

Differing Points of View.

Learning Objective: To think about and explore the wants and needs of others and strengthen the ability to empathise

Success Criteria: To make a perspectives poster to show the different views of two story characters

Pupils Can.....	Describe how a character feels in the story
	Describe how a characters behaviour is linked to how they feel.
	Describe how different people may feel and how this may influence how they behave.



Points of view: The point of view, or *POV*, in a story is the narrator's position in the description of events, and comes from the Latin word, *punctum visus*, which literally means point sight. Points of view is the "eye" or narrative voice through which a story is told. When you write a story, you must decide who is telling the story, and to whom they are telling it. A story can be told from the first person, second person, third person point of view or third person point of view, omniscient. Writers use *POV* to express the personal emotions of either themselves or their characters. The first-person point of view is identified by singular pronouns such as; me, my, I, mine, and myself or plural first person pronouns like we, us, our, and ourselves. Second person point of view uses the pronoun "you" to address the reader. This narrative voice implies that the reader is either the protagonist or a character in the story and the events are happening to them. This point of view allows the author to limit a reader's perspective and control what information the reader knows. It is used to build interest and heighten suspense. Third-person objective. Third-person objective point of view has a neutral narrator that is not privy to characters' thoughts or feelings. Third person point of view, omniscient. The story is still about "he" or "she," but the narrator has full access to the thoughts and experiences of all characters in the story.

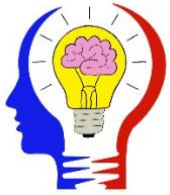
Differing perspectives: The same facts can have different meanings when seen from different perspectives. The perspective each person is based on their beliefs, past experiences, feelings and interpretations.



A Tale of Two Beasts by Fiona Robertson
Box People Pictures
Story mat/piece of material

If you want to act out the story then you will need: Small figure of a girl/ squirrel /trees/scarf/box/crayons/small bowl/hat and scarf/string/

Differing points of view sheet
Shoe pictures
Match the correct sentences to the characters. Worksheet.



Taster:

1. Read the book to the children. If you have, small figures you can ask someone to act it out on the story mat while you read it.
2. When you have finished pose the question "Who was lying in the story the girl or the squirrel?" Explore this concept with the children.
3. Introduce the term differing points of view.
4. Ask the question "What affects how we see and interpret situations?" Collect all their views and ideas as a mind map on the board.
5. Give the children the differing points of view sheet to complete in pairs or individually.



Mini Task:

1. Ask the children to work in pairs and choose a Box People picture. Ask them to:
 - i) Identify the emotion the Box Person is experiencing in the picture.
 - ii) Identify what they would benefit from someone doing.

Example: A Box Person is sad. What they would benefit from, someone giving them a hug/ asking them to play/asking if they can do anything to help.

2. Help children to think about the fact that we are all different, and what is helpful to one person may not be to another. We base what we do on our own experience. If we were sad, and someone gives us a hug and we feel better, we may think that everyone will feel better if they have a hug. This is not always the case, some people don't like hugs! Teach the children to verbalise what they see and ask what they can do. "I can see you are really upset. When I get upset I like a hug would you like one?" Ask children to come up with a range of scripts they might be able to use. Record them on the board. Create a display and observe and comment when you hear children using them. Try to model this yourself.



Main Task. Why they did what they did!

1. Lay out the shoes with the labels of who they belong to on the floor. You can use the shoes from characters in well-known fairy stories, or the children could draw their own shoes from a story they know.
2. Ask the children to work in pairs and to go and stand by one set of shoes.
3. Once they have chosen a pair of shoes they need to say what the person felt during the story (emotional) and why (reason) and what they then did linked to that feeling (behaviour)

Example: Shoes: Little Red Riding Hoods red boots: **Emotion:** Fear of being followed in the woods. **Reason:** The wolf was chasing her and she believed he wanted to eat her. **Behaviour:** Ran to safety at Grandma's house.

4. Once they have shared the emotion that the owner of the shoes felt, the reason and the behaviour they can then move onto the next one. You can make the activity a carousel type of game where you all move on together. Ask the children to try and choose a different emotion from the ones that have already been identified for each of the characters. This helps demonstrate that we all experience a range of emotions each day.

Example:

Little Red Riding Hood: Excitement at seeing Grandma/Fear at being followed/ Anxious about what might have happened to Grandma/Fear of the Wolf eating her/Relief at the Woodman arriving/Sadness at the wolf having to be killed.

5. Talk about the things they come up with as you move around the different shoes.
6. Ask the children to choose one of the stories and to write a post card from two different people in the story demonstrating different points of view.
7. Create an example together on the board to give some ideas of sentences:

Example: Cinderella. Postcard from the stepmother might contain how challenging she finds Cinderella's behaviour.

