



## Session Three: Misperceiving Reality & Tunnel Vision

### Welcome

- Review:
  - Who can remember the self-defeating behavior pattern we talked about last week?
  - Encourage kids to define displacement
  - Ask if anyone engaged in or witnessed displacement over the week.
    - What was the situation?
    - What were the consequences?

### Icebreaker activity: Assumptions

- Ask a volunteer to explain the term "Assumptions."
- Begin a discussion about why assumptions are made in the first place. Include these points:
  - Sometimes people assume things will happen the way they have happened before.
    - E.g. "I got in trouble for that last week. I assume I will get in trouble again if I admit what I did."
  - Sometimes people assume others will feel the same way they do/react in the same way they would react, etc.
    - E.g. "I'll bet Freddy was so mad, he probably punched Darnel in the face when he found out."
- Make the point that sometimes assumptions are correct...and sometimes they are not!
- After reading each of the phrases below aloud, one at a time, ask group members to volunteer possible reasons why the person is doing what (s)he is doing. Solicit at least three possible conclusions for each phrase.
  - **Amy has her head down on the desk and won't talk to anyone.**
  - **Chris just slammed his locker so hard, I could hear it from all the way down the hall.**
  - **Freddy hit Darnel.**
  - **Gabriella is walking into the Principal's office.**
  - **Mr. Bridges asked to speak with Ty after group is over.**
- Discussion:
  - Why did different people come up with different conclusions?



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- In real life, do people come to situations with different frames of reference? How does this effect the assumptions they make about the same situation?
- How do assumptions effect your thoughts and feelings on a daily basis?
- What do you need to know before you can draw an accurate conclusion about an event?
- What can you do to find out that information?
- Has anyone ever made an incorrect assumption about you?
- Have you ever made an incorrect assumption that ended up causing a problem for you or someone else?
- If so, how did you "fix" that situation?
- Though there are many suggested questions and discussion points for this activity, keep it mind that it is only intended as the "Icebreaker" for the session. Try to keep the pace quick and the discussion to around 10 minutes of your time, so that you can focus on the other planned activities.

### **The Reality Rub**

- *Read or act out a "Reality Rub" case scenario (attached)*
  - Ask clients to identify "what went wrong" for the client in the scenario
  - If participants struggle to identify the self-defeating behavior, help them to recognize it.
  - Handbook includes guided questions about each person's perspective in the scenario.

### **Group Discussion on Perception**

- Use the Gestalt image of the young woman/old woman, in the Group Handbook
- When you show the image(s), ask for volunteers to tell you what they see. Most kids will only see either the old woman or the young woman; a few will be able to see both.
- Ask for a volunteer who sees both to come forward and teach those who only see one image to PERCEIVE the other. You may have to repeat this several times.



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- Advanced Participants:
  - As a variation, the facilitator may want to look online for a current Blog site that shows several different Bloggers taking multiple perspectives on a single issue.
  - The Facilitator should read the issue/topic aloud and then ask for volunteers to read various Blog responses.
  - Before the group, the facilitator should print out the series of Blog responses and have each response that will be shared on a different piece of paper, so that each volunteer can have their own copy to read aloud to the group.
  - Since many Bloggers take liberties in their self-expression, the facilitator should take care to find a topic that is suitable for the group, but this could be a fun, relevant, and always timely way to illustrate how in real life, people have multiple, different, and intense perspectives on the same events.
- Younger Participants:
  - The Group Handbook includes a page in which participants are asked to draw a picture that can be seen in two different ways. Participants are asked to share their drawings with others in the group and learn firsthand how different viewers see the same picture differently.
- The takeaway lessons for both advanced and younger participants are that:
  - People perceive things differently. Two people may see a single picture or incident completely differently and yet both may be correct, depending on their PERSPECTIVE.
  - When you have a different way of looking at something than a staff person, a teacher, a parent or a peer, this doesn't mean that either of you is necessarily wrong. It just means you both could benefit from spending some time understanding the other person's perspective and accepting that their point of view is valid.
  - This requires that you be able to stay calm and talk about your point of view in words, before getting upset and shutting down or having an outburst.
  - It also requires that you listen to the other person's point of view patiently and with an open-mind.
  - Remember, we all come from different places and upbringings and it's very common for all people—kids and adults—to see things in a different ways.
- It may help to talk about other examples, like how two eyewitnesses to a car accident may remember things completely differently when recalling details to the police.



