Perspective Taking with the Critical Thinking Triangle®

Knuffle Bunny

A Cautionary Tale by Mo Willems

Winner of a Caldecott Honor for Don't Let the Pigeon Drive the Bus!
Perspective Taking with the Critical Thinking Triangle®

Perspective taking is the ability to see a point of view other than one’s own.

“We must be able to stand in the shoes of other, see the world through their eyes, empathize with what they are feeling, and attempt to think and react to the world in the same way that they think and react to the world.”

-Moskowitz, Lehigh University, Social Cognition 2005
Critical Thinking Triangle®

THINKING VERBS

- know
- think
- understand
- realize
- remember
- believe
- observe
- surmise
- suspect
- deduce
- interpret
- infer

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The following 4 Maps are taken from our *Making Connections* book. We filled them in to demonstrate the different Perspectives of the 4 different characters in *Knuffle bunny* by Mo Willems. To truly enjoy this book and to get the humor of it, we must take perspective. In order to take perspective, we must examine the text but more importantly the facial expressions and body language in the illustrations as well as drawing on personal experience and empathizing with the characters.

The feelings, mental states and plans of the characters must be inferred in order to fill out the Critical Thinking Triangle® Maps. The different maps show how we can teach children to formulate thoughts and put the thoughts into sentences about a character's feelings, mental states and plans. Using the Critical Thinking Triangle® this way helps to develop deep thinking skills, perspective-taking and empathy.

*Making Connections* can be found at:
http://mindwingconcepts.com/collections/social-communication/products/making-connections
Fill in the each sentence, connecting the Kick-Off to the character’s Feelings and Plan.

Trixie _________ was ____________ was leaving the Laundromat.

Suddenly, _________ She realized she didn’t have Knufflebunny _________ (stuffed animal).

felt _________ frantic and distressed and unhappy _________,

and decided _________ to ____________ Get her father to realize that she had _________ lost Knufflebunny.
Trixie was desperately trying to communicate something to him, in words and actions. Her behavior became more and more wild.

Trixie’s daddy felt extremely frustrated, embarrassed, puzzled, angry, worried, exasperated and resigned.

Trixie’s daddy knew that Trixie wouldn’t “act out” unless something was wrong. He realized that she couldn’t talk but was trying to communicate something important using tone of voice and body language.

He wanted Trixie to be calm and happy, so he intended to team up with Trixie’s mommy to solve the problem.
Trixie’s mommy felt distraught and concerned.

Because she noticed that Trixie and her dad did not have Knufflebunny and both looked upset.

While they were standing on the steps (notice facial expressions and frightened looks!).

So Trixie’s mommy decided to find Knufflebunny.

Trixie’s mommy remembered that they had Knufflebunny with them when they left.

Trixie’s mommy knew for a fact that Trixie would be frantic without Knufflebunny (what about bedtime?).

Trixie’s mommy realized that they must have left Knufflebunny at the laundromat.
Knufflebunny was having a “ho-hum” day being carried place to place by Trixie while Trixie and her dad ran errands. “A setting is more than time & place.”

Suddenly, Knufflebunny is thrown into the washer at the laundromat and sees Trixie leave without him. Scared and lonely, Knufflebunny and decided to ‘hope’ that they would realize he was lost. And come back to get him.