher guide	Student guide
Opening	Time 5 min	<p>Introduce the word “perspective” and explain to students how we each have our own perspective and can think about other people’s perspectives. We can take another person’s perspective or put ourselves in another person’s shoes. That means to see something through someone else’s eyes and think about what they are thinking about or what they are feeling.</p> <p>How do we do that? How do we know what they are thinking or feeling? Look at their face and their expression or emotion. Listen to what they are saying. Look at their body language.</p>	Students listen.
Pre-Activity	10 min	<p>Read <i>How Are You Peeling?</i> As you are reading, point out that it can be tricky to guess how a person (or fruit!) is feeling.</p> <p>Make a list of clues for guessing how the foods are feeling.</p>	Students listen.
Activity	20 min	<p>Ask students what clues they can use to guess how a person is feeling.</p> <p><i>Sample student response:</i></p> <ul style="list-style-type: none"> • If someone is frowning, they may feel mad. • If someone is raising their eyebrows, they may be feeling surprised. • If someone is crossing their arms, they may be angry or they may be feeling cold. <p>Explain that clues can help us guess a person’s perspective. We can also make a tool to see perspectives. Spectacles (aka glasses) help people see clearly and perspectives help us see someone else’s perspective.</p> <p>Have students make and decorate their perspectives.</p>	<p>Students share clues that they can use to guess a person’s feelings.</p> <p>Students each make their own perspectives.</p>

Closure	5 min	Remind students that we don't need to be wearing our spectacles to think about another person's perspective. We can use clues to guess how someone might be feeling.	Students listen.
----------------	-------	--	------------------

Extension Activities:

- Students make a book of their own faces showing different moods, with written explanations
- Make your own "foods with moods"
- Use *perspectacles* during the day and have students share different perspectives

Reflection: What went well? What needs to be changed for next time? What did I observe about my students? What would better facilitate my teaching of this topic? What needs to be considered for subsequent lessons on this topic?