"You will never guess what she has gone and done now! Not only did she not complete all her chores but she is constantly rude sulky refusing to help clear up around the house or help her step sister."

"I am at my wits end with her. It seems like nothing I do is good enough. I have now told her if her chores are not completed she can not go to the ball."

Postcard from The Step Sister:

"I don't know what to do Mama is so upset all the time. Cinderella just keeps winding her up."

"Cinderella is now not coming to the ball. Mama told her that if she got her chores all done she could come but she hasn't. I don't know what she does all the time in the kitchen. Now she's spoilt everything. She is so selfish."



Differentiation

1. Only ask children with their hand up to answer a question. Very anxious children struggle with the fact they may be picked on.
2. Pair children with a learning partner who can support them in their groups.
3. Give easily understood Box People pictures to children who struggle with naming emotions.
5. Model how the shoe game is played.
6. Use the 'Match the correct sentence.' sheet for those children who need it.



Teacher Tools and Techniques	
Emotional Literacy	Sharing the different emotions of the characters
Developing Relationships	Working together in pairs
Self-Development	Making links between emotions and behaviours.
Skills for Learning	Understanding points of view for writing
The Brain Learning and Behaviour	The link between emotions and how we feel, what we think, and therefore how we behave.



PHSE Link

How to recognise what others might be feeling

How feelings can affect people's bodies and how they behave

Simple strategies to resolve arguments between friends positively

Differing Perspectives

Perspective Of:

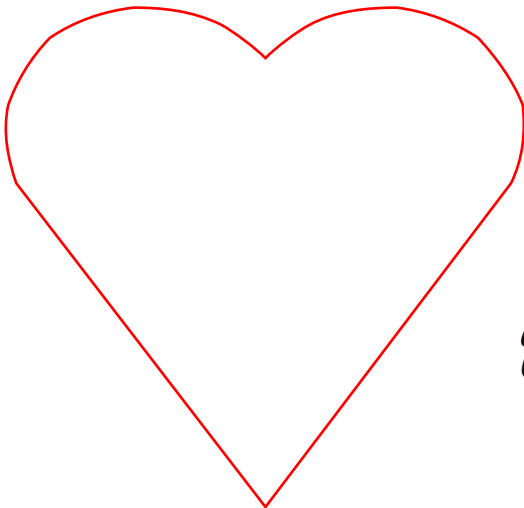
Perspective Of:



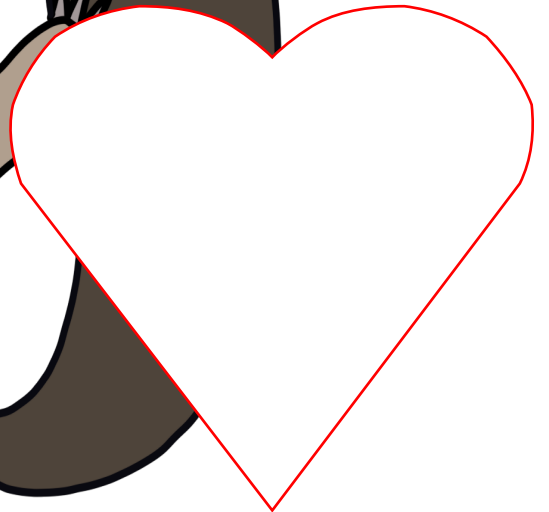
Thoughts



Thoughts



Feelings

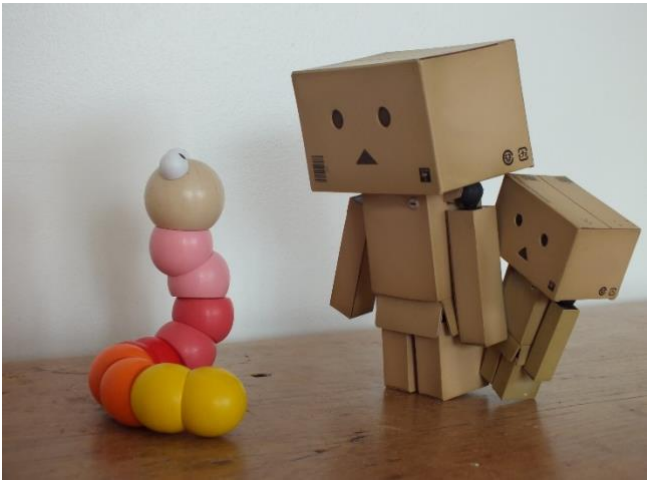
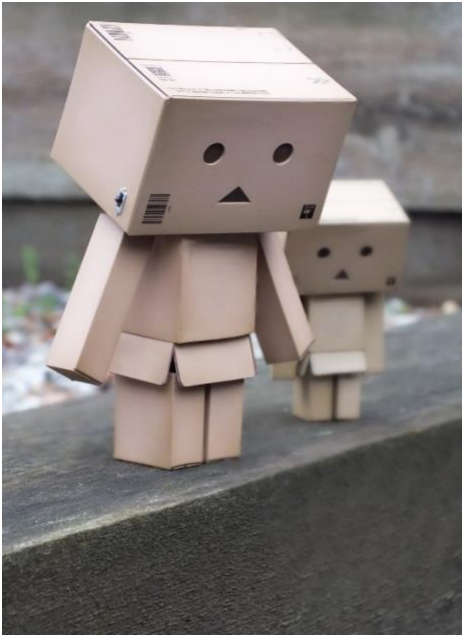


