



Perspectives Spotlight

At a glance: 4th/5th grades

Welcome to ThinkGive!

This packet of materials is designed to give you an overview of our 4th/5th grade Perspectives Spotlight. 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.

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 (4th/5th grades)

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	Themes
Introduction	This introduction will help students understand that everyone sees things a little differently. <i>The Real Story of the Three Little Pigs</i> will highlight the importance of listening to more than just one side of any story. Then students will consider how they might feel in certain situations and work to compare those feelings with the feelings of another person.	<ul style="list-style-type: none"> - That there is more than one side to a story. - How to take someone else's perspective. - The connection between perspective-taking and kindness. 	<i>"The greatest tragedy for any human being is going through their entire lives believing the only perspective that matters is their own."</i> – Doug Baldwin	Self-awareness Social awareness
Broaden your perspective	In this lesson, students will learn the importance of stepping back from people in order to see them more clearly. The "What am I" activity is the first step in helping them see that it is possible to be too close to something to truly see or understand it. They will leave the lesson with questions to ask someone they are close to in order to gain a new perspective.	<ul style="list-style-type: none"> - How their proximity to a person does not mean they can always see them clearly and completely. - The value of stepping back and changing their perspective. - How to ask thoughtful questions to help people feel worthy and accepted. 	<i>"I just want people to take a step back, take a deep breath, and actually look at something with a different perspective."</i> – Brian McKnight	Self-awareness Diversity
Show curiosity in someone	In this lesson, students will learn how curiosity can help them see things from new perspectives and broaden their understanding of the world and people's experiences. Curiosity doesn't just have to involve asking questions, so spend some time on the Look, Sound, and Feel activity so that students have options in terms of ways to be curious in others and make others feel heard and understood.	<ul style="list-style-type: none"> - What curiosity looks, sounds, and feels like. - Ways society can try to limit our curiosity in others. - How curiosity builds connection. 	<i>"The mind that opens to a new idea never returns to its original size."</i> – Albert Einstein	Connection Empathy
Give an invitation	This lesson will focus on the connection between invitations and perspectives. When students include different people in their lives, it helps them see the world differently. We can extend invitations in many different ways, so be sure to give students an opportunity to generate examples.	<ul style="list-style-type: none"> - How extending an invitation can help us understand new perspectives. - The inclusive nature of offering an invitation. - The various opportunities students might have to give an invitation. 	<i>"A smile is the universal welcome."</i> – Max Eastman	Giving Kindness
Wrap-up	This Wrap-up is intended to have students think about how they can continue to use their understanding of perspective to engage with the world using kindness, empathy, and inclusion. They have connected with different people during the program, and now is the time for them to reflect on the impact they've had and brainstorm what they can do both as a group and individually to keep ThinkGive going.	<ul style="list-style-type: none"> - How people see and understand similar things differently depending on their perspective. - How to take the perspective of others. - Ways to carry ThinkGive forward and continue to see different people's perspectives. 	<i>"The optimist sees the donut, the pessimist sees the hole."</i> – Oscar Wilde	Inclusion Community

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 introduction will help students understand that everyone sees things a little differently. The Real Story of the Three Little Pigs will highlight the importance of listening to more than just one side of any story. Then students will consider how they might feel in certain situations and work to compare those feelings with the feelings of another person.

Students will Examine

- That there is more than one side to a story.
- How to take someone else’s perspective.
- The connection between perspective taking and kindness.



MATERIALS

Worksheet: Same Situation, Different Perspectives ([PDF](#))
Exit Ticket ([PDF](#) | [Google](#))



MEDIA TO PREP

Slides: [Introduction](#)
Video: [The Real Story of the Three Little Pigs](#) (8:21)



TEACHER TIP

The ThinkGive giving philosophy ([PDF](#)), the ThinkGive Three, guides students toward giving in a meaningful, impactful way.

SHARE

Nothing for the Introduction, no gifts to share yet!

THINK • GIVE

Ask: What do you know about the story of The Three Little Pigs? What is your perspective on the story?

Watch: [The Real Story of the Three Little Pigs](#) (8:21). As students watch, they should try to think of a time when they felt like the wolf and never had a chance to tell their side of the story, and about times when they treated others like the wolf and didn't listen to their perspectives.

Discuss:

- Have you ever treated someone like the wolf and not heard their side of a story?
- Was it challenging to believe the wolf? Why?
- Have you ever felt like the wolf?
- After hearing the wolf's side of the story, has your perspective changed at all?
- Why is perspective taking important?
- When can taking someone else's perspective help solve a problem between two people?



PERSPECTIVE

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



CONNECTION

Now that you have both sides of the story, write your own version of the Three Little Pigs.

OR

Pick a different popular story and tell it from a different character's perspective.

REFLECT

Same Situation, Different Perspectives

Hand out the Worksheet Same Situation, Different Perspectives ([PDF](#)).

