

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](#)).

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– 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?