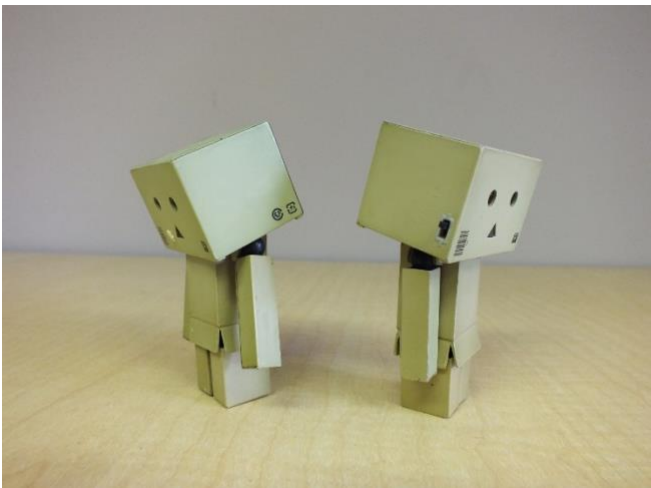
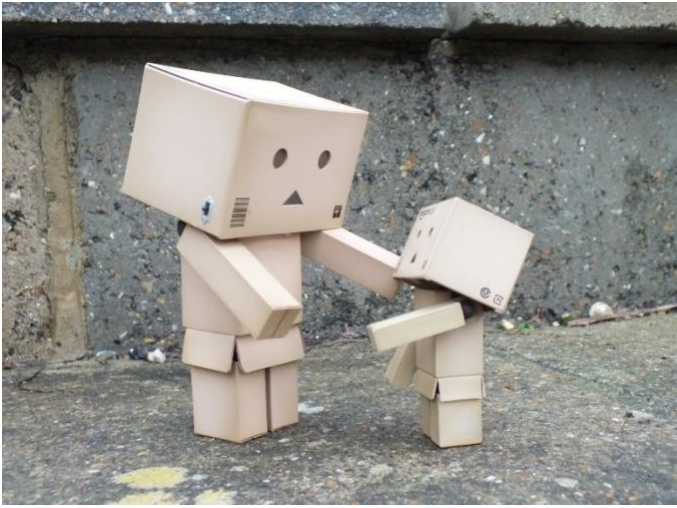
Feelings

Actions:

Actions:





