



Perspectives Spotlight (Middle School): At a glance

Welcome to ThinkGive!

This collection of resources offers an introduction to our Perspectives Spotlight Middle School program, which is recommended for students in grades 6-8. Students consider their perspectives, explore how others have different ways of seeing and understanding similar things, and acknowledge other perspectives to promote connection. Throughout the program, they take small actions to consider and welcome other perspectives so as to broaden their own.

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 Middle School
(recommended for grades 6-8)**

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 introduces students to perspectives, how they shape who they are, and how they see the world. They explore what ideas and things matter to them while acknowledging how others value different things, leading to differing perspectives.	<ul style="list-style-type: none"> - How perspectives vary depending on lived experiences. - What is the value of understanding other perspectives? - How listening is a tool for understanding other perspectives. 	<p><i>“What you see and what you hear depends a great deal on where you are standing.”</i> – C.S. Lewis</p>	Responsible decision-making: Curiosity Self-awareness: Accurate self-perception Social awareness: Perspective-taking
Hear Someone Else's Perspective	Students engage in a word association game to understand how different people relate to identical experiences, items, and ideas. They watch a video in which children interview a gender non-conforming person, demonstrating how to consider situations respectfully from other perspectives.	<ul style="list-style-type: none"> - How do they relate to experiences, ideas, and things differently because of their perspectives? - Listening is critical to understanding other perspectives. - They can make a person feel valued by authentically hearing their perspective. 	<p><i>“We can complain because rose bushes have thorns, or rejoice because thorns have roses.”</i> – Alphonse Karr</p>	Relationship skills: Effective communication Social awareness: Perspective-taking Social awareness: Empathy
Show Curiosity in Someone	This lesson helps students understand how our perspectives affect our assumptions about others. The cartoon images and the video illustrate how we all make snap judgments about people and places and how important it is to check those assumptions and broaden our understanding of other perspectives.	<ul style="list-style-type: none"> - What are the impacts of assumptions on themselves and others? - How does curiosity connect with kindness and compassion? - It is essential to learn about who someone is rather than making assumptions based on their appearance. 	<p><i>“In Buddha's opinion, to train in staying open and curious – to train in dissolving our assumptions and beliefs – is the best use of our human lives.”</i> – Pema Chödrön</p>	Responsible decision-making: Curiosity Self-awareness: Examining biases Social awareness: Examining norms Social awareness: Perspective-taking
Connect with Intention	This lesson shows students how we often do things automatically—and how important it is to connect with others intentionally. The activity highlights the importance of listening in valuing other perspectives.	<ul style="list-style-type: none"> - How doing things automatically makes hearing and understanding other perspectives challenging. - When intentional about our actions, we can connect with others. - How paying attention to others allows us to understand different perspectives. 	<p><i>“A connection is the energy that exists between two people when they feel seen, heard, and valued; when they can give and receive without judgement; and when they derive sustenance and strength from the relationship.”</i> – Brene Brown</p>	Relationship skills: Effective communication Self-awareness: Authenticity Social awareness: Empathy
Wrap-up	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 steps they can take as a group and individually to keep ThinkGive going.	<ul style="list-style-type: none"> - People understand things differently depending on their perspectives. - How can they practice perspective-taking? - How can they carry ThinkGive forward and continue seeing other perspectives? 	<p><i>“We do not see things as they are, we see things as we are.”</i> – Anais Nin</p>	Self-awareness: Growth mindset Self-management: Goal setting Social awareness: Perspective-taking

Perspectives Spotlight Introduction



grades 6-8



30 minutes

“What you see and what you hear depends a great deal on where you are standing.”
– C.S. Lewis

Lesson Summary

This lesson introduces students to perspectives, how they shape who they are, and how they see the world. They explore what ideas and things matter to them while acknowledging how others value different things, leading to differing perspectives.

Students will Examine

- How perspectives vary depending on lived experiences.
- What is the value of understanding other perspectives?
- How listening is a tool for understanding other perspectives.

Pre-Activity Prep

- (Optional) Print the Journal cover template ([PDF](#)) (1/student).
- (If not using slides) Print the Image: [W or M?](#) (THINK.GIVE section).
- Print the Worksheet: What Matters to You? ([PDF](#) | [Google](#)) (1/student) (REFLECT section).
- (Optional) Print or digitally share the Exit Ticket ([PDF](#) | [Google](#)) (1/student) (CONNECT + CLOSE section).



MATERIALS

ThinkGive Journals
 Student Journal Guide ([PDF](#))
 Journal cover template ([PDF](#))
 Image: [W or M?](#)
 Worksheet: What Matters to You? ([PDF](#) | [Google](#))
 Exit Ticket ([PDF](#) | [Google](#))



MEDIA TO PREP

Slides: [Introduction](#)

SHARE

No share in the Introduction; there are no actions to share yet!

THINK • GIVE

Suggested time: 10 minutes

What is your Perspective?

