

Let the Little Children Come

Lesson 27. POINTS OF VIEW

- Purpose:
- a) To teach the children that different creatures and different people see things differently.
 - b) In a non-discriminatory way, to teach that what one sees is “colored” by one’s environment.
 - c) To foster a positive attitude about bringing together different ways of looking at things.
 - d) To teach that yellow plus blue equals green.
 - e) Preparation for the Holy Spirit.
 - f) Indirectly, to foster the concept of “community,” or sharing, in order to broaden one’s “outlook.”

Materials: Enough blue acetate for each child to have a 6 x 6 inch square.
Enough yellow acetate for each child to have a 6 x 6 inch square.
Bind the acetate all the way around with masking tape so that it won’t rip or tear.
An assistant.

- Presentation:
- 1) Ask the children if they’ve ever wondered how a fish sees things.
 - 2) Tell them that fish live in the water, and “where something lives” is called its “environment.”
 - 3) Ask the children if they can say the word “environment.”
 - 4) Hold up a piece of blue acetate and look through it. While you are doing this, tell the children that things must look very different to a fish, because they are always looking through water.
 - 5) Maybe it’s a bit like looking through this colored window.
 - 6) Ask the children if they would like to see how a fish might see things.
 - 7) Give each one a piece of blue acetate to look through.
 - 8) After they have satisfied their curiosity, have them give the blue acetate back to you.

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- 9) Tell them that a bird's "environment" is different from a fish. A bird doesn't live in the water; it does a lot of flying in the air.
 - 10) Look through the yellow acetate and comment that things must look differently to the bird, because it can fly high above the clouds where the sun is very bright.
 - 11) Perhaps it's a bit like looking through a different colored window!
 - 12) Ask them if they would like to see how a bird might see things.
 - 13) Give each a piece of yellow acetate and after they have had an opportunity to look through them, have them return their "windows" to you.
 - 14) Ask the children to show you their "windows." (If they have forgotten, have them blink their eyes.)
 - 15) Tell them that each of them sees things differently, too...just as the bird sees things differently from the fish.
 - 16) Tell them that this is because each of us grows up in an environment that is different from everyone else's.
 - 17) We grow up in different houses, we go to different schools...some of us even speak different languages.
 - 18) So, how we see things is "colored" by our environment!
 - 19) Wouldn't it be nice if the bird and the fish could get together and see things from each other's point of view?!
- (At this point, an assistant should be strolling around looking through a piece of the blue or yellow acetate.)
- 20) The teacher hands her whatever color acetate the assistant doesn't have and says, "Of course, one of them must be willing to give!"
 - 21) The assistant says "Thank you," looks at the new color thoughtfully and says, "And one must be willing to receive."

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- 22) The teacher asks the assistant, “May I see?” and the two colors are returned to her. After she has said “Thank you,” and looked at the colors, she returns the helper’s original color,
- 23) The teacher gives half the class blue sheets and tells them that they can pretend to be fish.
- 24) She give the other half of the class yellow sheets and tells them that they can pretend to be birds.
- 25) The teacher should tell them that if a “fish” and a “bird” are willing to share their pieces, and look through both colors at the same time, they might see more than just blue and yellow.

Activity: They get to practice sharing. When everyone has discovered that looking through the two colors together produces a third color, made sure that they understand the following:

Our uniqueness is beautiful and, if we are willing to share that uniqueness with others (and they with us), then we might see even more new and beautiful things

Song: **No One Else**

1. C Em F Em Dm Em Am
Sometimes I hear what no one else can hear.

Em Dm Em Am Dm G
Sometimes I see what no one else can see.

C Em Am Dm Em Am – Am9 – Am
Sometimes I know what no one else can really know.

Em (F) Dm Em Dm C
Because I’m me, and no one else can be.

2. Sometimes you feel what no one else can feel.
Sometimes you try when no one else will try.
Sometimes you’re touched by something never felt before.
Because you’re you, and no one else would do.