

What's in a Picture? - Perspective

EXPLANATION:

Using photos, students analyze differing perspectives of the same view. Students are asked to share their perspectives and compare their own “smaller views” to others’ perspectives and to the “bigger picture.” By viewing and listening to other interpretations of the same picture, students can experience different points of view and apply multiple perspectives—considering the whole picture!

GRADE LEVELS: 7–10

STUDENT GROUPING: Whole and small group activities

ACTIVITY LENGTH: 30–40 minutes approx.

CASEL CORE COMPETENCY: *SOCIAL AWARENESS*

- Taking others’ perspectives
- Showing concern for the feelings of others
- You can learn more about the CASEL framework [here](#)

SCOPE OF TASK:

1. Call on two 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 both parts of the photo, but the two 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.

Sample Photo Top:



Sample Photo Bottom:



3. Ask the students to share what they drew and how they perceived the rest of the photo. Compare the two students' viewpoints. Were they the same, similar, or completely different? Why?
4. Show students the other half of the photo.
5. Question the students:
 - Why might the drawings be different?
6. Discuss what perception is, covering concepts such as:
 - How someone sees a situation
 - That someone's point of view is based on their personal experiences, their feelings about a situation, and their opinions
 - How perceptions are determined
7. Ask students:
 - Why should we be aware of others' perspectives?
 - How does understanding others' perspectives help us?
8. Organize students into small groups of 3–4 students. Distribute half of a photograph to the members of each group. (Examples of photos are in the Resources section, but you can substitute photos that might be meaningful to your class.) Have students draw what they think the rest of the photo might look like.

9. Students in each group can then share their illustrations with each other. Engage students in discussion about the similarities and differences in their illustrations. Why did they draw the other half of the photo the way they did?
10. 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's perceptions.
11. As a whole group, ask a spokesperson from each small group to share the outcomes of their groups' activities and why they believe there were different interpretations.
12. Question the group:
 - What are some real-life situations in which you may experience different perspectives?
 - Why is seeing the whole picture important?
13. In conclusion, raise questions about how considering other perspectives can be helpful in life. Points to consider include:
 - Becoming more respectful and valuing others
 - Encouraging feelings of being valued and considered
 - Assisting in management of conflicts
 - The challenges in combining others' perspectives with your own

RESOURCES:

- Pens
- Paper

Sample images:





