

Engaging perspectives flash cards

How to use this resource

This set of cards can be used in different ways to explore a range of perspectives on a given topic. The cards consist of three different categories: stakeholders, priorities, and emotional motivations.

Students can either:

- select a card randomly from each category, or
- strategically select from the different categories creating combinations that they think would be best suited.

Combinations can be pre-selected for some topics or for some students who may require additional support for the activity. Not all combinations will be suitable for each topic. Irrelevant combinations can be removed prior to the activity, students can use the questions to identify some relevant arguments, and/or justify why a particular combination may not be relevant. Some blank templates have also been included if you would like students to create their own examples in each of the categories.

Before you begin using the cards, you may like to ask students the following questions:

- Why might people in the same electorate have different perspectives on a particular topic? What are some things that might influence people's perspectives on a given topic?
- Why is it important for members of parliament to consider a range of perspectives on a topic?
- How might members of parliament balance their own views with the views of their political party (if not an independent) and the diverse views of their constituents (people in their electorate)?

The student responses to the questions on the cards can be used to develop a range of arguments and recommendations for new laws or law reforms that students can then either share in small groups or with the class.

Example instructions for students

As a member of parliament, you need to consider:

- the views and values of the political party (or as an Independent, the values you promote)
- the views, values and needs of your constituents, and
- potentially, your own views and values.

The information and questions on the cards give you an indication of a constituent in your electorate who has been in contact with you.

- What concerns, questions or arguments might the constituent have raised with you?
- What different perspectives, arguments and ideas might they present that haven't already been considered?
- How might you represent this constituent's concerns when speaking to parliament?
- Which of these concerns, questions or arguments do you think would be most useful for other members of parliament to know?

You don't need to answer every question, and not every question will be relevant, but you should be able to take into account at least some, if not the majority, of their views.

Stakeholders

A stakeholder is a person or a group that has a personal or professional interest in the decision-making and actions of an organisation, for example, the legislation made by Parliament of Victoria.

Personal interest may be based on someone's own lived experience or the lived experience of someone they know. It can also be informed by a person's culture or religious beliefs, or it can be informed by where someone lives.

Professional interest may be based on economics or ethics, for example, but it can also be informed by the ways in which changes to laws might affect the hours people work; how, when and where people work; and the ability to access materials or attract people to a particular workforce.

People and organisations are often considered key stakeholders if the decisions being made by an organisation, such as Parliament of Victoria, will have a direct impact on them. There may be a range of consequences from the decisions made, as well as potential unintended consequences for one or some of the key stakeholders.

Priorities

A priority is something that is considered more important than anything else. For stakeholders and decision-makers priorities can define the focus or the lens through which they are considering a topic. Priorities help make arguments and recommended actions more specific.

Looking at a topic from a particular, potentially unexpected, priority may help to:

- provide new insights
- identify a range of actions or recommended actions
- identify a range of consequences for changes to laws or recommended actions
- explore any potential unintended consequences.

Changing priorities can also provide different ways of looking at a topic, to consider how the consequences of new laws, law reforms, or any actions may affect each of the stakeholders differently.

Emotional motivation

People's emotions can be a strong influence over whether they engage with an issue and how someone might shape their argument. For example, the type of evidence that they might use to support their arguments.

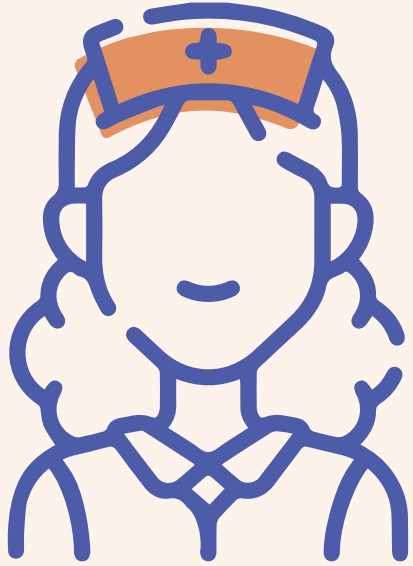
The emotional motivation can also influence the type of language that is used and the recommended actions that someone might suggest in response to solving an issue or addressing a particular problem.

Using emotion can be a powerful tool for persuading an audience if used to enhance an argument. It can be less effective if used to distract from the issue or force an audience to agree, for example, an argument based on emotion alone with little logic or credibility.