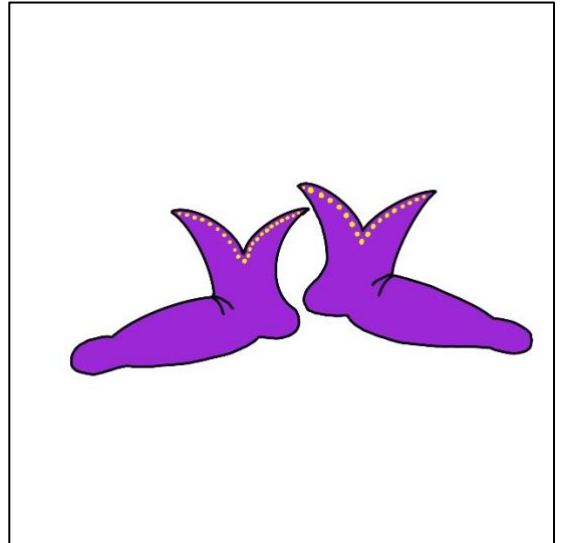




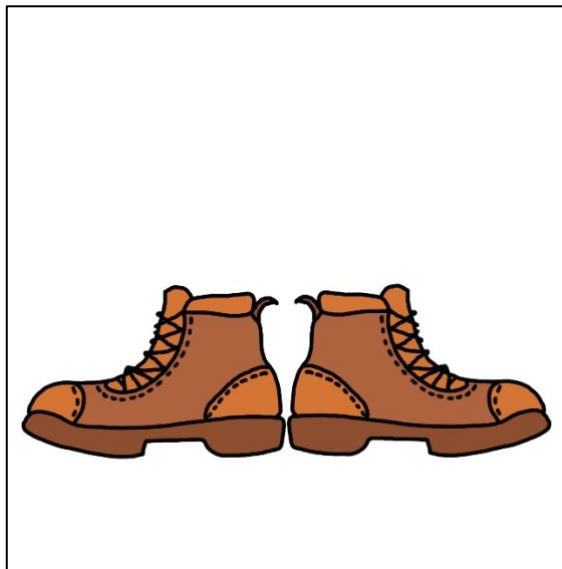
The Daughter



Rumpelstiltskin



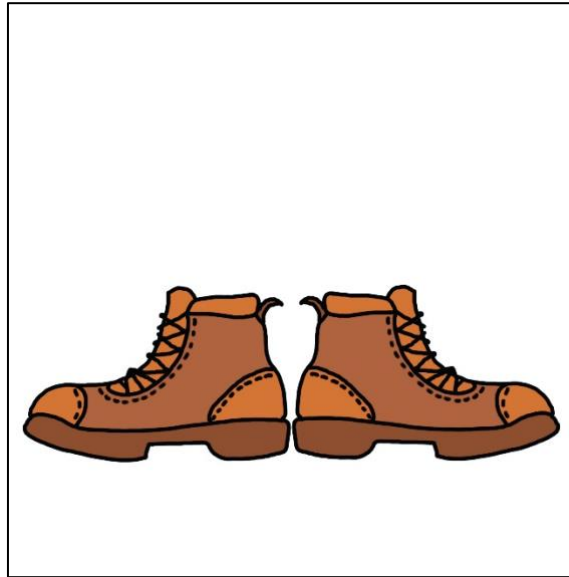
The King



The Father



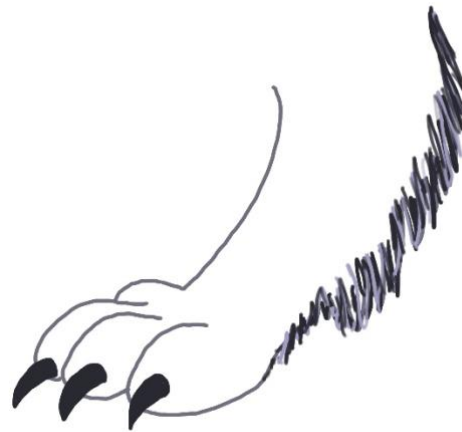
Little Red Riding
Hood



The Wood Cutter



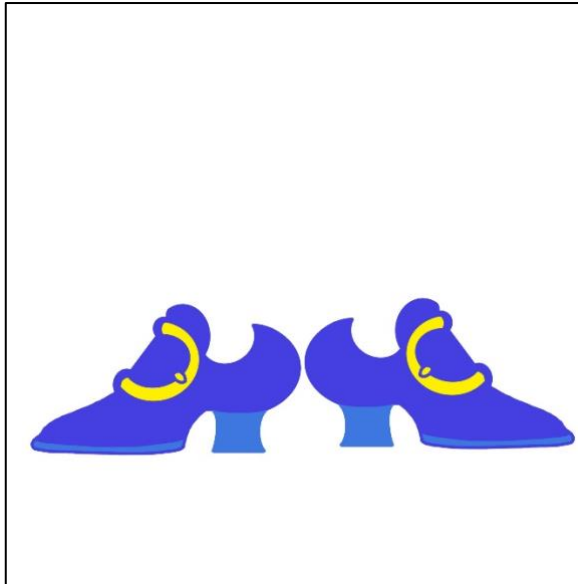
Grandma



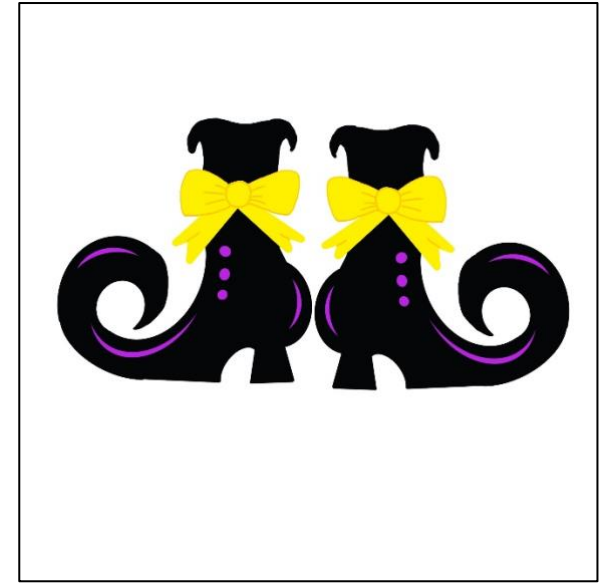
The Wolf



Cinderella



The Prince



Wicked
Stepmother



The Ugly Sister