

Putting Others First



Objectives

4.8 Articulate various perspectives about an issue involving relationships.

The student will be able to:

1. Explain how people can view something from different perspectives.
2. Describe problems that arise when one thinks about only about him/herself.
3. Identify wants and feelings from various perspectives.
4. Identify ways to help themselves think about others first.
5. Discuss ways to put others first.

Materials and Equipment

Pictures of Illusions—vase/2 faces; rabbit/duck

Practicing Perspective—*one per student*

Practicing Perspective—*Teacher Key*

Parent Guide

Student Learning Activities

Discussion

Small group activity

Key Scriptures

Luke 10:29-37 (NIV)

²⁹But he wanted to justify himself, so he asked Jesus, “And who is my neighbor?” ³⁰In reply Jesus said: “A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. ³¹A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. ³²So too, a Levite, when he came to the place and saw him, passed by on the other side. ³³But a Samaritan, as he traveled, came where the man was; and when he saw him, he took pity on him. ³⁴He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. ³⁵The next day he took out two denarii and gave them to the innkeeper. ‘Look after him,’ he said, ‘and when I return, I will reimburse you for any extra expense you may have.’ ³⁶“Which of these three do you think was a neighbor to the man who fell into the hands of robbers?” ³⁷The expert in the law replied, “The one who had mercy on him.” Jesus told him, “Go and do likewise.”

Key Points

Discuss the following Key Points with students throughout the lesson, intertwining the key points with the various activities used. The Key Points are not meant to be used as a mini-lecture, but rather a general content outline to use throughout the lesson. Some of the Key Points naturally connect with specific activities while other Key Points are more general and can be discussed at any point in the lesson. They are outlined below from basic information to a more complex understanding of the topic.

- Perspective is the outlook or point of view in which a person mentally views a subject, relationship, situation, or fact.
- Our perspective is formed by our uniqueness, values and beliefs, family, church, school, and community.
- In early adolescence, young people tend to focus on themselves and only want to see something from their own perspective or viewpoint—what only works best for them.
- God asks us to put others first and view life from their perspectives. He wants us to love and see others for who they are—not for who we’ve decided they need to be or act.
- When we tease others or make rude comments we are not only putting others down, but also trying to make ourselves feel superior or more worthy.
- When we don’t think the same or want the same things as others, it’s usually OK to agree to disagree—unless it’s biblical truth or a deeply held value or belief (not all are equally valid).
- When we hurt others, do something wrong, or struggle seeing someone else’s perspective, it’s best to admit it to ourselves and others and ask for forgiveness.
- Sometimes we think our perspective is right and then use our power against someone in a way that’s unfair. This is bullying.

- Bullying is mean, hurts others, and angers God.
- We need to do the right thing and not just let our feelings rule our thoughts and action.
- To gain perspective, ask yourself: “If I were the other person or in this situation, how would I think or feel? What might have happened in the person’s life to make them respond this way? How can I understand what it might feel or look like to the other person? How can I pray for understanding?”
- To understand others better, say: “It seems like you’re thinking or feeling . . .”; “Tell me more so I can understand better”; “Help me to see where you are coming from.”
- There is a time when understanding someone’s perspective does not mean a person must accept the person’s behavior (e.g., bullying, harassment, inappropriate teasing, etc.)

Lesson Introduction

Show students the **Pictures of Illusions** (vase/two faces or rabbit/duck). Help students see both illustrations for each illusion. Discuss how each illusion shows two different perspectives. Define perspectives.

Show students your thinking/working face and ask what they think you are feeling or what your mood is. Explain that often people form a perception about someone from placing their own perspective/ideas about the person based on what they see but not always truth. Have students show one another what their faces at rest look like. Then have them show other emotions or moods such as frustration, worry, etc. and discuss how various expressions can be perceived differently by others.

Teaching Activities

Looking from a Different Perspective

Share an overview of the Good Samaritan story (Luke 10: 29-37) or have the students role-play the story, having each character “freeze” as the class considers whether to help the hurting man. Have students speculate the perspective of the Priest (might not want to get dirty), Levite (maybe late for work), and Samaritan (possibly had an experience of being mistreated and ignored as Samaritans were despised by Jews). Discuss how each possible perspective might have motivated the person’s response. Discuss why someone’s perspective might create a response that is hurtful, unhelpful, and mean or possibly create a response that is loving, kind, and sacrificial. Share why God wants our perspective to be open to the needs of others.

Discuss questions such as:

1. How does the way we think and feel about something “color” what we think the other person thinks and feels?
2. How can the following be viewed from two different perspectives?
 - a. Teasing
 - b. Rudeness
 - c. Sarcasm
 - d. Disagreements
 - e. Sense of being right
 - f. Responding without thinking and according to our feelings

Discuss how looking from different perspectives helps people to have more empathy or understanding of another person’s thoughts and feelings. Have students identify ways to help themselves and others understand one another better.