Use this table to record your responses to the topic from different perspectives. Add to the final column any new ideas you hear.

Personal response	Constituent response	Additional ideas

P.
V



Health care
worker

Stakeholder

How might this affect their work?
How might this affect them personally?
How might this affect their patients?

P.
V



Resident

Stakeholder

How might this affect the area they live in?
How might this affect them personally?
How might this affect their families?

P.
V



Paramedic

Stakeholder

How might this affect their work?
How might this affect them personally?
How might this affect their patients?

P.
V



Legal aid worker

Stakeholder

How might this affect their work?
How might this affect them personally?
How might this affect their clients?

P.
V



Police

Stakeholder

How might this affect their work?
How might this affect them personally?
How might this affect the community?



P.
V

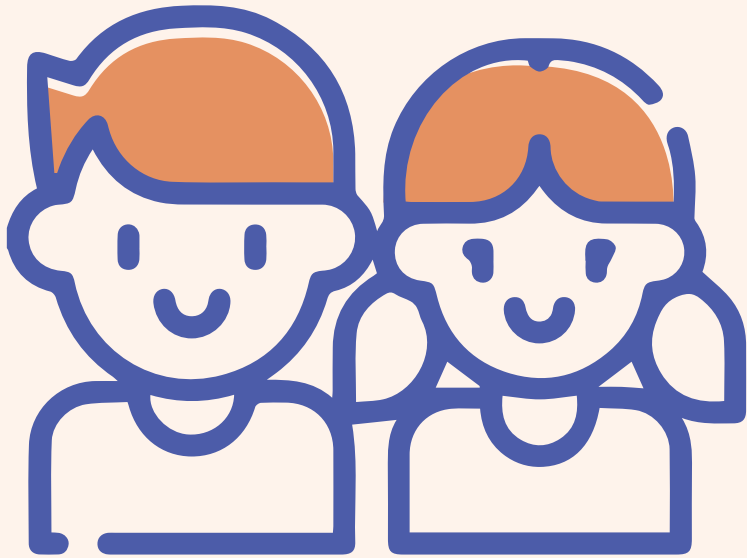


**Business
owner**

Stakeholder

How might this affect their business?
How might this affect them personally?
How might this affect their customers?

P.
V



Child

Stakeholder

How might this affect them personally?
How might this affect their activities,
hobbies or free time?
How might this affect their learning?

P.
V



Journalist

Stakeholder

How might this affect their work?
How might this affect them personally?
How might this affect the issue?

P.
V



Educator

Stakeholder

How might this affect their work / students?

How might this affect them personally?

How might this affect their school
community/broader community?

P.
V



Activists

Stakeholder

How might this affect their work?

How might this affect them personally?

How might this impact their cause?

P.
V

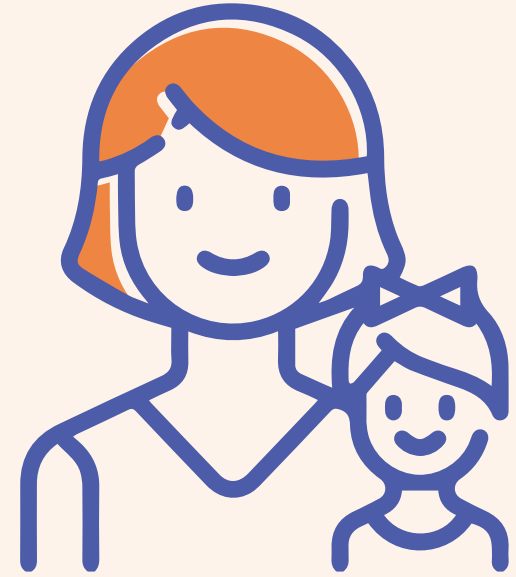


Emergency worker

Stakeholder

How might this affect their work?
How might this affect them personally?
How might this affect the community?

P.
V



Parent

Stakeholder

How might this affect them personally?
How might this affect their family?
How might this affect their community?

P.
V



Sporting clubs

Stakeholder

How might this affect their members?
How might this affect their community?

