

Learning to See From Different Perspectives

Lesson Objective:

- Students will explore different perspectives and develop empathy by understanding others' opinions.
- Students will use the S.T.A.R. (Stop, Think, Act, Reflect) strategy to work through disagreements.
- Students will practice showing appreciation for others' ideas using the "You're a Star" strategy.

Materials Needed:



- Copy of Chapter 3: Learning to See From Different Perspectives
- Whiteboard/Markers
- Paper and pencils
- S.T.A.R. Strategy Poster
- Lesson Handout
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Briefly discuss what it means to see something from a different perspective or to see something from someone else's point of view..

Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- "Good morning, everyone! Today, we're going to talk about something very important—*learning to see things from different perspectives*. " Wait for the children to settle.

2. Discussion Starter

- "Have you ever had a disagreement with a friend or family member, and you felt like they just didn't understand your point of view?"Wait for a few children to respond and acknowledge their answers.
- "That's totally normal! But learning to see things from others' perspectives can help us understand why people think and feel the way they do.Today, we're going to read Chapter 3 from *The Star Squad* and see how Ollie, Harriet, Buzz,

and their friends handle a disagreement. Let's see how they use some strategies we've talked about, like the S.T.A.R. strategy and showing appreciation for others' ideas."

Read the Chapter (15 minutes)

Story Time Outline:



- Read chapter 3 aloud
- Ask questions during key parts in the story.

Story Time Teacher Script:

1. Prepare the Students for the Story:

- "The third chapter in our novel *The Star Squad: Navigating Fifth Grade Adventures* is called "Learning to See From Different Perspectives" (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

2. Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments. Encourage students to listen carefully for moments when the characters show empathy or try to understand someone else's perspective.
- **Ask Questions:**
 - Why do you think Buzz wants recess to be longer?
 - What concerns does Sammy have about extending recess?
 - Why is Benny able to see both sides of the argument?
 - How does Mr. Jenkins suggest the students handle the disagreement?
 - What does Harriet realize after using the S.T.A.R. strategy to think about Sammy's point of view?
 - Why is empathy important when trying to understand someone else's perspective?
 - How do the characters use the "You're a Star" strategy to show appreciation for each other's ideas?
 - Why is it hard to agree on a solution when everyone has different opinions?
 - How does Maya feel about the debate, and what helps her feel more confident?
 - What common ground do the friends find in the end?

Chapter 3: Learning to See From Different Perspectives

It was the middle of October, and the fifth-grade class was buzzing with excitement. Mr. Jenkins had just announced the theme for the upcoming debate day: "Should recess be extended?" The students were asked to choose a side—either for or against—and prepare their arguments. While some students immediately gravitated toward one side, others were uncertain.

As Ollie, Harriet, Benny, Sammy, Buzz, Betty, and Maya gathered to discuss the topic, they realized they had differing opinions.

"I think recess should be longer," Buzz said confidently. "We'd have more time to play sports and relax before getting back to work."

Harriet nodded in agreement. "Yeah, recess is the best! If we had more time to play, it'd help us stay focused during class."

But Sammy, who had a different perspective, shook his head. "I'm not sure if that's a good idea. If recess is longer, we might have to cut down on other subjects, like art or science."

Benny, always steady, spoke thoughtfully. "I can see both sides. More recess could be fun, but we'd need to make sure it doesn't mean losing important learning time."

Maya hesitated, feeling uncertain. "I don't know... I can see why longer recess would be nice, but I also agree with Sammy. What if we don't get enough time for other things?"

As the debate heated up, it became clear that they didn't all agree. Mr. Jenkins noticed the growing tension and offered some advice. "Remember, this debate is not just about winning an argument," he said. "It's also about understanding why someone might feel differently than you do. To develop empathy, we need to see things from other people's perspectives, even if we don't agree."

Practicing Empathy with the S.T.A.R. Strategy

That afternoon, the friends gathered under their favorite tree, ready to discuss their different opinions more calmly. Ollie suggested they use the S.T.A.R. strategy to work through the conversation.

"Let's Stop and take a breath," he said. "I know we all have strong opinions about this, but it's important that we understand each other too."

The group took a moment to pause and collect their thoughts. Then, they moved on to the next step.

"Now, Think about why someone might have a different opinion," Ollie continued. "Try to put yourself in their shoes."

