

Activity #2: Points of View

This activity asks students to explore multiple perspectives in conflict scenarios in order to better understand characters from Outside, recognize how conflict occurs, and explore possible conflict resolutions.

Materials Needed:

Excerpts, Perspective Worksheets, Assessment Rubrics (Attached Document)

Instructional Procedures:

As an opening point for discussion, ask students how they react when someone refuses to listen to their opinion.

Assign each student a partner. To each pair, distribute two copies of the same dialogue excerpt and two copies of the Perspective Worksheet.

Ask students to read their dialogue excerpt together and then decide who will play each character.

Have students complete Part 1 of the worksheet: "Identifying the Conflict".

Ask students to read their excerpt again, assuming that the character they filled in for "Character A" is on the right side of the dispute. During this reading, students should use a tone of voice to make Character A sound reasonable and Character B sound unreasonable.

Have students complete Part 2 of the worksheet: "Character A's Perspective".

Ask students to read their excerpt again, this time assuming that the character they filled in for "Character B" is right. Students should use tone of voice to make Character B sound reasonable and Character A sound unreasonable.

Have students complete the Part 3 of the worksheet: "Character B's Perspective".

Still in their pairs, ask students to propose a possible solution to the conflict they have been working with.

Students may present this solution orally, in writing or in another manner agreed upon by the teacher.

After students have prepared their solutions, collect the Perspective Worksheets from each pair and any written solutions for assessment. Ask partners who chose to communicate their solutions orally to present. Reference the rubric for assessment.

As a discussion point for consolidation, ask students:

How can we communicate effectively to prevent misunderstandings and help other people understand our point of view?

In situations where our emotional reactions might make us respond harshly, what effect does tone of voice have on communication?

Suggest strategies we can use to prevent powerful emotions, such as anger, from negatively affecting our ability to communicate.

Can you think of any situations where high emotion can make communication more effective?

Activity #2: Points of View - Worksheets

Points of View - Excerpts

Excerpt #1

JEREMY: Intersex, though? I don't even know what intersex is.

KRYSTINA: So look it up.

JEREMY: Why don't you just tell me.

KRYSTINA: Because if you act in an immature or insensitive way I'll be really mad.

JEREMY: Why, are you intersex?

KRYSTINA: What did I just say about asking people!?

JEREMY: Yeah, but you're you...I mean...

Excerpt #2

JEREMY: I'm gonna barf now.

DANIEL: Don't, just, quick, fill out this form. (He hands him a form.) Or, just, write your message and I'll fill out the rest for you.

JEREMY: I want it to be anonymous though.

DANIEL: What? Why?

JEREMY: I don't want to, like, piss her off -

DANIEL: She'll be pissed off if she gets a rose and it's anonymous, I guarantee. It'd drive her mental.

JEREMY: But what if she doesn't like it, I mean?

DANIEL: I have a feeling she'll like it more if she knows it's from you.

JEREMY: Yeah?

DANIEL: Yeah, Bro. Seize the day. If I had someone I... had any sort of connection with, you wouldn't catch me being all anonymous about it. Man up.

Excerpt #3

DANIEL: Let me see it.

KRYSTINA: It's stupid, you don't want to see it.

DANIEL: What is it though? Tell me what it is.

KRYSTINA: It's just a...gross picture, it doesn't even look real.

DANIEL: What does it have to do with Mr. Johnston? (Beat) Krystina!

KRYSTINA: It's... it's fake. Photoshopped. You and him. I erased it right away. It's disgusting.

DANIEL: Who sent it?

KRYSTINA: Brianna, but she didn't make it-

DANIEL: WHO MADE IT??

KRYSTINA: I don't know, it's being passed around.

Excerpt #4

JEREMY: You gonna give people a chance, Krystina, or they gotta be perfect already?

KRYSTINA: Sure. If they own up. If they apologize.

JEREMY: Okay. Good luck with that.

KRYSTINA: Exactly.

JEREMY: I'm just saying we could maybe they act the way they do because they don't know another way. And we could maybe get them to think about stuff differently, but you have to give them a chance-

KRYSTINA: Are you really saying that, Jeremy!? Think about that day, okay? Just for a second and then... look at me and say that again-

Point of View – Perspectives Worksheet

Names:

Part 1: Identifying the Conflict

Who are the characters involved in your conflict?

Character A:

Character B:

What is the conflict about?

Part 2: Character A's Perspective

What does Character A want from Character B?

How does Character A feel about Character B's response? Why?

What are three reasons that Character A might feel in the right?

- 1.
- 2.
- 3.

What is one way that Character A tries to persuade Character B?

Part 3: Character B's Perspective

What does Character B want from Character A?

How does Character B feel about Character A's response? Why?

What are three reasons Character B might feel in the right?

- 1.
- 2.
- 3.

What is one way that Character B tries to persuade Character A?

Part 4: The Solution

Imagine that these two characters have come to you for advice regarding their argument. How would you suggest that they solve their conflict?

To be used for assessing the final product of the “Points of View” activity.

Remedial	Level 1	Level 2	Level 3	Level 4	Level 4+
Answers demonstrate lack of understanding of the text.	Answers demonstrate some understanding of the text.	Answers demonstrate a fair understanding of the text.	Answers demonstrate a solid understanding of the text.	Answers demonstrate an insightful understanding of the text.	Answers show exceptional insight into the conflict being examined.
Proposed solution fails to address the problem.	Proposed solution addresses the problem, but is impractical.	Proposed solution addresses the problem and has some practical elements.	Proposed solution addresses the problem and is practical and realistic.	Proposed solution addresses the problem and is practical and realistic, demonstrating critical thought.	Proposed solution addresses the problem, is realistic, and demonstrates a high degree of critical thought.
Ideas are consistently unclear. Assignment cannot be understood.	Ideas are occasionally conveyed clearly. Significant portions are difficult to interpret.	Ideas are sometimes clear. Parts of the assignment are difficult to interpret, but the overall product is understandable.	Ideas are usually conveyed clearly.	Ideas are consistently conveyed clearly.	Ideas are communicated with a high degree of effectiveness & exceptional clarity.
Work is incomplete to the point that it is insufficient for grading.	Work contains significant omissions.	Work is incomplete, but does not contain any significant omissions.	All work is complete.	All work is complete. e presentation of the solution is detailed.	Answers are thorough & presentation of the solution is thoughtful and detailed.
TOTAL					