P.
V

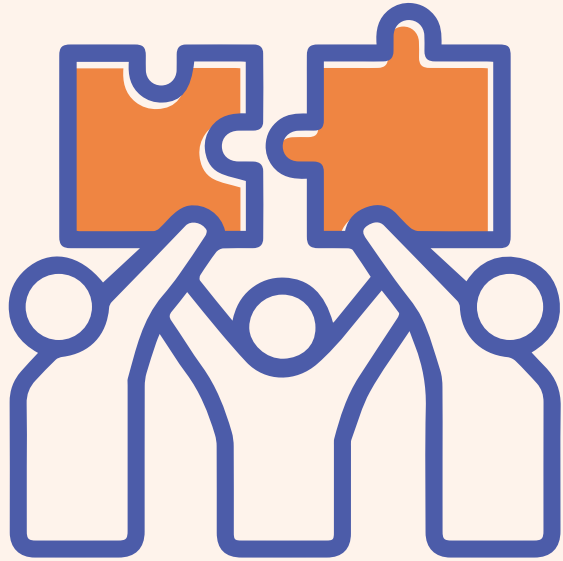


Person with disability

Stakeholder

How might this affect their work?
How might this affect them personally?
How might this affect their community?

P.
V

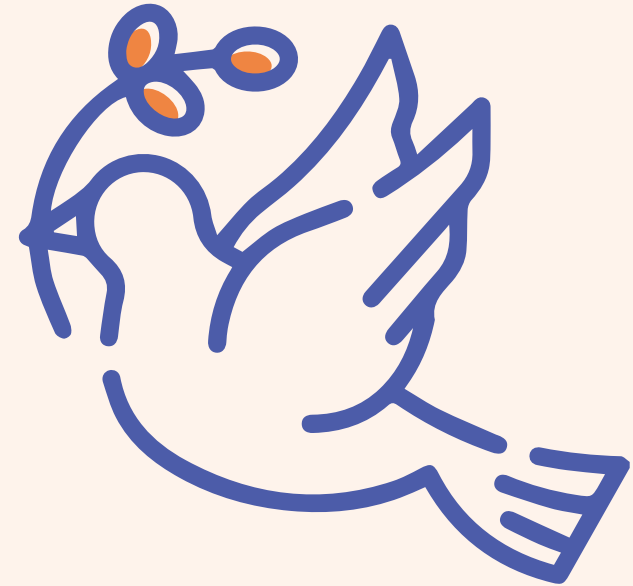


Cultural groups

Stakeholder

How might this affect them personally?
How might this affect their community?

P.
V



Religious groups

Stakeholder

How might this affect them personally?
How might this affect their community?

P.
V

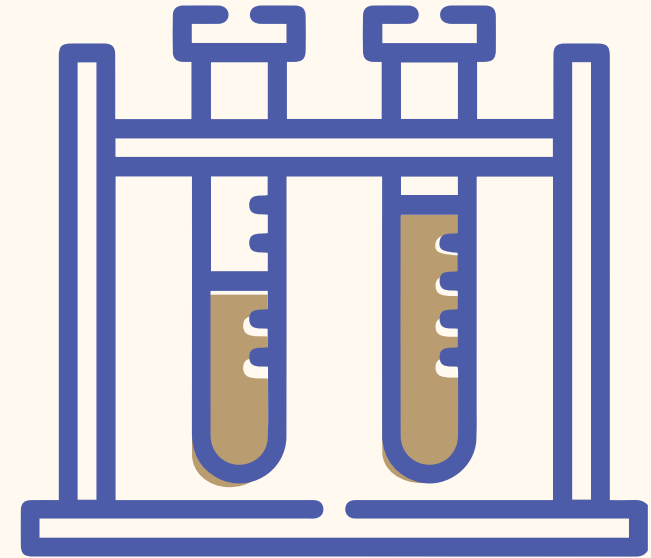


Environmental

Priority

What affect might this have on the environment?
How might environmental factors be taken into consideration?

P.
V



Scientific

Priority

What evidence or support might there be for your arguments?
Are there other potential scientific solutions?

P.
V



Legal

Priority

What is legally appropriate for this issue?
Are there laws that need to be reformed?

P.
V



Economic

Priority

What would be the most cost-effective solution
for the community?
How is the cost balanced with the potential benefit?

P.
V



Historical

Priority

What information can you draw on to support your arguments?

Have other solutions been used in the past?

