



Perspectives Spotlight Elementary: At a glance:

Welcome to ThinkGive!

This collection of resources offers a complete introduction to our Perspectives Spotlight Elementary program, which is recommended for students in grades 4-5. Students reflect on their perspectives, consider how different people have different ways of seeing and understanding similar things, and acknowledge other perspectives in order to promote connection. Throughout the program, they take small actions actively consider and embrace other perspectives.

Included in this packet:

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

Connect with us!

[Facebook](#) [Instagram](#) [LinkedIn](#)

Questions? info@thinkgiveproject.org

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

Scope + Sequence: Perspectives Spotlight Elementary
(recommended for grades 4-5)

Students will explore and consider their own perspectives, how people see and understand similar things differently, and the value of understanding other perspectives to promote connection. Then they will apply what they learned to their own lives by taking small actions to consider and welcome other perspectives so as to broaden their own.

| Lesson name | Lesson Summary | Students will Examine | Central Quote | SEL Core Competencies |
|---------------------------------|--|--|--|--|
| Introduction | This lesson helps students understand that everyone sees things differently. The read-aloud book <i>Duck! Rabbit!</i> provides a fun introduction to the topic of perspectives. Students will explore different perspectives through a drawing activity, analyzing how individuals interpret the same image in very different ways. | <ul style="list-style-type: none"> - There is always more than one perspective. - How to consider someone else's perspective. - What is the connection between perspective-taking and kindness? | <p><i>"The greatest tragedy for any human being is going through their entire lives believing the only perspective that matters is their own."</i></p> <p>– Doug Baldwin</p> | <p>Self-awareness: Accurate self-perception</p> <p>Social awareness: Perspective-taking</p> <p>Relationship skills: Effective communication</p> |
| 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. - What are ways to effectively share their perspectives? - How is perspective-taking a form of kindness? | <p><i>"A shift in perspective opens a completely new set of unlimited possibilities."</i></p> <p>– Satsuki Shibuya</p> | <p>Self-awareness: Authenticity</p> <p>Social awareness: Perspective-taking</p> <p>Relationship skills: Effective communication</p> |
| Broaden your Perspective | In this lesson, students discover the importance of learning more about the people they are closest to rather than assuming they already know everything about them. The "What I Never Knew About You" activity illustrates the value of practicing curiosity to learn about people they already know. Students leave ready to use thoughtful questions to broaden their perspective about someone they are close to. | <ul style="list-style-type: none"> - How people often assume they know everything about those they're closest to. - What is the value of broadening their perspective? - How can they ask thoughtful questions to help learn more about others? | <p><i>"I just want people to take a step back, take a deep breath, and actually look at something with a different perspective."</i></p> <p>– Brian McKnight</p> | <p>Relationship skills: Effective communication</p> <p>Relationship skills: Relationship-building</p> <p>Self-awareness: Growth mindset</p> <p>Social awareness: Empathy</p> |
| Show Curiosity in Someone New | In this lesson, students explore the concept of curiosity and how it can help them broaden their understanding of people they don't know. They begin by making assumptions about strangers, including their interests and personalities. Then, they watch a video to learn about these individuals and reflect on their initial assumptions. Students continue to explore perspectives through the Look, Sound, and Feel activity to help them understand that curiosity involves more than asking questions—indeed, there are many ways to make others feel heard and understood. | <ul style="list-style-type: none"> - What does curiosity look, sound, and feel like? - How does curiosity challenge our assumptions? - How can curiosity build connection? | <p><i>"The mind that opens to a new idea never returns to its original size."</i></p> <p>– Albert Einstein</p> | <p>Responsible decision-making: Curiosity</p> <p>Self-awareness: Growth mindset</p> <p>Social awareness: Perspective-taking</p> |
| Wrap-up | In this lesson, students consider how they can continue using their understanding of perspectives to use kindness, empathy, and inclusion to engage with the world. They have connected with different people during the program; now is the time for them to reflect on their impact and brainstorm what they can do as a group and individually to keep ThinkGive going. | <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><i>"The optimist sees the donut, the pessimist sees the hole."</i></p> <p>– Oscar Wilde</p> | <p>Self-management: Goal setting</p> <p>Self-management: Persistence</p> <p>Social awareness: Perspective-taking</p> |

Perspectives Spotlight Introduction



grades 4/5



30 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 helps students understand that everyone sees things differently. The read-aloud book *Duck! Rabbit!* provides a fun introduction to the topic of perspectives. Students will explore different perspectives through a drawing activity, analyzing how individuals interpret the same image in very different ways.

