

READY TO USE

NO
PREP!

LESSON 11

Ages 7-9

Perspective Taking

Maybe she's
mad at me...



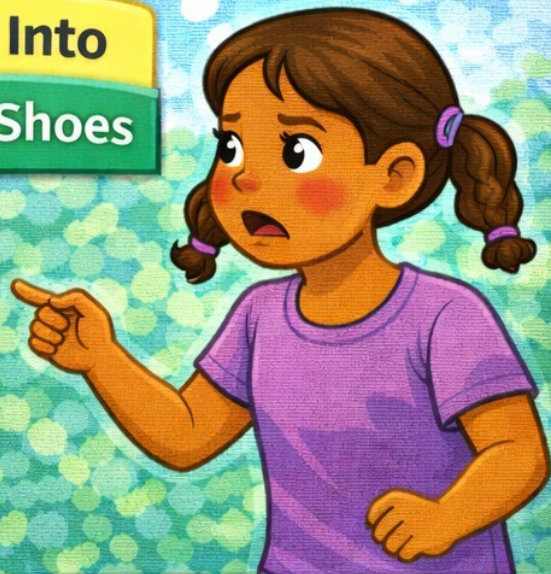
Maybe he's
ignoring me...



Step Into
Their Shoes



Flexible Thinking



Rigid Thinking

Lesson 11: Perspective Taking

Lesson 11: Perspective Taking

TEACHER GUIDE

Age: 7–9

Skill focus: Empathy, social awareness, flexible thinking

Time: 30–40 minutes

Lesson Goal

Children learn that the same situation can look different to different people. They practice noticing what another person might see, think, or care about, even when it is different from their own view.

Key Skills Supported

Perspective taking

Empathy & social awareness

Flexible thinking

Understanding intentions (not just actions)

Reducing misunderstandings in peer interactions

Materials Included

“My View / Their View” visual cards

Perspective Taking worksheet (picture-based)

Reflection Page: Different Points of View

Teacher Notes & Tips

Do not label emotions unless the child does first

Avoid phrases like “He feels sad” – prefer

“He might feel...” or “He could be thinking...”

If children disagree, normalize it:

“That’s okay – people notice different things.”

Real-Life Connection

Close the lesson with:

“Next time you feel upset with someone, you can pause and ask:

What might they be noticing that I’m not?”

Optional classroom mantra:

“Same situation – different view.”

Outcome

By the end of the lesson, children:

Understand that perspectives can differ

Practice noticing others’ viewpoints

Build empathy without pressure to “be right”

Lesson 11: Perspective Taking

STEP 1

● Warm-Up (5 minutes)

Teacher says (child-friendly):

“Have you ever thought something was unfair, but later realized the other person saw it differently?”

Explain briefly:

People notice different things

People care about different things

This doesn't mean someone is wrong – just different

Optional quick demo:

Hold an object and describe it from your angle

Ask a child what they see from their seat

● Main Activity 1: My View / Their View Cards (10–15 minutes)

Show one pair of images at a time.

Step 1: Look at “My View”

Ask:

“What does this child notice first?”

“What might they be thinking?”

“What seems important to them right now?”

Accept all reasonable answers.

Avoid correcting emotions or interpretations.

Step 2: Look at “Their View”

Ask:

“What is this child noticing?”

“Is their focus the same or different?”

“What might be important to them?”

Step 3: Compare

Ask:

“Are both children in the same situation?”

“Do they see it the same way?”

“Can both views be true at the same time?”

● Emphasize: Different does not mean wrong.

Lesson 11: Perspective Taking

STEP 2

● Main Activity 2: Perspective Taking Worksheet (10 minutes)

Children work individually or in pairs.

For each picture:

Read the questions aloud if needed

Encourage short answers, pointing, or verbal responses

Writing quality is not the focus

Support with prompts:

“What is this child looking at?”

“What might they care about right now?”

“What might they not notice?”

There are no right or wrong answers — the goal is thinking, not guessing feelings “correctly.”

● Reflection Page: Different Points of View (5–10 minutes)

Guide children through reflection.

Read each prompt aloud:

What was easy to notice?

What was tricky to notice?

Something that surprised me was...

Next time, I want to try to notice...

Children may:

Write

Draw

Dictate answers to the teacher

TEACHER NOTES

.....

MY VIEW



THEIR VIEW



MY VIEW



THEIR VIEW





Perspective Taking

Choose one picture or think of your own example.

What might two people notice or care about differently?



? What does this child notice?

? What might be important to them?



? What does this child notice?

? What might be important to them?



? What does this child notice?

? What might be important to them?



? What does this child notice?

? What might be important to them?



? What does this child notice?



? What does this child notice?



How can the same situation look different to two people?



Reflection Page

Different Points of View

Let's think about different points of view.

☐ What was easy to notice?

☐ What was tricky to notice?

☐ Something that surprised me was...

☐ Next time, I want to try to notice...



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