



Spotlight: Perspectives (Elementary): At a Glance:

Welcome to ThinkGive!

This collection of resources offers an introduction to our Perspectives Spotlight Elementary program for grades 3–5. Students reflect on their perspectives, explore how others may see the same things differently, and learn to value those differences to build connections. Throughout the program, they take small, intentional actions to consider and embrace other perspectives..

Included in this packet:

- Scope + Sequence (5 lessons)
- Sample Lesson Plan (Introduction)
- Program Overview

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Questions? info@thinkgiveproject.org

We look forward to connecting with you!
- The ThinkGive Team

Scope + Sequence: Perspectives Spotlight Elementary
(recommended for grades 3-5)

Students reflect on their perspectives and explore how people can view the same situation differently. They learn how understanding other perspectives can build a connection. Then, they apply this learning by taking small, intentional actions to consider and welcome different viewpoints, helping to broaden their own.

Lesson name	Lesson Summary	Students will Examine	Take Action "Before our next ThinkGive session on [give date]..."	SEL Core Competencies
Introduction	This lesson introduces students to the idea that people can interpret the same thing differently. Using the read-aloud <i>Duck! Rabbit!</i> as a fun and engaging entry point, students explore the concept of perspectives. Through a drawing activity, they reflect on how individual viewpoints can shape understanding and how recognizing different perspectives can build empathy and connection.	<ul style="list-style-type: none"> - There is always more than one perspective. - How different perspectives add creativity to our world. - What is the connection between perspective-taking and kindness? 	Keep <i>Duck! Rabbit!</i> in mind throughout your day. Pay attention to moments when someone sees something differently than you do. Notice how these moments affect your perspective—and how being open to other viewpoints can shift how you think or respond.	Self-awareness: Accurate self-perception Social awareness: Perspective-taking Relationship skills: Effective communication
More Than One Side to any Story	Students continue to build their understanding of perspective-taking. The read-aloud book <i>Voices in the Park</i> emphasizes how there is usually more than one side to any story. Students role-play scenarios to consider how they and others might feel in certain situations.	<ul style="list-style-type: none"> - There is always more than one side to any story. - How can they effectively share their perspectives? - How is perspective-taking a form of kindness? 	Try to listen to others' ideas and opinions, then use a sentence starter so they know you heard them. Even if you disagree, you can say, "I can see your perspective." Remember, perspective-taking is a form of kindness.	Self-awareness: Authenticity Social awareness: Perspective-taking Relationship skills: Effective communication
Broaden your Perspective	In this lesson, students explore the value of getting to know those closest to them more deeply—rather than assuming they already know everything. Through the What I Never Knew About You activity, they discover how curiosity can lead to surprising insights and deeper connections. By the end, students are ready to ask more thoughtful questions and listen with greater empathy, broadening their perspectives and strengthening relationships.	<ul style="list-style-type: none"> - How people often assume they know everything about those closest to them. - What is the value of broadening their perspective to deepen relationships? - How to ask thoughtful questions that help them learn more about others. 	Ask someone you know a few questions from your What I Never Knew About You worksheet. It might take bravery—and that's okay! Brave actions strengthen our connections with others.	Relationship skills: Effective communication Relationship skills: Relationship-building Self-awareness: Growth mindset Social awareness: Empathy

Show Curiosity in Someone New	<p>In this lesson, students continue exploring the power of curiosity, this time focusing on how it can help them better understand people they don't know. They start by making assumptions about strangers, including their interests and personalities, before watching a video that challenges those assumptions. Students then engage in the Look, Sound, and Feel activity, discovering that curiosity goes beyond asking questions—it involves actively listening, observing, and connecting with others.</p>	<ul style="list-style-type: none"> - What does curiosity look, sound, and feel like? - How does curiosity challenge our assumptions? - How can curiosity help build deeper connections with others? 	<p>Use curiosity to learn about someone you don't know. You might observe, listen, and/or ask thoughtful questions to see things from their perspective better.</p>	<p>Responsible decision-making: Curiosity Self-awareness: Growth mindset Social awareness: Perspective-taking</p>
Wrap-Up	<p>In this lesson, students reflect on how to carry forward what they've learned about perspective-taking by practicing kindness, empathy, and inclusion. After connecting with a range of people throughout the program, they now consider their impact and explore how they can continue the spirit of ThinkGive as individuals and as a group.</p>	<ul style="list-style-type: none"> - People understand similar things differently, depending on their perspectives. - How can they consider others' perspectives? - How can they carry ThinkGive forward and continue seeing other perspectives? 	<p>Going forward, make perspective-taking a daily practice. Acknowledge that others' experiences and viewpoints may differ from yours—and that's okay. Make an effort to listen actively. Challenge yourself: Can you see things from their perspective?</p>	<p>Self-management: Goal setting Self-management: Persistence Social awareness: Perspective-taking</p>

