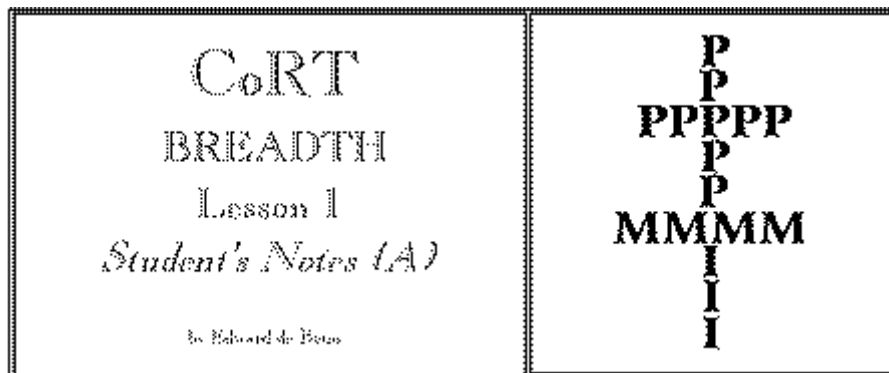
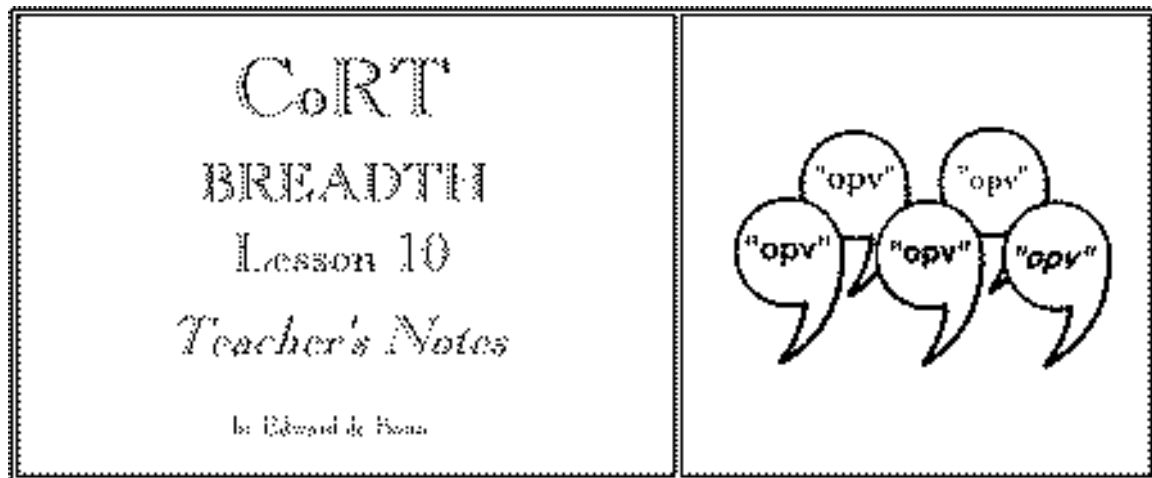


# IDEELS

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## OPV: Other People's Views

### THE OTHER PEOPLE INVOLVED

**OPV is a crystallisation of the process of looking at other people's viewpoints so that the process can be used consciously and deliberately**

In the preceding nine lessons the enlargement of the situation - the broadening of perception - has always been from the point of view of the thinker. But many thinking situations involve other people as well. The point of view of these other people is also an essential part of the enlargement of the situation which is the basic theme of these first ten lessons. Thus another person may have different objectives, different priorities, different alternatives, etc. In fact, when another person does a **PMI**, **CAF**, **C&S**, **AGO**, **FIP**, or **APC** he or she may come up with different ideas because he or she is in a different position.

Being able to look at and understand another person's point of view may be a very important part indeed of the thinking process, and so a deliberate effort may have to be made to see another point of view. This deliberate effort is the **OPV**. It may apply to another person's point of view or to other people's points of view in general.

Like many of the previous operations **OPV** as a tool can be applied in different subject areas. It may be applied by itself or it may be applied in conjunction with another operation. "Do an **OPV-AGO** for the other person."

Once students can escape from their own points of view they can take other people into consideration. They may even come up with useful new ways of looking at a situation.

The OPV is an antidote to selfishness. Instead of a general vague feeling that other people's points of view matter there is a deliberate attempt to see another person's point of view.

In teaching the emphasis must be on how the view of another person in the same situation may be entirely different. It is the possible difference between points of view that matters here. If it is assumed that any sensible person would have the same point of view in a given situation then no effort at all will be made to see other points of view.

#### (\* OPV = Other People's Views

Many thinking situations involve other people. What these other people think is just as much part of the situation as the factors, the consequences, the objectives etc. These other people may have a very different viewpoint. Although they are in the same situation, they may look at things very differently. It is a very important part of thinking to be able to tell how other people are thinking; trying to see it from another person's point of view is what doing an **OPV** is all about.

#### EXAMPLE

A salesperson is trying to sell you a used sports car. The salesperson's point of view is to show you how sharp it is, how powerful the engine, the new tires, how it suits you, what a good buy it is. Your point of view is to see whether it has been in a crash, how much spare tires cost, how worn the parts are, how much fuel it uses, how it compares to other cars you have seen.)

#### PRACTICE

(see *Practice section of student's notes (B)*)

(\* 4. There is a train strike and people find it difficult to get to work. How many different points of view are involved in this situation?

