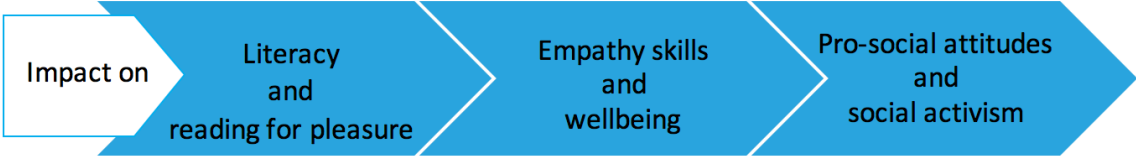


Triple win framework:
Simultaneously developing literacy, empathy
and social activism



Skills Storykit: Perspective taking

	<p>Daft Bat by Tony Ross and Jeanne Willis,</p> <p>They all saw a cat by Brendan Wenzel</p>	
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Aim
To help young children understand what it is like to take other people’s perspectives

Recommended age range: Key stage 1 and 2 years 1-3

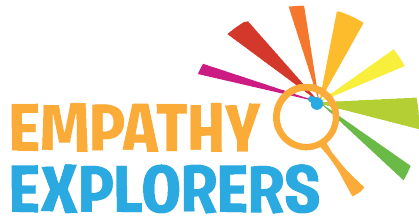
Introduction
These two picture books both tell stories about seeing the world from different perspectives.

In Daft Bat, the other animals all think that Bat is “daft” because he describes the world from his viewpoint – hanging upside down from a tree. They discount his view, until wise Owl suggests they all try seeing the world from Bat’s point of view. The animals all have a go and realise, Bat’s view is just a different way of seeing – no better and no worse than theirs.

In They all saw a cat, a child, a dog, a fish, a mouse, a bee, a bird, a flea, a snake, a skunk, a worm and a bat all see the same cat. But every character sees the cat in a different way – a scary predator, something to chase, something to stroke and cuddle. The story helps children understand that everyone’s perspective is different and that people can feel differently about the same thing. The story reassures the reader that it is okay to see the same thing from different perspectives.

The stories work together, teachers are encouraged to read Daft Bat to the class first to help them understand different viewpoints and do the linked activities with the class. Then read They all saw a cat and follow up with the linked activities to help children recognise that people can have different perspectives from them.

Daft Bat
Activities
1: Read the story to the children
<p>2: Looking at the world from the bat's perspective Show the children a large picture of a landscape or project it on to a screen. Ask the children to describe what they see. Then turn the picture upside down, so they are seeing the world as the bat sees it, ask children what they see – what is different - what would it feel like to see the world as the bat sees it?</p>
<p>3: Finding a perspective that is different from theirs Children are each asked to write or draw/find a picture of a food item or a past-time they don't like. They stick their word on a paper plate and stick a straw on the back of the plate so that they can hold their plate up. Then around a third of the class at a time are challenged to find someone from the whole class who does like that food or activity. When they have found someone, they discuss together what it is they do or don't like. Then to the whole class the pairs explain the other child's point of view</p> <p>E.g. Oliver and Tariq - Oliver might say "this is Tariq - He really loves bananas because he says they have a lovely taste" and Tariq says – "this is Oliver. He hates bananas because they are sometimes black inside"</p>
They all saw a cat
Activities
1: Read the story to the children
<p>2: People see the same thing very differently Children all take the role of one of the characters in the story a dog, a fish, a mouse, a bee, a bird, a flea, a snake, a skunk, a worm and a bat. (The same character can be played by more than one child) Children can make masks or dress up as the animals.</p> <p>Give the children a sheet of paper with the cat in the middle. They need to write on the paper how their character feels when they see the cat. Encourage the children to use more than one word</p> <p>(Alternatives to this are to have list of emotion words so that children can choose the emotion words that most reflect how the character feels.)</p> <p>Display the resulting pictures with the emotion words under an image of each character.</p> <p>Or run a drama session, one child dresses as the cat and the other children dressed as the other characters each say how they feel about seeing the cat.</p>
<p>3: Viewing a scene Take the children outside, maybe to a park or a busy street. Ask them to look at the scene and draw or describe the things that seem most important to them about the scene. As a group compare the drawings or answers – children will see that the same scene is seen differently by everyone</p>
Social action
<p>Sometimes people argue because they have different perspectives. There will be lots of different perspectives in school. Discuss with children how to make sure everyone's perspective is valued and accepted. Ask them to make posters for school corridors/reception area or to go into the school</p>



newsletter to help everyone in school and visitors understand different perspectives.

Empathy Storykits aim to help children understand other people through characters in stories. The texts are used as a springboard for discussion, activities and social action.

Primary Empathy skill supported by this Storykit

- Stronger ability to imagine, understand and reflect on other people's perspectives and feelings
- Wider vocabulary to recognise and share own and others' feelings
- Stronger empathic communication skills: deep listening and conversation
- More developed social values which turn feelings of empathy into moral actions in the home, school and community

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