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- Ask: What are some of the reasons that 2 eyewitnesses may remember the accident differently? Encourage answers such as:
  - They might have been standing at different angles. Proximity and perspective impacts how we view and recall events.
  - They might have known one or both of the drivers and the stress of their friend being hurt may have changed their perspective. Emphasize that stress often effects how we perceive things.
  - The police might not ask for their story for several days. Time impacts how well we remember details of an event.
  - They might have been in a car accident themselves and mixed up the memories of their own accident with this one. Personal experience effects how we think about things.
- Ask the kids to talk about any personal examples of problem incidents that resulted from different perceptions.

### **Point of view role plays (attached)**

- Reiterate that many times the conflicts that we are involved in result from experiencing things in a different way from another person. To see how this works, we are going to do some role plays.
- Ask two volunteers to read the "messy room" role play scene. Discuss the scene briefly with each person to make sure they understand how to play their assigned role.
- Instruct them to begin acting out an argument in front of the group. When it begins to get heated, ask each person (still in character) how they are feeling.
- Discuss with the group:
  - How was Carlos feeling?
  - What was his point of view?
  - What does he want?
  - What is his mother's point of view?
  - How is she feeling?
  - What does she want?
- Repeat this with the other role-plays, as time permits.
- Process each one thoroughly



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- If time permits, an interesting alteration for this activity is to have the pairs of kids begin to act out each role play, halt them for the discussion described above, and then re-start, now switching who played which role.
  - The follow-up discussion should be how switching perspectives can provide a new understanding and emotional connection to the other perspective.
  - The concept of “walking a mile in someone else’s shoes” should be discussed, as adults encourage kids to try to take their opponent’s perspective on an issue the next time they find themselves on opposing sides of a conflict.
- Encourage individuals to come up with an original scenario that involves two valid perspectives. Let them know that it can be a real scenario or one that they make up.
- Encourage volunteers to read their scenarios aloud to the group

### Journal

- Topic for Advanced Participants:
  - *Use this space to journal about a time in your life when you had a problem because you saw things from a completely different perspective than someone else. What was your point of view? What did you want? How did you feel? What was the other person’s point of view? How did they feel? Did you feel any differently after you tried to see the situation from their perspective?*
- Topic for Younger Participants:
  - *Use this space to draw about a time in your life when you had a problem because you saw things from a completely different perspective than someone else. What was your point of view? What did you want? How did you feel? What was the other person’s point of view? How did they feel? Did you feel any differently after you tried to see the situation from their perspective?*

### Conclusion

- Ask for client volunteers to name one thing they learned today.
  - Encourage as many answers as possible.
  - Emphasize that just as multiple perspectives are valid for a single incident, different kids take away different ideas from group.
- Preview agenda for next week



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### **Misperception of Reality/Tunnel Vision Case Scenario**

*Choose one or more of the following brief scenarios to read to kids, to illustrate misperception of reality or tunnel vision. In addition or instead, adults may choose to act out a scenario in front of the kids. Whether you read or act, however, be sure to select a scenario(s) that kids will understand and be able to relate to, but not one that will make any individual child feel singled out or "exposed."*

#### **Scenario 1:**

Tony can't understand why Jim is so upset. He thought it would be funny if he pulled the chair out from under Jim as he sat down for the group. When Jim got up off the ground and punched him, Tony thought Jim was over-reacting and should be severely consequence by staff.