Note: You can use a character from a book you're reading instead of our fictional Miley!

BEFORE READING about Miley, review the three situations on the worksheet. Ask students to pay attention to the details about Miley that might impact how she feels in those three scenarios.

READ the description of Miley to the class.

AFTER READING about Miley, students consider the first scenario from their own perspective and then from Miley's perspective. They should record their thoughts and have a brief discussion. Once students understand the steps, they can work independently on the remaining two scenarios on the back of the sheet.

Students share their answers in pairs, small groups, or as a class.



CONNECTION

Video: [Perspective Taking](#) (2:51). This video outlines perspective taking if you want to spend more time on the idea. How does this video connect with The Three Little Pigs?



CONNECTION

Read-aloud book: [Encounter](#) (9:20) by Jane Yolen. The story of Christopher Columbus' arrival in San Salvador told from the perspective of an indigenous boy of the Taino tribe.

Discuss:

- Why do you think you felt different from Miley in certain situations?
 - Why do you think you felt the same as Miley in certain situations?
 - How does this connect with the story of The Three Little Pigs?
 - How can you use this activity to help you see things from other people's perspectives?
 - How does perspective taking help us give kindness?
-

CONNECT + CLOSE

Take Action

While your perspective has a lot to do with your point of view, perspectives change as we listen to others. Consider the wolf and the three little pigs this week as you interact with others. Focus on small moments where you can listen to others and hear their stories and experiences.

Things to Consider

- Listening and watching closely can help you see situations from other people's perspectives.
- Seeing a situation from another person's perspective can create an opportunity for a kind act.
- Everyone has their own perspective about their lived experiences and the lives of others.

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 can you do to stand in different places to see different perspectives?
-

★ THINK.GIVE THREE

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

Student Journal Questions

-  How, if at all, did your interactions with people change as you focused on listening and hearing their stories and experiences?
-  Why do you think perspective taking is important?

Perspectives Spotlight (4th/5th)

Schedule, Curriculum Overview + Web Training



WEEK 1

THINK: Lesson #1: Introduction (30 minutes)

Students will examine:

- That there is more than one side to a story.
- How to take someone else's perspective.
- The connection between perspective taking and kindness.

REFLECT + SHARE: Students – and teachers – answer reflection questions on the ThinkGive website. Then 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.

WEEK 2

THINK: Lesson #2: Broaden your Perspective (30 minutes)

Students will examine:

- How their proximity to a person does not mean they can always see them clearly and completely.
- The value of stepping back and changing their perspective.
- How to ask thoughtful, respectful questions to help people feel worthy and accepted.

GIVE: Students take action!

REFLECT + SHARE: Students – and teachers – record gifts on the ThinkGive website. Then collaborate with peers on the Team Page.



WEEK 3

THINK: Lesson #3: Show Curiosity in Someone (30 minutes)

Students will examine:

- What curiosity looks, sounds, and feels like.
- Ways society can try to limit our curiosity in others.
- How curiosity builds connection.

GIVE: Students take action!

REFLECT + SHARE: Students – and teachers – record gifts on the ThinkGive website. Then collaborate with peers on the Team Page.

Week 4

THINK: Lesson #4: Give an Invitation (30 minutes)

Students will examine:

- How extending an invitation can help us understand new perspectives.
- The inclusive nature of offering an invitation.
- The various opportunities students might have to give an invitation.

GIVE: Students take action!

REFLECT + SHARE: Students – and teachers – record gifts on the ThinkGive website. Then collaborate with peers on the Team Page.

WEEK 5

THINK: Lesson #5: Wrap-Up (30 minutes)

Students will examine:

- How people see and understand similar things differently depending on their perspective.
- How to take the perspective of others.
- Ways to carry ThinkGive forward and continue to see different people's perspectives.

REFLECT + SHARE: Students – and teachers – answer reflection questions on the ThinkGive website. Then 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 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 to students like an invitation to join a discussion / activity; should they wish to share their their knowledge and learning with their classmates in different ways, great!

The Journey is the Destination

ThinkGive isn't about the gifts; it's about the journey taken while giving. Students explore their own capacity for change, connect with others unlike themselves, learn about compassion and empathy, and consider what kind of person they want to be.

Our Giving Philosophy



The ThinkGive Three

ThinkGive isn't about the gifts; it's about the journey taken while giving. Students explore their own capacity for change, connect with others unlike themselves, learn about compassion and empathy, and consider what kind of person they want to be.

The ThinkGive Three provides as a framework students can use when taking action around each prompt. Be sure to reinforce these as you go!

- 1 TRUE.** Be authentic. Make your actions thoughtful and true to you.
- 2 SMALL.** Giving is more about the intention behind the action rather than the gift itself. Small and true gifts matter a great deal!
- 3 BRAVE.** Step into your courage zone with every action. This looks different to everyone; what's important is that you push yourself a little more with every gift to take action instead of turning away.