Teaching Activities

Practicing Perspective

Form small groups of students, giving each group a different situation in **Practicing Perspective**. Have the groups identify the needs and feelings of each person in the situation and then write an ending to the story. As a class, share the situations, feelings, needs, and endings, referring to the **Practicing Perspective Teacher's Key** for guidance and reinforcing Key Points in the discussion. Discuss how understanding someone's perspective helps us to be more kind and loving to that person. Then, have students determine at what point understanding someone's perspective does not mean that one must accept their behavior as in bullying situations.

Discuss questions such as:

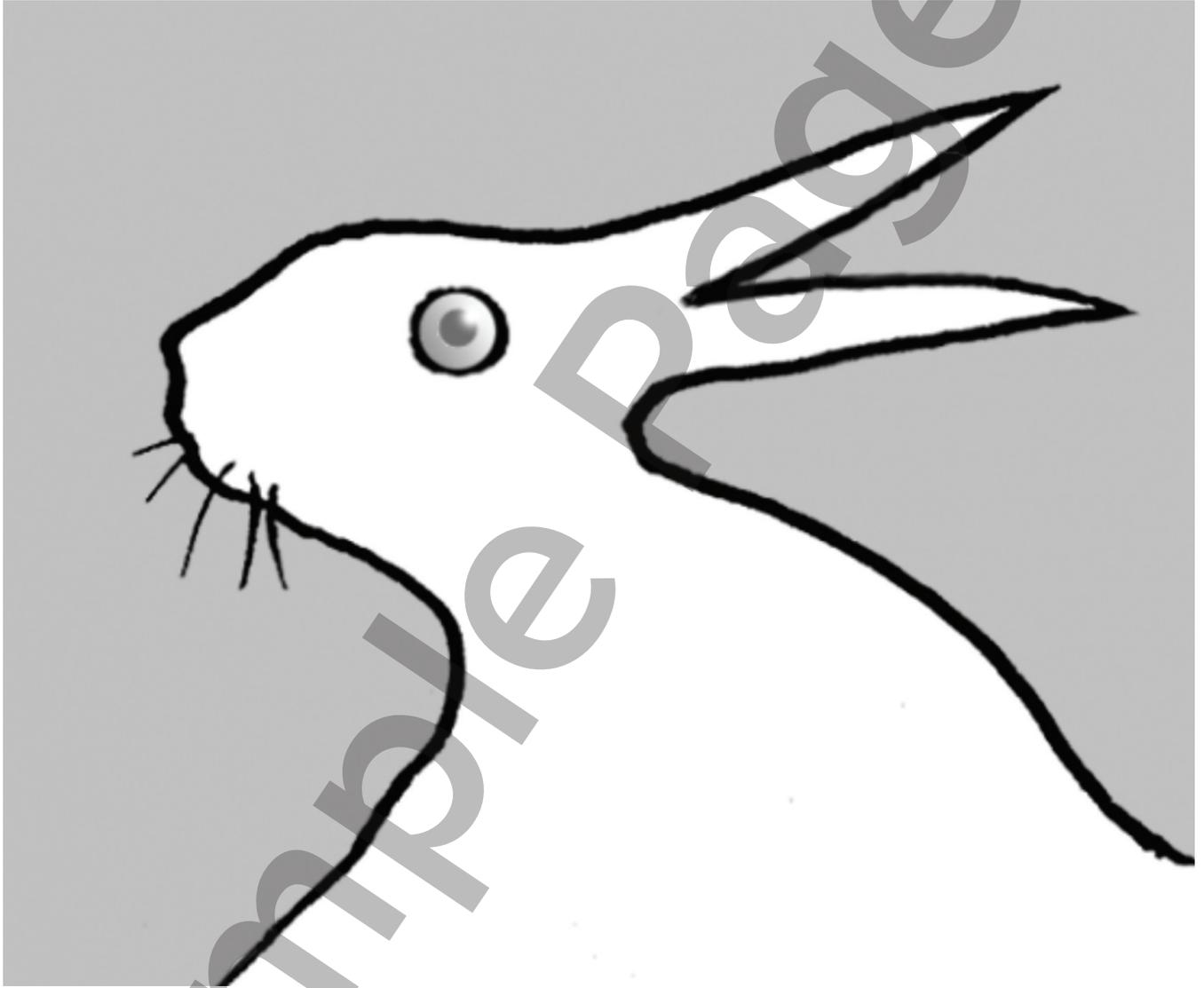
1. How do some of the situations on Practicing Perspective show bullying?
2. Is the bullying acceptable? Why?
3. What is an appropriate response that stops the bullying behavior yet addresses the needs and feelings of the bully? Victim?
4. How does understanding another person's perspective impact one's response?
5. What are some questions you can ask yourself to make sure you stand up to unacceptable behavior? How can you make sure you do not excuse/justify inappropriate behavior yet show understanding?
6. Why should we put others first? When should we put ourselves "first"? How did Jesus care for himself while also putting others first?

