



An Introduction to *Point of View*

Point of View is a creative and critical thinking strategy which helps students analyze how different people look at the same situation. Students learn to empathize and understand why people may have different points of view. This broadens perspective, and extends their ability to relate to others. Students also learn to control impulsive responses to ideas or opinions expressed by others.

ACTIVITY (time required: 30-60 minutes)

1. Explain to the class that they will use a strategy called “Think, Pair, Share” to begin their exploration of POINT OF VIEW. “Think, Pair, Share” allows students to express their own point of view, then articulate it to a partner, then share widely as a large group.
2. Have students take out a piece of paper to jot down some thoughts in preparation for a class discussion. (“Think”) Ask the question, “What makes school special?” While they are working silently, guide student thinking by presenting the question, “Why do you like this aspect of school so much?” Have students list 3-5 specific reasons.
3. Then have students turn to a neighbor and share their notes. (“Pair”) After students have had time to share their reasons, have a whole group discussion about what they talked about. (“Share”)
4. Ask students the following questions:
 - q. How many of you liked the same thing about school?
 - r. Even if you liked different things about school, did any of you have the same reasons listed?
 - s. Did anyone agree or disagree with their partner’s reasoning?
 - t. Have students share their responses about what is they like best about school.
5. Use the following simulation problem to begin a discussion about points of view: *There is too much noise in the cafeteria.* As a class, develop a list of the people who would have an opinion about the problem (for example, students, principal, cafeteria hostess, teacher, cook, parent, and custodian.)
6. Ask students to think independently about a statement each of these people might make. Let students’ role play the discussion of cafeteria noise using points of view of the identified people.
7. Have students to work with a partner or in small groups to discuss the meaning behind each statement and why each person had that particular point of view.
8. Finally, as a whole group, summarize the small group conversations and discuss the emotions different individuals might feel about the problem.