

Perspecticles

WCBF 4-5

Objective:

Students will consider what a new environment might feel like for someone and how to make that person feel welcome.

Materials needed

- Super Pinkus video (on USB)

IRP PLO(s) addressed:

Grade 4, English Language Arts A1: *use speaking and listening to interact with others*

Grade 4, English Language Arts C1: *write clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas and opinions*

Grade 4, Health and Career Education C5: *describe interpersonal skills necessary to build positive relationships*

Grade 5, English Language Arts A1: *use speaking and listening to interact with others*

Grade 5, English Language Arts C1: *write a variety of clear, focussed personal writing for a range of purposes and audiences*

Grade 5, Health and Career Education C6: *analyse behaviours that contribute to a safe and caring environment*

	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>We take someone else’s perspective by looking at their face and their expression or emotion; by listening to what they are saying; by looking at their body language.</p> <p>Perspective taking can help us figure out disagreements and understand how we can help other people. You are doing perspective taking when you see that your friend looks sad and you think about why he or she might be upset.</p>	Students listen.
Pre-Activity	15 min	<p>Play the Super Pinkus video and ask students to pay attention to Super Pinkus’ super powered perspecticles.</p> <p>Discuss that Pinkus’ perspecticles help him do perspective taking and understand what people are thinking and feeling without having to ask. Without super powered perspecticles, you could ask someone what they are feeling if to see if you guessed correctly about how they might be feeling and why.</p>	Students watch the Super Pinkus video.

Activity	20 min	<p>Have students brainstorm reasons why someone might be excluded from a group and how they can help include them. Encourage students to think about a situation in their own life when they felt like they were on the outside and who or what helped them</p> <p>Have students create a comic strip where the characters start off being on the outside and then other characters help them to be included.</p>	<p>Students share reasons why someone might be excluded and how they can include them.</p> <p>Students create a comic strip.</p>
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Closure	5 min	<p>Have students share their comic strips. Remind students to take other people's perspective and think about ways to include them and make them feel good.</p>	<p>Students share their comic strips.</p>
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Adaptations:			
⇒ Students write or tell the class things they like about their current school.			

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?