

## 2040 - Applying Point of View



Name \_\_\_\_\_

Class \_\_\_\_\_

### Teaching Sequence

**Work through this resource material in the following sequence:**

10 minutes – Part A: Understanding Point of View

10 minutes – Part B: Applying Knowledge to Written Text

25 minutes – Part C: Pros and Cons of POVs

20 minutes – Part D: Your 2040 Vision

5 minutes – Reflection

### Part A: Understanding Point of View

In this activity, students will consider the different points of view that stories can be told from: 1st, 2nd, and 3rd person.

#### Step 1.

Begin the lesson by writing the following statements on the board:

- *I stole the jewellery.*
- *You stole the jewellery!*
- *That woman stole the jewellery.*

Give each student a copy of the Student Worksheet. Tell them they have 2 minutes to draw three pictures that individually depict each of the statements. Remind students that the pictures need to all be different - we should be able to clearly see which picture matches with each statement. If students are struggling, suggest that they may want to use thought bubbles, speech bubbles or stick figures.

Once complete, circulate amongst the class to find clear examples of pictures that show the different point of views. Good pictures should visually represent that each sentence is from a different point of view. For example:

- *I stole the jewellery* - a person with a thought bubble, a person with the jewellery on and handcuffs, a person with a speech bubble.
- *You stole the jewellery* - two people in the image with one clearly talking to the other, or a person on the phone, or a person pointing.
- *That woman stole the jewellery* - may be similar to the first but with three people.

## **Step 2.**

Now invite students to team up with a partner and to share their drawings. As they share, invite students to discuss the following questions (also available on the Student Worksheet):

- How are the statements different?
- What did you include in each picture to show the difference between the statements?
- What did you find challenging about visually depicting these statements? How did you attempt to address these challenges?

Allow students several minutes to discuss and share their ideas.

## **Step 3.**

Once complete, write the following terms on the board; 'first person', 'second person' and 'third person'. Invite students to suggest if they know which term fits with which statement. The correct answers are as follows:

- *I stole the jewellery* - First person
- *You stole the jewellery!* - Second person
- *That woman stole the jewellery* - Third person

#### Step 4.

Explain to students, or elicit an explanation, of the three distinct points of view. Ask for keywords that we might look for to find a point of view. Students should write these down in the table provided on their Student Worksheets. Invite students to develop some examples of each point of view and to record these in the table provided.

## Part B: Applying Knowledge to Written Text

#### Step 1.

Explain to students that they will now explore point of view through the lens of climate change. Invite them to navigate to the table like the one below available on the Student Worksheet. Explain that the table includes three headlines about climate change, written using three different points of view. Ask students to work independently to complete Columns B and C columns in their tables on the Student Worksheet. Answers are provided below:

Column A. Headline	Column B. Point of View	Column C. Predict the type of story and information included
<i>Climate change: yes, your individual action does make a difference</i>	Second (2nd)	- telling the reader how to be more environmentally friendly - tips
<i>Climate change activists prepare traffic blockades across London</i>	Third (3rd)	- information about climate change activists
<i>Is eating vegan really the best diet for the planet? I tried it for a month</i>	First (1st)	- talking about when the person was vegan - sharing personal thoughts and opinions

Once complete, invite students to compare their answers with their partner, making amendments where necessary.

## Step 2.

You can then facilitate a brief class discussion about what students predicted each headline might be about and use the answers in the table above to clarify any concerns or confusions.

## Part C: Pros and Cons of POVs

### Step 1.

Explain to the class that they will now be watching some clips about climate change that use different points of view at different times. Before you watch, invite students to predict which points of view will get used the most, and why they think that. Consider recording predictions on the board.

**NOTE: Prediction is a high impact literacy strategy, and making predictions - whether they are correct or not - will help students engage with the text and comprehend it more fully.**

### Step 2.

Watch the first clip:



**Video One:** [2040 - Children's Solutions](#) Password: 2040\_EDU

Once complete, explain to students that they now need to identify the places where point of view is used in the clip. This table on the Student Worksheet, provides a couple of suggested answers for First Person point of view.