Perspectives Spotlight

Introduction



grades 3-5



40 minutes

“The greatest tragedy for any human being is going through their entire lives believing the only perspective that matters is their own.”
– Doug Baldwin

Lesson Summary

This lesson introduces students to the idea that people can interpret the same thing differently. Using the read-aloud *Duck! Rabbit!* as a fun and engaging entry point, students explore the concept of perspectives. Through a drawing activity, they reflect on how individual viewpoints can shape understanding and how recognizing different perspectives can build empathy and connection.

Students will Examine

- There is always more than one perspective.
- How different perspectives add creativity to our world.
- What is the connection between perspective-taking and kindness?

Pre-Activity Prep

- Print or prepare to project the Image: What Am I? ([PDF](#)) (1/student) (THINK.GIVE section).
- Print one design from the Worksheet: Do You See What I See? ([PDF](#)) (1/student) (REFLECT section).
- (Optional) Print and hang a ThinkGive Three Poster (Yellow [PDF](#) | Purple [PDF](#)) in the room (CONNECT + CLOSE section).



MATERIALS

TThinkGive Three Posters (Yellow [PDF](#) | Purple [PDF](#))
ThinkGive Journals
Journal Cover Template ([PDF](#))
Student Journal Guide ([PDF](#))
Quote Image ([PDF](#))
Image: What am I? ([PDF](#))
Worksheet: Do You See What I See? ([PDF](#))



MEDIA TO PREP

Slides: [Introduction](#)
Read-aloud book: [Duck! Rabbit!](#) (1:11)

SHARE

No share; students have no actions to share yet!

OPEN

Suggested time: 5 minutes

Quote/Image

Display the Quote Image ([PDF](#)) and/or read the quote or invite a volunteer to read it (see slides): “The greatest tragedy for any human being is going through their entire lives believing the only perspective that matters is their own.” – Doug Baldwin

Ask: What does this image/quote mean to you?

THINK • GIVE

Suggested time: 10 minutes

Activity: What Do You See?

Display the Image: What am I? ([PDF](#) | slide #3).

Ask: What do you see? [Most students will likely say they see a duck or a rabbit.]

Watch: [Duck! Rabbit!](#) (1:11), by Amy Krouse Rosenthal. This story follows two narrators debating whether the image is a duck or a rabbit.

Discuss:

- Look at the image again—do you now see a duck, a rabbit, or both?
- What message is this story trying to share?

Explain: People have different points of view, also known as perspectives. Many things shape our perspectives: our communities, personalities, experiences, values, cultures, and the information we take in. Perspective-taking means being able to understand someone else’s point of view. Even if we disagree, it helps us connect with others and see situations in new ways.



PERSPECTIVE

Perspective: noun; a particular attitude toward or way of thinking about something; a point of view.

Perspective-taking: verb; looking at a situation from a viewpoint other than your own—putting yourself in someone else’s shoes to better understand their experiences, beliefs, and perspective.

REFLECT

Suggested time: 15 minutes

Activity: Do You See What I See?

Hand out one of the three Worksheets: Do You See What I See? ([PDF](#)) (1/student). Ask students to use their imagination to complete the drawing (reminding them to keep it respectful and appropriate). Emphasize that they should work independently, without looking at others' drawings. When finished, gather in a circle. Have students silently hold up their drawings and take a moment to observe the variety of interpretations. Then invite a few volunteers to share something they notice or appreciate about a peer's drawing.

NOTE: Participate by creating a drawing that models perspective-taking.

Discuss:

- How does this activity connect to the idea of perspective-taking?
- What would happen if we all saw things the same way or had the same point of view?
- How do different perspectives add value, creativity, and insight to our world?
- How can perspective-taking be a form of kindness or respect?
- Think about a time when someone listened to your side of the story. How did that make you feel? Why is that important?