5. A boy refuses to obey his teacher in class. The teacher reports the boy to the principal who suspends him. The boy's parent objects. What are the view points of the boy, the teacher, the principal, the parents, his classmates?

6. Do an **OPV** on someone who has just realised he is on the wrong aeroplane, going to the wrong city.

7. There is a minor traffic accident. The drivers start shouting at each other and eventually start fighting. Do an **OPV** for each driver.)

Normally practice items 1, 2 and 3 are used one after the other. But for any one of these a teacher may choose to substitute practice items 4-7 or any of the project items. The students work in groups.

#### PRACTICE ITEM 1.

(\* A father forbids his daughter of 13 to smoke. What is his point of view and what is hers?)

Each group works on both points of view for 3 minutes. At the end of this time one group is designated to give the father's point of view and another group is designated to give the girl's. Other groups and individuals can then add to these as usual.

#### Suggestions:

Girl

- She only wants to try it out, all her friends smoke and she does not want to appear afraid.
- She wants to be able to make decisions for herself; sooner or later she will be able to smoke if she wants to.
- She cannot see any harm in it.

Father

- It is bad for health.
- It wastes money.
- She would smell awful.
- It shows that he is not bringing her up properly.

- She is too young to think for herself as an adult.

## PRACTICE ITEM 2.

(\* An inventor discovers a new way of making cloth. This invention means that only one person out of twenty would be employed in making cloth. Do an **OPV** for the inventor, the factory owner the workers and the general public.)

One group is selected for each of the categories (or more than one group if necessary). They work on the item for three minutes. Then a group is designated to give each of the outputs.

### Suggestions:

#### Inventor

- The joy of invention and seeing it work.
- Wants to get it into use as quickly as possible.
- Money from royalties.

#### The factory owner

- Bigger profits.
- Less trouble with labour.
- Can produce much more and compete with countries where labour is cheaper.

#### The workers

- Losing a job for the sake of someone else's profits.
- No other jobs in the area.
- Would need training for other jobs.
- Do not mind invention as long as their jobs are secure.

#### The general public

- If cloth were cheaper clothing would be cheaper to buy so they are in favour if invention lowers prices.

## PRACTICE ITEM 3.

(\* A next-door neighbour opens her home as a refuge for sick people who have no one to care for them. Some neighbours object very strongly and some do not mind. What are the points of view of the refuge owner, the people using the refuge, those who object and those who do not mind?)

After 1 minute's preparation each group is asked to play the role of one of the categories. They may be allowed to choose these roles but the unchosen roles get distributed. One group only for each role. Then the role groups in turn give their assumed point of view. The other groups can comment but an argument or general discussion is not intended.

### Suggestions:

#### The refuge owner

- It is her house and she wants to do something to help people.
- The least contribution those around can make is to keep quiet.

#### The people using the refuge

- At a time of need and desperation it is a very welcome place to go.
- Those who are fortunate should not object.

#### Those who object

- There are proper places for refugees which should not be placed in a quiet residential district.
- There might be disease brought in.
- The children might be upset.
- The welfare system makes proper provision for such people.
- Such people should have worked harder when they could.

Those who do not mind

- It is the owner's business what she does with her house.
- It is good to help the unfortunate.
- There is no real disruption.
- Children should learn about another side of life.

## PROCESS

(see *Process section of student's notes (A)*)

(\* Discussion:

- Is it easy to see other viewpoints?
- Whose point of view is right if two points of view differ?
- If other people cannot see your point of view, should you bother about theirs?
- Why is it necessary to see someone else's viewpoints?
- Should your action be based on your own viewpoint or someone else's as well?)

Open discussion with the class as a whole acting as individuals rather than groups.

- Is it easy to see other viewpoints?
- Whose point of view is right if two points of view differ?
- If other people cannot see your point of view should you bother about theirs?
- Why is it necessary to see someone else's viewpoint?
- Should your action be based on your own viewpoint or someone else's as well?

## PRINCIPLES

(see *Principles section of student's notes (A)*)

(\* A. You ought to be able to see the other point of view whether you agree with it or not.

B. Every point of view may be right for the person holding it but not right enough to be imposed on others.

C. Different people have different positions, background, knowledge, interests, values, wants etc., so it is not surprising that in the same situation viewpoints may differ greatly.

D. Try to see whether the other person can see your viewpoint.

E. Be able to articulate the differences and similarities between viewpoints. )

The groups look at the list of principles given in the student workcards. They are asked to pick out the principle they think is most important. The groups can also be asked to criticise any one of the principles or to make up a principle of their own.

## PROJECT

(see *Project section of student's notes (B)*)

(\* 1.\*\* A lawyer is defending, in court, a man whom he believes to be guilty of stealing some money. What are the viewpoints of the lawyer, the judge, the accused man and the jury?

2. There is a plan to pull down some old houses and build modern apartments with wider roads in between them. What are the viewpoints of the planners, the architects, and the adults and children who live in the houses?

3.\*\* Many people talk about pollution, but clearing up the environment costs money. What are the viewpoints of the ordinary citizens, an environmental group, industrialists, the government?)

When only a single period is allowed for the lessons there will not be time for this section. The project items can be used as essay topics or given to the students to work on in their own time. In longer lessons the groups can work on a project item chosen by them or the teacher as described in the standard lesson format section.



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