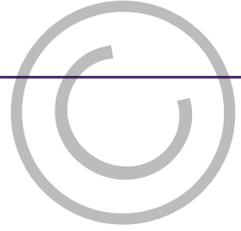
Review and Assess

Have students make a list of tips to remember when trying to “see” someone’s perspective and understand the person’s thoughts and feelings.

Extended Learning

Have students read a children’s storybook that illustrates empathy, compassion, or perspective. Ask students to write a paragraph that shows how the traits and actions are demonstrated in the story.





Sample Page

Name _____ Class _____ Date _____

Putting Others First—Practicing Perspective

Directions: For each situation below, identify the needs and feelings of each person in the situation and then write an ending to the story.

- Kevin doesn't like Nick, a classmate. Whenever he can, Kevin calls Nick names and comments on how short and fat Nick is.

Kevin's needs and feelings

Nick's needs and feelings

Ending to story _____

- Chris and Jacob are working on a school project. Chris is frustrated because Jacob is not doing the project right. Chris decides to go ahead and do all of the project by himself so he'll get a good grade.

Chris' needs and feelings

Jacob's needs and feelings

Ending to story _____

3. Marissa’s class just finished PE for the day. As she was putting on her tennis shoes, she heard snickering from several of her classmates down the hall. As she looked toward them, she saw Joni pointing her finger at Marissa’s feet and whispering to the other girls. Marissa did not see anything unusual about how her feet looked. Marissa could not hear that Joni was talking about how the light coming down the hall made the floor look a different color so that it seemed Marissa was standing in dirty water.

Marissa’s needs and feelings

Joni’s needs and feelings

Ending to story

4. Toby and Jared are two new students at school going out for the school basketball team. Toby is very short and quick on his feet. Jared is very tall and clumsy. The other kids trying out immediately want Jared on their team. When he can’t dribble the ball well, the kids start laughing and calling him “No hands.” Toby plays ball well and encourages the boys in his tryout group to just have fun with the game.

Jared’s needs and feelings

Toby’s needs and feelings

Ending to story

5. Casey has to clean his room before he can go out and play. Once finished, he races outside to play with friends. When he comes back in an hour later, his mom is angry that he disobeyed and went outside before cleaning his room.

Casey's needs and feelings

Mom's needs and feelings

Ending to story

6. Jenna is excited to try out for the class play today. She has had the lead in the class plays for the past three years. She knows she deserves the lead this year. Kara, a classmate, recently enjoyed being in a drama at church. She's been practicing the lead part for the class play. Jenna overhears Kara's excitement at trying out during recess and goes up to Kara, saying, "No sense in you trying out for the lead. I always get it!"

Jenna's needs and feelings

Kara's needs and feelings

Ending to story

Name _____ Class _____ Date _____

Putting Others First—

Practicing Perspective—Teacher Key

Directions: For each situation below, identify the needs and feelings of each person in the situation and then write an ending to the story.

1. Kevin doesn't like Nick, a classmate. Whenever he can, Kevin calls Nick names and comments on how short and fat Nick is.

Kevin's needs and feelings

mad and frustrated

possibly jealous

needs to feel important

Nick's needs and feelings

upset and rejected

acceptance

harassed and bullied

Ending to story Answers will vary but could include that Kevin apologizes to Nick and Nick forgives Kevin; they are now friends; a teacher talks with Kevin about his inappropriate words to Nick and disciplines Kevin; other students tell Kevin to stop calling Nick names, etc.

2. Chris and Jacob are working on a school project. Chris is frustrated because Jacob is not doing the project right. Chris decides to go ahead and do all of the project by himself so he'll get a good grade.

Chris' needs and feelings

needs a good grade

wants to do well on the project

feels cheated

Jacob's needs and feelings

believes he is right and Chris is wrong

needs to have his ideas understood

wants to do it his way

Ending to story Answers will vary but may include that they have a good conversation about their needs and feelings and then are able to cooperate well and finish the project; Chris may finish the project and then not get a good grade, causing both of them problems; Jacob may go to the teacher and explain the situation, following the teacher's suggestions for solving the problem.

