



Seeing from different perspectives

Adolescents explore other people's perspectives through writing.



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1/5

4/5

30 min



Activity Overview

Purpose

Role-play and write a letter to gain understanding of other people's perspectives.

Objectives

Adolescents will be able to:

- ▶ Explore other people's perspectives.

Competency domains

Empathy and respect; Problem solving and managing conflict.

Works well for

Adolescents who are ready to explore different people's perspectives.

Phase

Connecting.

Before

Adolescents should have already begun to explore the concepts of conflict and peace, through **Peace and conflict** and other activities. Use **Role Play** tool.

After

Adolescents can follow-up with activities that explore the concepts of conflict and conflict resolution. They can use their skills for seeing and thinking from different perspectives to explore how challenges and opportunities affect people in their communities, and as inspiration for arts and creative expression.

Preparation

None needed.



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1

Ask the adolescents to sit comfortably on the floor and give each of them a piece of paper and a pencil or pen.

2

Ask for two adolescent volunteers to perform a role play based on the following scenario:

Role play scenario: Two adolescents have just arrived in the community and don't know each other yet. One is very enthusiastic and friendly, and is excited to make friends. She likes to talk, and likes it when new people want to talk with her. When people are quiet around her she takes it as a sign that they don't find her interesting. The other adolescent is very quiet and respectful. She wants to make friends and to meet new people. It makes her feel comfortable when people are quiet and not too talkative, so she tries to be the same way. If someone is too talkative she thinks it's because they find her boring.

3

Give a cue for the adolescents to start the role play. They should start when the two adolescents meet for the first time. (Choose a location for the scenario where adolescents might meet and gather in their community.) Let them improvise for a few minutes and then give a cue to freeze the role play.

4

||| Facilitator says:

"Now, you are going to write a short letter from the perspectives of both of the girls in the role-play. Take your piece of paper and fold it down the middle lengthwise. On the left side, write a short letter from the point of view of the talkative girl about her interaction. Imagine that she is writing a letter to a friend from home. Your letter can start: Dear Zarah, Today I met another girl..." Give the adolescents a few minutes to write their letters.

5

||| Facilitator says:

"On the other side of the paper, you are going to write from the point of view of the quiet girl. Your letter can start: Dear Amina, Today I met another girl..." Give the adolescents a few minutes to write their letters.

6

When the adolescents have finished writing, ask for volunteers to read the letters from the talkative girl.

7

Discuss:

- ▶ How did the talkative girl see the other girl?
- ▶ How did she feel about the interaction?
- ▶ What did she remember?
- ▶ What was most important for her about the interaction?

8

Sharing and Take away

Ask for volunteers to read the letters they wrote from the quiet girl. Discuss the same questions from her point of view. (For example: **How did the quiet girl see the other girl?**)

9

Ask adolescents to write a letter from the point of view of someone else in their life.

10

||| Facilitator says:

"Trying to imagine what the world looks like from someone else's perspective can be challenging, but it is important for resolving conflicts. It is also a great skill to use when you are creating stories, drama or art."

"To practice, try to think of a recent moment when you and someone else had different perspectives about something. You can choose a time when you disagreed or argued with someone, or simply had a different opinion or experience. It could be a conversation you had with a parent, someone working in a shop, a friend, or anyone else."



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Explain:

When participants are ready, have them try to write a letter from the point of view of that other person and describe the situation. Give adolescents 10-20 minutes to write their letters

Ask for volunteers to read their letters out loud.

12

Discuss:

- ▶ Was it easy or hard to imagine the conversation from the point of view of the other person?
- ▶ Did writing about the conversation or interaction change the way you feel about it or remember it?

Do & Don't

- ✓ Allow the adolescents to answer the questions honestly. Some may find it easier than others to imagine or remember a conversation from another person's point of view. Some adolescents may find it changes their feelings about that conversation.
- ✓ Ask adolescents' permission to read their letters as they write them. Respect their preferences.
- ✓ Give adolescents a chance to show what they have written to you or others individually, if they want to share their work but don't want to read it aloud.
- ✗ Encourage adolescents to explore very difficult arguments or disagreements (unless they want to).

Adaptation

Low literacy: Instead of writing letters from the point of view of characters in this scenario, adolescents can prepare short monologues in which they say what they think each character might have thought during or after this dialogue.

Environment

Indoor or outdoor space.

Supplies

- ▶ At least one piece of writing paper.
- ▶ Pen or pencil for each adolescent.

Improvise

Adolescents can experiment with seeing the world from different perspectives in many ways. They can:

- ▶ Draw pictures from the point of view of different people or characters.
- ▶ Create stories by writing journal entries or letters from the point of view of different characters they invent or real people (such as historical figures).

Continue

Encourage adolescents to practice seeing the world from different perspectives. Repeat the activity with different scenarios so that adolescents can practice imagining more people's perspectives (if they want to).