P.
V



Ethical

Priority

What ethical considerations could be taken into account?

Are there any ethical arguments that are appropriate? (e.g.: The needs of many outweigh the needs of a few)

P.
V



Community

Priority

What impact might this have on the different community groups?

What supports might the community need? (e.g. infrastructure, funding, education or additional services)

P.
V



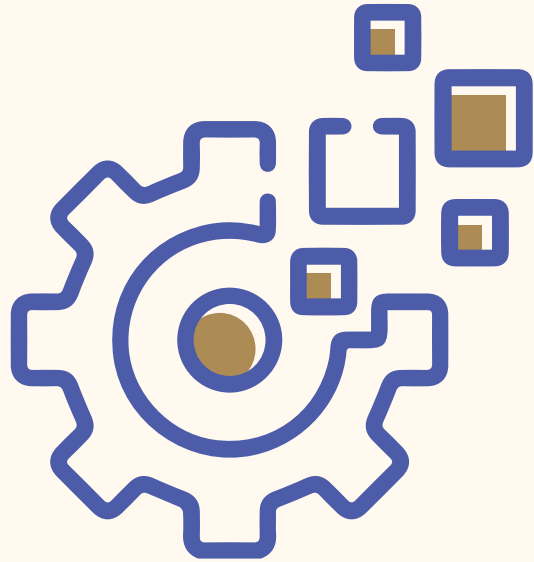
Human rights

Priority

How does this support human rights?

What further work needs to be done?

P.
V

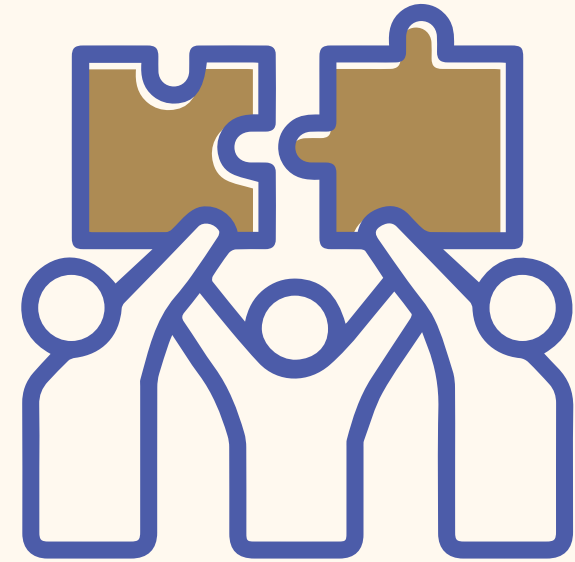


Technology

Priority

What impact might this have on society?
What other advancements are needed?

P.
V



Culture

Priority

What are the cultural practices that
need to be considered?
What are the impacts on different
cultural practices?

P.
V



Concerned

Emotion

What concerns do you have?
How might this solution affect different people?



P.
V



Fearful

Emotion

What are you fearful of?
What harm might come from the situation?

P.
V



Hopeful

Emotion

What do you hope the changes to the situation might be?

How do you think the situation might be improved?

P.
V



Angry

Emotion

What might you feel angry or frustrated about?

What might be unfair about this situation?

P.
V



Trusting

Emotion

What are elements of the situation are you certain about?

What support do you feel confident you will get?

P.
V



Enthusiastic

Emotion

How might the situation be improved?
What benefits do you see to the solution offered?

P.
V



Confused

Emotion

How might the situation be improved?
What information might make this situation less confusing?



P.
V



Disappointed

Emotion

How did this experience not meet your expectations?
How might the situation be improved?

P.
V



Responsible

Emotion

What impact did your contribution have?
What are the intended and unintended consequences of your contribution?



P.
V



Surprised

Emotion

What surprised you about the situation?
What benefits or challenges might arise from the solution?

P.
V



Relieved

Emotion

What has improved?
What are you no longer worried about?



P.
V



Satisfied

Emotion

What is working well?
What are you grateful for?

P.
V



Appreciative

Emotion

What are you thankful for?
How might this benefit your
school / community?



P.
V



Proud

Emotion

What are you proud of?
Who or what needs to be recognised?

$P \cdot V$



$P \cdot V$

$P \cdot V$



$P \cdot V$

$P \cdot V$



$P \cdot V$