3. Marissa's class just finished PE for the day. As she was putting on her tennis shoes, she heard snickering from several of her classmates down the hall. As she looked toward them, she saw Joni pointing her finger at Marissa's feet and whispering to the other girls. Marissa did not see anything unusual about how her feet looked. Marissa could not hear that Joni was talking about how the light coming down the hall made the floor look a different color so that it seemed Marissa was standing in dirty water.

Marissa's needs and feelings

needs a true friend

upset

not realizing Joni wasn't really trying to hurt her

Joni's needs and feelings

observant; not really see Marissa

doesn't know Marissa is upset

Ending to story Answers will vary, but could include Marissa crying and fleeing from the area or Joni calling out to Marissa about her observation of light on the floor.

4. Toby and Jared are two new students at school going out for the school basketball team. Toby is very short and quick on his feet. Jared is very tall and clumsy. The other kids trying out immediately want Jared on their team. When he can't dribble the ball well, the kids start laughing and calling him "No hands." Toby plays ball well and encourages the boys in his tryout group to just have fun with the game.

Jared's needs and feelings

sad

willing to try

wants to be accepted and play ball

Toby's needs and feelings

wants to have fun

to feel accepted

bad for Jared

Ending to story Answers will vary but may include Toby telling the rest of the boys to stop teasing Jared; Toby could teach Jared some dribbling skills and they practice together until Jared becomes better; Toby could help Jared learn skills that use his height, like getting rebounds and passing the ball; Toby could encourage Jared to keep trying and help him as often as possible.

5. Casey has to clean his room before he can go out and play. Once finished, he races outside to play with friends. When he comes back in an hour later, his mom is angry that he disobeyed and went outside before cleaning his room.

Casey's needs and feelings

needs time to play with friends

doesn't think a clean room is important

upset that his mom doesn't think he did the job

Mom's needs and feelings

needs the room cleaned because guests will be staying in it

has a standard of cleanliness

feels Casey didn't listen

Ending to story Answers will vary but may include Mom talked with Casey about the standards of a clean room and then they cleaned it together; Mom disciplined Casey by not letting him play with friends for the next two days; Casey apologized to Mom and then re-cleaned the room plus helped with dinner clean-up.

6. Jenna is excited to try out for the class play today. She has had the lead in the class plays for the past three years. She knows she deserves the lead this year. Kara, a classmate, recently enjoyed being in a drama at church. She's been practicing the lead part for the class play. Jenna overhears Kara's excitement at trying out during recess and goes up to Kara, saying, "No sense in you trying out for the lead. I always get it!"

Jenna's needs and feelings

always wants to be first

jealous of others better than her

she wants the lead because her sister had it

Kara's needs and feelings

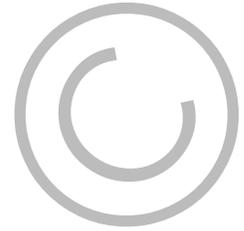
loses confidence in herself even though she knows she can do a good job

angry at Jenna for making the comments

wants to have fun with the play

Ending to story Answers will vary but may include they both get smaller parts and become friends; Kara gets the lead and Jenna learns why she didn't get the lead and then congratulates Kara; Jenna gets the lead and Kara is happy with the part she is given.

Putting Others First—Parent Guide



It has been said that we never understand someone until we walk in their shoes. However, it's easier for preteens to understand the concept than to put it into practice. Early adolescence is a time when young people tend to focus on themselves and only want to see something from their own perspective or viewpoint—what only works best for them.

In this lesson, students look at how people can view something from different perspectives. They will describe problems that arise when thinking only about themselves, identify wants and feelings from various perspectives, and think of ways to help themselves think about others first. Key points include:

- Perspective is the outlook or point of view in which a person mentally views a subject, relationship, situation, or fact.
- God asks us to put others first and view life from their perspective. He wants us to love and see others for who they are—not for who we've decided they need to be or act.
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- Sometimes we think our perspective is right and then use our power against someone in a way that's unfair. This is bullying and is mean, hurts others, and angers God.
- To gain perspective, ask yourself: If I was the other person or in this situation, how would I think or feel? What might have happened in the person's life to make them respond this way? How can I understand what it might feel or look like to the other person? How can I pray for understanding?

Questions to discuss at home

1. How does the way we think and feel about something “color” our perspective?
2. How can teasing, rudeness, sarcasm, and pride be viewed from two different perspectives?
3. Why should we put others first? When should we put ourselves “first”? How did Jesus care for himself while also putting others first?

For further discussion

Cover old glass lenses with various shades of tissue paper or washable markers. Have members of your family try on the glasses and talk about how things look. Then have them share how they see a situation or interaction different from how another family member sees it (e.g., frustration instead of anger, lack of quality workmanship versus a job well done, hurtful teasing over good-natured fun).

Scriptures for Today (NIV)

Luke 10:29-37