



# Taking Perspectives: Views from Youth

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## Facilitator's Guide

### **Lesson Overview** (Grades 7-12)

Ethical participation starts with the development of specific ethical thinking skills. One of these skills is **perspective-taking—the ability to assume the points of view of a variety of actors in a given situation**. In this lesson, students are introduced to perspective-taking through reading a series of quotations from “digital youth” who use perspective taking when making decisions online. By understanding the perspectives of others, these youth make informed decisions about the best courses of action to take in tricky ethical situations.

### **New media literacies highlighted in this lesson:**

- **Negotiation**—the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.
- **Simulation**—the ability to interpret and construct dynamic models of real-world processes.

### **Learning Objectives**

#### **After this lesson, students should be able to:**

- Understand what perspective-taking entails (e.g. consideration of others' motivations and feelings, as well as how others may be impacted by a particular course of action).
- Articulate why perspective taking is a useful tool when making choices online (e.g., if done well, perspective-taking may prevent one from taking actions that could harm others).



## Materials Used

- “Youth Perspective-Taking Online” Worksheet

## Lesson Introduction

Ask the class to define “perspective.” List the different elements of their definitions. Other questions to ask: What does it mean to take someone’s point of view? How could taking others’ perspectives online be helpful? (List the class’s responses to this question on the board). **In today’s lesson, we are going to look at some real scenarios in which 4 young people used perspective-taking to help them make good decisions online about their participation with others.**

## Lesson Instructions

1. **Introduce** the lesson.
2. Have the class **read the sheet together**.
3. After reading, **ask the class the following questions** in relation to the four scenarios.

## Lesson Discussion Questions

1. Whose perspectives did [X] consider?
2. What parts of a perspective did [X] consider? Others’ feelings in this situation? Consequences to others? Other people’s motivations?
3. How did [X’s] ability to look at the situation from multiple points of view impact the outcome of the situation? Was perspective-taking beneficial to others? Did it harm others?
4. What are 2-3 things that you think people should consider when perspective-taking?
5. If [X] hadn’t taken others’ perspective, how would the outcome of the situation been different?

## Concluding Takeaways

From these examples, it is possible to see how taking the perspectives of others can help in decision making. Being able to take multiple points of view of stakeholders, as well as being able to see the situation from an impartial perspective taking, helped [X] make an informed decision. Think about how taking others’ points of view could help your online decision making.



## **Assessment**

**Through participation in class activities and discussions and/or answers to optional assessment questions, students should demonstrate they can:**

- Understand what perspective-taking entails (e.g. consideration of others' motivations and feelings, as well as how others may be impacted by a particular course of action).
- Articulate why perspective-taking is a useful tool when making choices online (e.g., if done well, perspective-taking may prevent one from taking actions that could harm others)

### **Assessment Questions (Optional)**

- Before you post something on a friend's Facebook wall (or a similar site), whose perspective could you consider? Think of at least 3 different people and consider what each person's perspective might be. How would you confirm that you're right?
- How could taking other people's perspectives be helpful when you're deciding what to post on someone's Facebook wall?



# Taking Perspectives: Views from Youth Quote Sheet

**NOTE:** *The following are quotations from youth interviewed by the GoodPlay Project.*

## **Trey:** Why does he edit Wikipedia?

### **How did you become interested in editing Wikipedia?**

I don't know. If I see something that's wrong, I'll say, oh, someone might get the wrong information, and I'll fix it. I think the same way that a lot of people probably do. If there's a completely wrong thing on there, I'll fix it, generally.

### **So, why do you feel the need to fix them?**

Because I feel the same way. I think if it was me. So, if someone comes on this page looking for information and there's wrong information, how are they going to feel? That might affect them in a bad way. And same thing, if I go to a page looking for information and there's incorrect information, I'll be affected in a negative way. So, I kind of think of paying it forward, almost.

## **Carlos:** Whom does he consider when commenting on Facebook?

### **When you post comments on other people's Facebook profiles, what do you think about? Do you think about how they might react? How others who read the comment might react?**

I think about both things—how others who see the comment will react and how the person I'm commenting to will react—and I adjust the message accordingly. I say, "What do I want to say to this person?" But I have to adjust it so that other people will interpret it the same way I meant it. But either way I'm thinking about both reactions.

**Ahmad:** Why does he play fairly in World of Warcraft?**Have you ever been in a situation that made you wonder about the right thing to do?**

Yeah. Actually, yes. Some of my guild members were in a group with me. It was me, two guild members, and two other people. And I was in charge of distributing loot, the items we'd won. And he had whispered to me privately so the other people couldn't hear, if this item is in the loot, give it to me no matter what the other person rolls. So, it was either give it to my friend and my partner [in the game], almost, or give it to whoever rolled it, whoever won it fairly.

**What did you decide to do?**

I gave it to the person who rolled fairly. I would have been mad if someone had done that to me. And it has happened before.

**Olivia:** What has she learned about other people from playing online games?**What would you say you've learned from your online activities over the years?**

I think that I've learned how to do things online, which will probably be useful more in the future... I think that it's helped me to understand other people by interacting with them more. And you kind of can't really judge anyone from how they look online.

**How does that affect your understanding of them?**

Well, I think that when you're at school, you kind of avoid people that look different from you because you think that they'll have different opinions and stuff. And online, you kind of interact with people even if they do look different. Role playing games have helped me, you know, understand people better. Because I can't see them, I have to kind of try and figure out their viewpoints, and be sensitive to them, when I decide to do something in the game. I have to consider them, kind of from the outside of what I think.