

What's in a Picture? - Perspective

EXPLANATION:

Using photos students analyse differing perspectives of the same view. Students are asked to share their perspective and compare their own 'smaller' views to others' perspectives and the 'bigger picture'. By viewing and listening to other interpretations of the same picture students can experience points of view and apply multiple perspectives – considering the whole picture!

YEAR LEVELS: Years 7–10

STUDENT GROUPING: Whole and small group activities

LINK TO CURRICULUM:

English: Sequence of content 7–10

Strand: Language

- Visual language (How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound).

Health and Physical Education: Sequence of content F–10

Strand: Personal, social and community health – Interacting with others

- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing/Investigate how empathy and ethical decision making contribute to respectful relationships.

See also Personal and Social Capability learning continuum sub elements:

- Appreciate diverse perspectives
- Develop reflective practice
- Become confident, resilient and adaptable.

SCOPE OF TASK

1. Gather the students together in a group. Share with them the introductory video from Corinne Hall (Cricketer, Captain of the Hobart Hurricanes). Corinne provides an overview of perspective and what it means to consider other points of view:



2. Call on 2 students to come up the front and tell them that they are going to look at part of a photo. Give the top half of a photo to each student. The whole group of students can see the parts of the photo, but the 2 students at the front of the class cannot. Ask each student to draw or describe the other half of the photo according to their own perspective.



2. Ask the students to share what they drew and how they perceived the rest of the photo. Compare the 2 students' viewpoints. Were they the same, similar or completely different? Why?
3. Show students the other half of the photo.
4. Question the students:

- Why might the drawings be different?
5. Discuss what perception is? Covering concepts such as:
 - How someone sees a situation
 - Someone's point of view is based on their personal experiences; their feelings about a situation; their opinions
 - How perceptions are determined.
 6. Ask students:
 - Why should we be aware of others' perspectives?
 - How does understanding other's perspectives assist us?
 7. Organise students into small groups of 3 – 4 students. Distribute half of a photograph to the members of each group (examples of photos in Resources section – but you can add photos that might be meaningful to your class). Have students draw what they think the rest of the photo might look like.
 8. Students in each group can then share their illustrations with each another. Engage students in discussion about the similarities and differences of their illustrations. Why did they draw the other half of the photo the way they did?
 9. Show students the other half of the photo and discuss how similar and different their views are to the original photo. Question students as to why there are differences in people perceptions?
 10. As a whole group ask a spokesperson from each group to share the outcomes of their groups activities and why they believe there have been different interpretations.
 11. Question the group:
 - What are some real-life situations in which you may experience different perspectives?
 - Why is seeing the whole picture important?
 12. In conclusion raise questions about how considering other perspectives can be helpful in life. Points to consider:
 - More respectful and valuing of others
 - Feeling of being valued and considered
 - Challenges in combining others' perspectives with your own
 - Assists in management of conflicts.

RESOURCES

- Pens
- Paper

Online video: The Kindness Curriculum- Perspective with Corinne Hall sourced from https://youtu.be/5pW8mU_oD5c