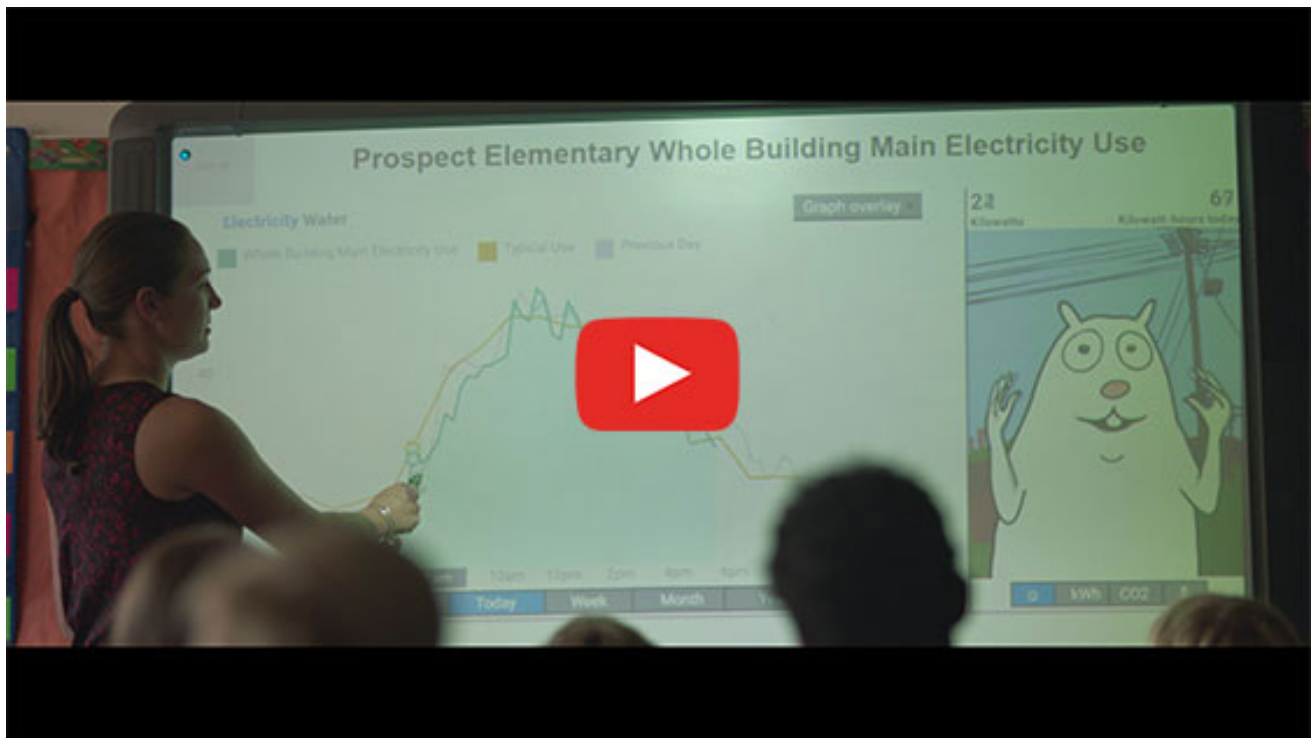


**If students need support, work as a class to complete the example of First Person (Column B). Students can then work independently to complete Column C.**

Column A. POV being used	Column B. First Person (1st)	Column C. Second Person (2nd)
<b>When it was used</b>	Children explaining their ideas of what they wanted to see  (Most of the video)	(Timing: 1.46)  Child explaining that someone could go from Melbourne to France:  “So you’re in Melbourne and you’re dying for a proper French croissant.”
<b>How I know (words used)</b>	“I’d like to see” “I want” “I like...” “We..”	“You’re in Melbourne..”  “You’re dying..”
<b>Strengths</b>	Shows the personal hopes and dreams of the children	Engage the audience in the situation
<b>Weaknesses</b>	Doesn’t necessarily relate to the audience or involve them	They might not relate  Could be confusing

### Step 3.

Show this second clip and repeat the exercise. In this clip, students will also need to be looking for examples where the Third Person point of view is used. The table below includes suggested answers:



Video Two: [2040 - A Vision](#) Password: 2040\_EDU

**Teacher note:** The point of view changes regularly in this video. Rather than looking for a time stamp, look for examples where the narrator (Damon) adopts different points of view.