Students will Examine

- There is always more than one perspective.
- How to consider someone else’s perspective.
- What is the connection between perspective-taking and kindness?

Pre-Activity Prep

- Print (1/student) or prepare to project the Image: What am I? ([PDF](#)) (THINK.GIVE section).
- Choose one design and print the Worksheet: Do You See What I See? ([PDF](#)) (1/student) (REFLECT section).
- (Optional) Print or digitally share the Exit Ticket ([PDF](#) | [Google](#)) (1/student) (CONNECT + CLOSE section).



MATERIALS

ThinkGive Three Posters (Yellow [PDF](#) | Purple [PDF](#))
ThinkGive Journals
Student Journal Guide ([PDF](#))
Image: What am I? ([PDF](#))
Worksheet: Do You See What I See? ([PDF](#))
Exit Ticket ([PDF](#) | [Google](#))



MEDIA TO PREP

Slides: [Introduction](#)
Image: What am I? ([PDF](#))
Read-aloud book: [Duck! Rabbit!](#) (1:11)

SHARE

No share; students have no actions to share yet!

THINK • GIVE

Suggested time: 10 minutes

What Do You See?

Show students the Image: What am I? ([PDF](#)) (see slide #3).

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

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

Discuss:

- Look again at the image—now, do you see a duck or a rabbit?
- What is the central message of this story?

Explain: People have different points of view—or perspectives. Our attitudes, approaches, and views are shaped by various factors, including our communities, personalities, experiences, values, the culture we grew up in, and the information we consume. Perspective-taking is when we can see another person’s point of view or perspective. We might disagree, but we can use understanding to see a situation from another viewpoint.



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 different from one’s usual; putting ourselves in someone else’s place while recognizing their point of view, experience, and beliefs.



CONNECTION

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

REFLECT

Suggested time: 15 minutes

Do You See What I See?

Choose one of the three Worksheets: Do You See What I See? ([PDF](#)) (1/student) and hand it out. Students use their imagination to complete the drawing however they want (ensuring appropriateness) without looking at others' work.

When finished, students form a circle and hold up their images. Allow a minute to observe their peers’ work, then invite them to share one thing that stands out or one thing they like about a drawing.

NOTE: Join this activity and share your perspective with your completed image!

Discuss:

- What do you notice about everyone’s drawings?
- How does this activity connect to perspectives and perspective-taking?

- How would our drawings look if we all had the same point of view?
- What would our world look like if we all had the same point of view?
- How is perspective-taking a kind action?

DIGGING DEEPER

- In what ways has a lack of perspective-taking created social injustice?
- In what ways has perspective-taking helped achieve social justice?

CONNECT + CLOSE

ThinkGive Three (Optional)

Introduce students to the ThinkGive Three, a guide for how to take action. Every prompt will revisit these ideas so students can incorporate them into their thinking. Hang a ThinkGive Three Poster (Yellow [PDF](#) | Purple [PDF](#)) in your class 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 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.

Take Action

Explain: Between now and our next ThinkGive session [give date], consider Duck! Rabbit! as you observe the world around you and interact with others. Focus on small moments when others have different points of view, and notice how these moments impact your perspective.

Things to Consider

- Assume that others' perspectives are sometimes similar to yours and sometimes different.
- Taking time to notice details helps you see things from other perspectives.
- Perspective-taking is a form of kindness.

Closing Quote

Use this quote to close out the lesson. The reflective questions could serve as an Exit Ticket ([PDF](#) | [Google](#)).

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

– Doug Baldwin

- What action(s) can you take to ensure you see different perspectives?

★ THINK.GIVE THREE

1. True: be authentic
2. Small: simple gifts have 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.

Sample Actions

- I wanted to reorganize my bookbag, so I took everything out and put it on the kitchen table. My mom got upset at the mess. I explained what I was doing, and she apologized and said she'd had a hard day.
- My friend gave me candy and said it was strawberry-flavored. I said it tasted like raspberry—then I said I could see how it could taste like strawberry and thanked him.
- My little brother told me he was building a truck with his Legos, even though it looked nothing like it. Instead of teasing him, I told him his truck was creative.