DIGGING DEEPER

Discuss:

- Can you think of a time when people didn't try to understand each other's point of view? How did that cause problems or feel unfair?
- How can trying to understand how someone sees or feels about something help make our community kinder and fairer?
- How can we use perspective-taking to help others who are being mistreated?



CONNECTION

Video: [Perspective-Taking](#) (2:51). This video dives into perspective-taking. **Discuss:** How does this video connect with Duck! Rabbit!?

CONNECT + CLOSE

ThinkGive Three (Optional)

Introduce students to ThinkGive Three, a guide for taking action. Every prompt revisits these ideas so students can incorporate them into their thinking. Hang a ThinkGive Three Poster (Yellow [PDF](#) | Purple [PDF](#)) in your room to serve as a reminder throughout the program.

1. TRUE. Be your authentic self in your actions and words.
2. SMALL. Small is all! Everything we do and say, no matter how small, has an impact.
3. BRAVE. Step into your courage zone; challenge yourself to be brave with your actions and words.

Take Action

Explain: Between now and our next ThinkGive session [give date], keep Duck! Rabbit! in mind throughout your day. Pay attention to moments when someone sees something differently than you do. Notice how these moments affect your perspective—and how being open to other viewpoints can shift how you think or respond.

Things to Consider

- Others' perspectives are sometimes similar to yours and occasionally different.
- Different perspectives add creativity to our world.
- Perspective-taking is a form of kindness and respect.

Closing Quote

Use this Quote and/or Image ([PDF](#)) to close the lesson.

"The greatest tragedy for any human being is going through their entire lives believing the only perspective that matters is their own." – Doug Baldwin

Discuss:

- What does this quote/image mean to you now?
- How does this quote/image connect to the lesson?

★ THINK.GIVE THREE

1. True: be authentic
2. Small: simple actions have a big impact
3. Brave: step into your courage zone

★ TEACHER TIP

Integrate the ThinkGive Three into the Take Action, which mentions focusing on small moments.

📺 CONNECTION

Doug Baldwin (1988–Present) was a celebrated wide receiver for the Seattle Seahawks professional football team. He scored top jumps in track and field events and played football throughout high school. After eight seasons with the Seattle Seahawks, he retired from the NFL in May 2019.

Reflective Questions

- 💬 Explain how you practiced perspective-taking.
- 💬 What felt positive about perspective-taking? What felt challenging?
- 💬 How did your connections with others change as you heard their perspectives?

Journal Questions

- 💬 How does perspective-taking help you become a better community member or a leader?
- 💬 How does perspective-taking help strengthen a community?

The Student Experience

ThinkGive empowers students to explore who they are and recognize the positive impact of giving—whether it's a compliment, a helping hand, appreciation, or love. With educator support, students take ownership of their actions, see their impact, and gain agency in building kind, inclusive communities.

1



TEACH CURRICULUM

Educators use ThinkGive's curriculum to guide discussions that help students reflect on who they are and who they want to become. This builds self-awareness, social awareness, and relationship skills, empowering students to create positive change.

2

STUDENTS TAKE ACTION

After each lesson, students choose how and to whom they will give, seeing that small actions can drive meaningful change. As they build confidence and agency, they strengthen empathy, deepen connections, and grow more confident in making a difference.



3



RECORD + REFLECT

Students record their actions on the ThinkGive portal (or bulletin board), connecting them to lesson themes. This deepens their understanding of impact and encourages values like empathy, kindness, and social responsibility, fostering growth and purpose.

4

ENGAGE + SHARE

On the Team Page and/or orally, students share experiences and learn from one another—all within a secure, educator-monitored space that fosters collaboration and digital citizenship.



5

DISCUSSION + COLLABORATION

Group discussions help students consolidate learnings, share insights, and deepen understanding. This process strengthens peer connections and reinforces concepts in real-life contexts before the next lesson.



Our Giving Philosophy



The ThinkGive Three

ThinkGive isn't about the gifts; it's about the journey taken while giving. Students empathize with other perspectives, explore their own capacity for affecting change, and consider what kind of person they want to be. The ThinkGive Three provides a framework for students to use when taking action. Be sure to reinforce these as you go!

- 1 TRUE.** Be your authentic self in your actions and words.
- 2 SMALL.** Small is all! Everything we do and say matters, and everything we do and say has an impact—no matter how small.
- 3 BRAVE.** Step into your courage zone; challenge yourself to be brave with your actions and words.