Column A. POV being used	Column B. First Person (1st)	Column C. Second Person (2nd)	Column D. Third Person (3rd)
When it was used	To describe Damon's hopes	To explain to Velvet what she might be doing in 2040  Helena uses it to talk directly to the viewer about solutions	Describe other people's lives in  Imagined newsreader uses it
How I know (words used)	"I did make up"  "My hope"  "I have discovered"  "This was my story..."	"Imagine Velvet..you and your cool group of friends."  "Your story may be completely different.."  "What's your 2040?"  "You actually do have influence"	"Big banks continue to take a hit"  "Stockholm who collect their residents' food waste..."
Strengths	Adds fun and imagination - Damon's personal ideas	Reflects Damon's connection to his daughter  Engages the audience in the	Explains ideas not related to Damon or his daughter  Provides a more objective point



		solutions and ideas  Directly addresses audience	of view (not personal)
<b>Weaknesses</b>	<p>Very personally focused - not always appropriate</p> <p>Limits to Damon's perspective or the child's perspective</p>	<p>Doesn't always fit the ideas Damon wants to express</p> <p>Could be awkward to use to explain all the ideas</p>	<p>More formal, feels less personal</p>

#### Step 4.

Once complete, invite students to reflect on the visions for 2040 shared in the texts using the following prompts on the Student Worksheet:

- Something I'd never thought about before
- Something that would make life more fun
- Something that would make life easier
- Other ideas I liked

## Part D: Your 2040 Vision

#### Step 1.

Explain to students that they are now going to write about their own vision for 2040. First, encourage students to brainstorm their answers to the following questions (also available on the Student Worksheet):

- How old will you be in 2040?
- Which point/s of view will you use?
- What are the main experiences you will focus on?
- What ideas will you surprise your audience with?
- What will remain the same about life in your vision of 2040?

## Step 2.

Next, invite students to begin writing. If students want to extend themselves they should try writing about their vision from at least two different POVs. If students are struggling to start, you can use these prompts:

### **First Person - Getting to work in 2040**

I am going to.... I get there by... It is... I want to...

### **2nd Person - A weekend in 2040**

You wake up on a Saturday morning on the 1st of January 2040. You are...

Today you will..

### **3rd person - Cooking in 2040**

Nigella is a famous cook in 2040.

She starts her day by.... She shops at...

Nigella loves eating...

## Step 3.

Invite students to swap their vision for 2040 with a partner and provide feedback on each others' ideas. Use these sentence starters to prompt ideas.

- I liked your idea of...
- I want to know more about...
- When you used the \_\_\_\_\_ person point of view, I felt....



**Allow your students a set amount of time to write to keep them motivated. You might like to allow them to continue developing their ideas after receiving feedback. This can be done at home or the next time they have class.**

## Reflection

Ask students to work independently to reflect on the lesson and on the feedback they received. They will answer these questions on their worksheet:

- What was challenging about using different points of view?
- Which idea do you most hope to see happen in 2040?

## Differentiated Learning

**Extension** - Students can turn their vision into a short series of social media posts or 'episodes', with images and captions, utilising all the points of views at different stages. They can use the hashtag #whatsyour2040 to share their vision with others.

**Provisions for Learning Support** - Students could use a [comic strip template](#) to create a visual vision of 2040.

## Teacher Reflection

**Take this opportunity to reflect on your own teaching:**

- What did you learn about your teaching today?
- What worked well?
- What didn't work so well?
- What would you share?
- Where to next?
- How are you going to get there?

## What's Your 2040?

Record your students' work in their communities with the hashtag #whatsyour2040 and share their visions in the '2040: [The Regeneration' Facebook Group](#).

The 2040 crew would love to see your classs' work.

These lessons have been created in partnership with

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