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?

Perspectives Spotlight: Elementary

Schedule, Curriculum Overview + Web Training



LESSON 1

THINK: Lesson: Introduction (30 minutes)

Students will examine:

- There is always more than one perspective.
- How to consider someone else's perspective.
- What is the connection between perspective-taking and kindness?

REFLECT + SHARE: Students and educators record their actions on the ThinkGive website, respond to reflection questions, and collaborate with peers on the Team Page.

How to use the ThinkGive Portal

- 1 LOGIN:** Go to www.thinkgiveproject.org. Click LOGIN button, top right. Enter your username and password. Bookmark the page!
- 2 EDIT PROFILE:** You will land on your MY PAGE. This is where you will record your gifts. Personalize your page. Click EDIT PROFILE to upload a profile image, write something about yourself and pick your ThinkGive page color.
- 3 POST YOUR GIFT:** Click on POST A GIFT. Answer the reflective questions and SUBMIT.

LESSON 2

THINK: Lesson: More Than One Side to any Story (40 minutes)

Students will examine:

- There is always more than one side to any story.
- What are ways to effectively share their perspectives?
- How is perspective-taking a form of empathy?

GIVE: Students take action!

REFLECT + SHARE: Students and educators record their actions on the ThinkGive website, respond to reflection questions, and collaborate with peers on the Team Page.



LESSON 3

THINK: Lesson: Broaden your Perspective (35 minutes)

Students will examine:

- How people often assume they know everything about those they're closest to.
- What is the value of learning more and broadening their perspective?
- How can they ask thoughtful questions to help learn more about others?

GIVE: Students take action!

REFLECT + SHARE: Students and educators record their actions on the ThinkGive website, respond to reflection questions, and collaborate with peers on the Team Page.

LESSON 4

THINK: Lesson: Show Curiosity in Someone New (35 minutes)

Students will examine:

- What curiosity looks, sounds, and feels like.
- How does curiosity challenge our assumptions?
- How curiosity builds connection.

GIVE: Students take action!

REFLECT + SHARE: Students and educators record their actions on the ThinkGive website, respond to reflection questions, and collaborate with peers on the Team Page.

LESSON 5

THINK: Lesson: Wrap-Up (35 minutes)

Students will examine:

- People understand similar things differently depending on their perspectives.
- How can they take others' perspectives?
- How do you carry ThinkGive forward and continue seeing other perspectives?

REFLECT + SHARE: Students and educators record their actions on the ThinkGive website, respond to reflection questions, and collaborate with peers on the Team Page.



The Student Experience

1



IN-CLASS CURRICULUM

Teachers introduce a giving prompt and lead discussions and activities guided by ThinkGive's curriculum. The class explores concepts like empathy and social justice, and they think about who they are and who they want to be.

2

STUDENTS GIVE

Each student decides how to give and who to give to inspired by the in-class prompt. They experience the impact their words and actions have on others, and discover how good it feels to be kind.



3



RECORD + REFLECT

Students record their gift on the ThinkGive portal. Reflective questions help them connect their individual actions to the broader concepts discussed in class.

4

ENGAGE + SHARE

Students visit their Team Page to engage with, share with, and learn from their peers. This collaborative component promotes digital citizenship in a secure teacher-monitored space.



5

DISCUSSION + COLLABORATION

Collaboration comes alive in the classroom with group discussion and reflection. The student experience comes full circle as they capture key learnings before setting out on the next giving prompt.





How to Maximize Program Impact



The ThinkGive cycle is designed to make the program manageable for you and predictable for students. You'll cycle through all four components with each lesson so that students can discuss important ideas and take brave action to affect change.

Promote Student Agency

ThinkGive is all about empowering youth to own their actions. With each action, students decide what to give and who to give to. They realize that their words matter, their choices matter, and they matter.

Students will also experience the topics covered in our lessons differently. We encourage you to give students options in how they wish to participate. Directives within lessons should feel like an invitation to join a discussion/activity with students; should they want to share their knowledge and learning with their classmates in different ways, great!

The ThinkGive Three

ThinkGive isn't about the gifts but the journey taken while giving. Students empathize with other perspectives, explore their 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.