Harriet, who was very enthusiastic about longer recess, thought about Sammy's point. "I guess I can see how having less time for other subjects could be a problem. Not everyone loves recess as much as I do."

Buzz, still in favor of extended recess, considered Benny's balanced approach. "It's true... If we just add more recess without thinking about the schedule, it could mean less time for the subjects some people really enjoy."

Sammy, who was against extending recess, decided to think about why Buzz and Harriet felt so strongly about it. "I suppose more time to play and take breaks could help some kids stay focused. If recess is shorter, it might make it harder for some students to sit through long classes."

Maya spoke up, trying to see both sides. "I think it's good that we're talking about this because it helps us understand why we feel the way we do. It's not just about whether recess should be longer or not; it's about recognizing why some of us think it would help."

"You're a Star" Strategy to Show Appreciation

The friends realized they were making progress in understanding each other's perspectives. To help keep the conversation positive, they decided to use the "You're a Star" strategy, which they had learned about in fourth grade. This strategy was about acknowledging each other's strengths and showing appreciation.

"Sammy, you're a star for thinking about how changes could affect other subjects," Harriet said. "You're really good at seeing the bigger picture."

"And Buzz, you're a star for caring about everyone's need for a break," Benny added. "It shows that you're thinking about how we can all feel more energized."

Betty, who had been listening carefully, smiled. "I think everyone's a star for trying to understand different viewpoints. It's not always easy, but it's important."

The conversation continued, and as they used the S.T.A.R. and "You're a Star" strategies, they found that they were more open to each other's ideas.

Finding Common Ground

By the end of their discussion, the friends realized that even though they didn't all agree, they could find some common ground. They started brainstorming ideas that might work for everyone.

"What if we had more frequent, shorter breaks instead of one long recess?" Ollie suggested.

"That way, we'd still get a break but wouldn't have to cut down on other subjects."

Harriet nodded. "Or we could make recess a little longer on certain days, like Fridays, as a reward for finishing the week."

Buzz added, "Or maybe we could add some physical activities during class time, like quick exercises or movement breaks, to keep us energized."

Maya, feeling more confident, said, "I like the idea of having more breaks spread out during the day. That way, we get to rest without losing time for subjects like art and science."

Sammy and Benny agreed, and soon they had a list of ideas that balanced everyone's opinions. The friends felt proud of how they had handled the situation, using empathy to understand different perspectives and finding solutions that worked for everyone.

Reflecting on Empathy

The next day, Mr. Jenkins asked the class to reflect on the debate and share what they had learned. When it was their turn, Ollie spoke for the group.

"We realized that empathy is not just about agreeing with someone," he said. "It's about trying to understand why they think and feel the way they do. We found that when we practiced empathy, it helped us come up with ideas that worked for everyone."

Harriet added, "And using the S.T.A.R. strategy helped us stop and really think before we responded. It made a big difference."

Buzz nodded. "Plus, the 'You're a Star' strategy reminded us to appreciate each other's opinions, even when we didn't agree."

Mr. Jenkins smiled. "You've all shown that you understand what it means to develop social awareness. It's not about having the same opinion; it's about being able to understand where someone else is coming from. You did a great job finding common ground."

Moving Forward

As the friends walked out of class that day, they felt proud of how they had grown since last year. They were learning that empathy was a skill they could practice and that it made a big difference in how they handled disagreements.

"Being in fifth grade isn't just about learning new subjects," Maya said, smiling at her friends. "It's also about understanding each other and becoming better at working together."

"And with empathy, the S.T.A.R. strategy, and showing appreciation," Sammy added, "we're getting better at handling all kinds of situations."

The friends walked off together, knowing that their journey in fifth grade was about more than just schoolwork—it was also about growing as people and learning to understand and connect with each other.

3. Post-Chapter Teacher Script

- **Teacher:** "Well, learning to see from different perspectives, using the S.T.A.R. and You're A Star strategies seemed to really help Ollie and his friends."

4. Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- Have you ever disagreed with a friend about something like recess or a game? How did you handle it?
- Why is it important to stop and think before responding in a disagreement?
- How does thinking about someone else's perspective help solve problems?
- Why is showing appreciation for others' ideas important, even if you don't agree with them?
- Can you think of a time when you had to compromise on something with a friend or family member? How did it feel?
- What strategies from the chapter can help us when we face disagreements in class?
- How does empathy help us become better friends and classmates?
- Why is it important to listen carefully to other people's opinions, even if they're different from ours?
- How can using the S.T.A.R. strategy help us avoid getting upset during a disagreement?
- How does finding common ground make it easier to work together as a team?

Do an Activity (20 minutes)

- Students will practice taking different perspectives by participating in a mock debate about recess.

Activity: Debate Day: Practicing Different Perspectives (20 minutes)

1. Introduce Activity

- "Now that we've talked about the importance of understanding the perspectives of others, we're going to practice the technique of empathy that Ollie and his friends used by engaging in a small debate."
- **Debate Instructions**
 1. Divide the class into two groups: one group will argue for extending recess, and the other group will argue against it.
 2. Give students five minutes to work together to list reasons why they support their side of the debate. Provide the lesson handout.

3. Allow each group to present their arguments, encouraging them to use empathy to understand the other side. Provide these 10 empathetic statements student could use in a debate to show respect and consider the other side of the argument:

- **"I see where you're coming from, and I can understand why you feel that way."**
- **"You make a really good point, and I hadn't thought about it that way before."**
- **"Even though we have different opinions, I respect your perspective."**
- **"That's an interesting way to look at it. Can you tell me more about why you think that?"**
- **"I agree with part of what you said, and I'd like to add another perspective."**
- **"It sounds like this issue is really important to you, and I appreciate hearing your thoughts."**
- **"I can see how this could be helpful in some situations, but I think it might be different in others."**
- **"We may not agree completely, but I think we both want the best outcome."**
- **"Your idea makes a lot of sense in some ways. Here's another way to look at it."**
- **"I appreciate you sharing your thoughts, and I'm glad we can have this conversation respectfully."**

These statements help keep debates thoughtful, respectful, and open to different viewpoints.

4. After each side presents, bring the groups together and use the S.T.A.R. strategy to discuss how they can find common ground.



- **Reflection**



"That was a great debate, everyone! Now, let's think about how the S.T.A.R. strategy helped us. We stopped to listen to each side, thought about why someone might feel differently, and tried to act in a way that showed empathy. Did anyone change their mind after hearing the other side? How can we use what we learned today to handle disagreements in the future?"

- **Wrapping it Up**

- "Today, we learned that disagreements are a normal part of life, but how we handle them makes a big difference. We practiced seeing things from different perspectives and using the S.T.A.R. strategy to help us understand others. When we appreciate each other's ideas and work to find common ground, it helps us become better friends and classmates. I'm really proud of how you all worked together today!"

Wrap Up the Lesson (5 minutes)

1. Review and Reflection Overview:

- Review what they learned about the importance of seeing things from a different perspective.
- Ask a few children to share when this might help them.

Review and Reflection Teacher Script

1. **Gather in a Circle for Reflection:**



- "Let's all come back together in a circle."
- "I'd like a few of us in the class to share why understanding someone else's perspective might be useful. How can it help? ." Listen to a few responses and provide positive reinforcement.

2. **Closing**

- "Great job using the S.T.A.R strategy for something new - helping to understand others!"

Home Connection Letter

1. **Sending Information Home:**

- "Before you go, I have a letter for you to take home. It explains that we talked about the importance of trying to understand other's perspectives and how to use the S.T.A.R. strategy and the You're a Star as well.

- Hand out the letters as the children prepare to leave. “Great job, everyone! I’m so proud of how well you learned this new strategy.”

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.

Dear Parents/Guardians,

Today in class, we read a chapter from *The Star Squad: Navigating Fifth Grade Adventures* that focused on learning to see things from different perspectives. We practiced empathy by thinking about why others might feel differently than we do. We also used strategies like S.T.A.R. (Stop, Think, Act, Reflect) and the “You’re a Star” strategy to show appreciation for each other’s ideas during a mock debate.

Through this lesson, your child learned the importance of understanding others’ perspectives and how to handle disagreements respectfully. These are important life skills that we will continue to practice throughout the year!

Feel free to ask your child about the debate topic we discussed today, and encourage them to share how they practiced empathy and problem-solving in class.

Sincerely,

Recess should be longer/stay the same because...

