

PERCEIVE/ KNOW / CARE ABOUT
A routine for getting inside viewpoints

- Choose a person, object or element in an image or work of art, and imagine yourself inside that point of view. Consider:
 1. What can the person/thing **perceive** and **feel**?
 2. What might the person/thing **know about** or **believe**?
 3. What might the person/thing **care about**?

- Take on the character of the thing you've chosen and improvise a monologue. Speaking in the first person, talk about who/what you are and what you are experiencing.

WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE? This routine encourages perspective-taking and close looking through *projection*, a technique in which students project a persona into a person or thing in order to explore ideas from a new viewpoint.

WHEN AND WHERE CAN IT BE USED? Use the routine when you want students to see beyond the surface story and explore different viewpoints. Use it when you want to help students bring abstract concepts, pictures, or events to life. Because the routine involves empathic thinking, use it when you want students to make a personal connection to a topic.

TIPS FOR USING IT. It's natural for students to feel self-conscious before using this routine for the first time. The feeling usually passes quickly because the routine itself is so engaging. But you can help alleviate nervousness by emphasizing that the purpose of this routine is not to produce a polished performance but to use projection as a way of *thinking*—a way of exploring new ideas.

The routine can be used as a whole class, in small groups, in pairs, or solo as a writing assignment. Sometimes it's helpful to get started by asking students to brainstorm a list of the possible perspectives embodied in that picture or topic before choosing a particular point of view to talk from. When working in pairs or groups, students can help each other stay in character by addressing questions to the persona the student is embodying, rather than the student him or herself.