

PERSPECTIVE STORYTELLING

Grades: 3-5, 6-8

Suitable for Subjects: Language Arts, World Languages, Social Sciences, Arts, DEI (Diversity, Equity & Inclusion), Social-Emotional Learning

Global Competence Objective¹: Cultivate a disposition to understand multiple perspectives - others' and their own.

OVERVIEW

This activity calls for learners to tell a story imagining the perspective of a subject in a photograph, using the limited information presented in the image as well as any prior knowledge, understanding and perspectives of their own.

OTHER LEARNING OBJECTIVES

Students will:

- Practice "reading" images for a variety of contextual cues and meanings
- Use their imagination to develop connections and consider different perspectives
- Practice storytelling through writing, public speaking or acting

ACTIVITIES

1. Share a photo that includes children in it; for example, page 107 in **MOMENT** taken in San Miguel (Mexico) 2019. Have students identify and list out all the possible perspectives (points of view) embodied in that photograph, whether visible or implied.
2. Individual work or in teams. If in teams, divide students into teams of 2 or 3. Allow students to select a photo from **MOMENT** (or they can stay with the same one) that includes a child/children in it.
3. Instruct students to create a story of "what's happening in this photo." Students should prepare to write/tell/act out a story about it from one of the possible perspectives while embodying that person. Allow room for creativity; for instance, students can employ an interview style to present their stories. Use the following prompts as thought starters *OR* after the stories are created as a way to deepen the thinking and conversations around them.

Imagine and create the story of "what's happening in this photo"

- What happened that led to this moment?
- Who is/are the main character/s of the story? What might be their names?
- What are they doing?
- What are they thinking?
- What can they see, hear, feel...?
- What do they believe?

- What might be important for them at that moment?
 - Where might they be headed?
 - What might be some of their hopes and dreams?
 - What is the title of your story?
4. Have students present their stories to the rest of the class and discuss the possible different perspectives they could have if they were in that photograph themselves.
 5. Ask students:
 - What questions did this activity generate?
 - How might you go about exploring those topics?

VARIATIONS

1. To unpack potential biases and assumptions prior to creating stories - As part of step 1 above consider the following:
 - a. *For younger students* (start here, continue with b.) Have students simply say what they observe in the selected photograph.
 - b. *For older students* (start here): Have students identify and list all the possible perspectives (points of view) embodied in that photograph, whether visible or implied. (For example: the point of view of any person shown in the photo; the point of view of people that might be present in that moment, but are out of the frame; and the point of view of a bystander either at that moment or later as an observer of the photograph.)
 - c. *For all students*: Ask students what informs their observations and hold space for a discussion of possible assumptions or biases and where those assumptions may come from. Ask what additional information might they want to have before committing to those assumptions. Ask what questions might remain.

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1. Boix Mansilla, V. & Jackson A. (2011). *Educating for Global Competence: Preparing our Youth to Engage the World*. CCSSO-Asia Society. Available at: <http://asiasociety.org/files/book-globalcompetence.pdf>
2. Activity adapted to leverage "[Step Inside: Perceive, Know About, Care About](#)" Thinking Routine from Project Zero, Harvard Graduate School of Education