Ask: How do you define “perspective”?

Show the Image: W or M?

Discuss (pair/share or journal):

- What’s happening in the image?
- Why do these two people see the letter differently?
- What might this conversation sound like?
- How does the image connect to perspectives?
- How do our perspectives affect how we communicate with others?
- How are perspectives important to our relationships?

Explain: People see things differently depending on their point of view and lived experiences. Like in the image we just looked at, there are often many perspectives—and no “right” answer. However, without exploring other perspectives, it’s easy to assume that ours is the only truth. This attitude can get in the way of connecting with others and strengthening our relationships.



PERSPECTIVE

noun; a particular attitude toward or a way of understanding something; a point of view.



CONNECTION

Play a game of telephone to illustrate how we hear things differently. Students sit or stand in a circle. One starts by whispering a sentence to the person next to them, who then whispers it to the next person, continuing until the message reaches the last student, who says it aloud. **Discuss:** How does this connect to perspectives?

REFLECT

Suggested time: 15 minutes

What Matters to You?

Hand out the Worksheet: What Matters to You? ([PDF](#) | [Google](#)) (1/student). This worksheet lists ideas and things—Kindness, Popularity, Honesty, Grades, Creativity, Religion, Family, Country, Freedom, and Money—and asks students to rank how they perceive their importance. Before starting, brainstorm other ideas and things to add to the list. Then, students rank the ideas and things, considering the reasons for their ranking.

Discuss:

- Why do we all rank these ideas and things differently?
- How can these rankings help us understand other perspectives?
- What contributes to people having different perspectives?



CONNECTION

Activity: Listening and Communications Skills ([PDF](#)) (Counselor Keri). This partner activity offers a visual way to help students understand perspectives.



TEACHER TIP

Model a discussion by sharing your ranking and explaining your reasoning.

Students find a partner and compare their rankings, exploring the following topics:

- Their reasons for their rankings.
- People who have influenced them.
- How their experiences and upbringing impacted their rankings.

Discuss:

- Were there moments when you disagreed with your partner as they were sharing? Were you able to avoid making a judgment? If so, how?
- What new ideas or questions about perspectives did this activity bring up for you?
- How was this activity valuable for exploring perspectives?

DIGGING DEEPER

- How does taking the time to understand other perspectives help reduce the impulse to judge others? How might this practice make big changes in our world?

CONNECTION

Video: [The Blind Men and the Elephant](#) (3:08). Six blind men encounter an elephant for the first time and perceive it differently based on their limited experiences. Discuss: What new ideas or questions about perspectives do you have?

CONNECT + CLOSE

Take Action

Explain: Between now and our next ThinkGive session [give date], practice listening to others to understand their thoughts, feelings, and/or motivations. Consider why they might have a different perspective.

Things to Consider

- Did listening start a meaningful discussion or provide an opportunity for kindness?
- Did listening expose you to a new perspective?
- Did your perspective change after understanding someone else's?

Closing Quote

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

“What you see and what you hear depends a great deal on where you are standing.” – C.S. Lewis

- What action(s) can you take to be sure to stand in different places?




★ THINKGIVE THREE

1. True: be authentic
2. Small: small is all
3. Brave: step into your courage zone




CONNECTION

C.S. Lewis (1898–1963) was an Irish-born scholar, novelist, and author of about 40 books, including *The Lion, the Witch and the Wardrobe*.

Reflection Questions

-  Who did you listen to? How was their perspective different from yours?
-  Did listening allow you to understand someone's perspective? Explain.
-  What felt challenging about perspective-taking? What felt easier?

Journal Questions

-  How do people form their perspectives?
-  What is the value in hearing other perspectives?
-  Where are spaces in your life where you might hear other perspectives?

Perspectives Spotlight: Middle School

Schedule, Curriculum Overview + Web Training



LESSON 1

THINK: Lesson: Introduction (30 minutes)

Students will examine:

- How perspectives vary depending on lived experiences.
- What is the value of understanding other perspectives?
- How listening is a tool for understanding 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.

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: Hear Someone Else's Perspective (35 minutes)

Students will examine:

- How do they relate to experiences, ideas, and things differently because of their perspectives?
- Listening is critical to understanding other perspectives.
- They can make a person feel valued by authentically hearing their perspective.

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: Show Curiosity in Someone (35 minutes)

Students will examine:

- What are the impacts of assumptions on themselves and others?
- How does curiosity connect with kindness and compassion?
- It is essential to learn about who someone is rather than making assumptions based on their appearance.

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: Connect with Intention (35 minutes)

Students will examine:

- How doing things automatically makes hearing and understanding other perspectives challenging.
- When intentional about our actions, we can connect with others.
- How paying attention to others allows us to understand different perspectives.

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 (30 minutes)

Students will examine:

- People understand things differently depending on their perspectives.
- How can they practice perspective-taking?
- How can they 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.