*(STAFF NOTE: In the discussion, staff should emphasize that while Jim's behavior should not be condoned or tolerated, the lesson for Tony to learn is that he was only seeing one part of the reality—the fact that he got punched. He was not seeing the whole reality of the situation which was that his actions (pulling the chair out) led up Jim's unacceptable reaction.)*

#### **Scenario 2:**

Devon did not fulfill the week-long contract he made with his counselor and therefore is not allowed to attend the off-grounds trip on Friday. He had been receiving daily feedback from his counselor and is bright enough to understand that he did not meet the expectations of the contract. Yet, he is angry and resentful at the end of the week and says "You never let me do anything. I hate you. I hate this place. I'll never be able to go off-grounds." Devon's faulty conclusion is that his counselor set him up for failure.

#### **Scenario 3:**

Ms. Johnson tells the class to walk in line to the gym. Sean, who is first in line, sets a pace so fast that no one can keep up with him. When Ms. Johnson removes him as the line leader, he is angry and non-compliant and insists that he wasn't doing anything wrong. In reality, Sean knew exactly what was expected of him as the line leader and was testing Ms. Johnson's limits.



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### Point of View Role Plays

Staff Instructions: Cut out the individual scenarios below. Have kids work in pairs to read and either act out or think through the paired scenarios, to illustrate the concept of individual perception.

#### Role Play #1:

##### Carlos

Your bedroom is messy. Some of your comic books are lying around. You are in the process of going through them because you want to show a few pictures to your Counselor. You also have a game on your floor that you started to play with your roommate. You want the game to remain there so that you and your roommate can finish it later.

##### Counselor

The bedroom is messy. Carlos' comic books and game are lying on the floor. You want the room to be organized because that is the standard. You think that having Carlos' things on the floor violates this standard. You think Carlos should pick up after himself and start obeying the rules.

#### Role Play #2:

##### Joanne

Your foster parents insist that you be in the house by 8 pm every night. The weather is warm and it stays light outside until 8:30 pm. Your friends are allowed to stay out until the sun goes down and you want to be able to stay with your friends.

##### Joanne's foster Mom or Dad

The rule is that Joanne must be in the house by 8 pm. You are concerned that it is not safe for her to be out after 8 pm. You know that Joanne is often grumpy if she does not get enough sleep, so you feel it's important that she come in early enough to get to bed by 9 pm.



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### **Role Play #3:**

#### **Jason**

You are talking to a peer about where you want to go for this afternoon's activity at the same time that a Recreation staff person is giving directions for this morning's kickball game. Later on, the Rec. staff tells you he is going to contact your unit staff and discuss your behavior with them. You are mad because you think the Rec. staff is always singling you out and trying to take your activity away from you. Other kids talk, you say, and the Rec. staff doesn't do anything about it!

#### **Recreation staff person**

When you were giving fielding assignments to a group of 16 kids for a kickball game, Jason was talking instead of listening. You see Jason talking often. When you ask the kids to take the field with their team, Jason says he doesn't know what position he's playing. When you tell him that he's in the outfield, he gets mad and says he wanted to play 2<sup>nd</sup> base. He says it's not fair that he didn't get to choose his own position.

### **Role Play #4:**

#### **Sarah**

You wear jeans to school that have slashes cut in them and patches. You think it's a neat style. Your teacher says you're not allowed in school in those rags.

#### **Sarah's Teacher**

You think students should be dressed neatly for school. You went to a parochial school where students wore uniforms and you liked this system. You are responsible for maintaining the school dress code standards that do not permit torn jeans.



# Perception

## Think About It:

What is the first person's point of view in this scenario?

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How does the other person see things?

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What do you think about the situation?

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*People perceive things differently. Two people may see a single situation completely differently, and yet both be correct, depending on their perspective. This part of LSCI teaches the benefits of understanding and accepting different points of view.*



What do you see?

## Perception

**What can you do when your point of view is completely different from someone else's?**

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**What are some of the reasons that two different people may view the exact same situation in completely different ways?**

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# Journal

Use this space to journal about a time in your life when you had a problem because you saw things from a completely different perspective than someone else. What was your point of view? What did you want? How did you feel? What was the other person's point of view? How did they feel? Did you feel any differently after you tried to see the situation from their perspective?

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