



The Compassion Project

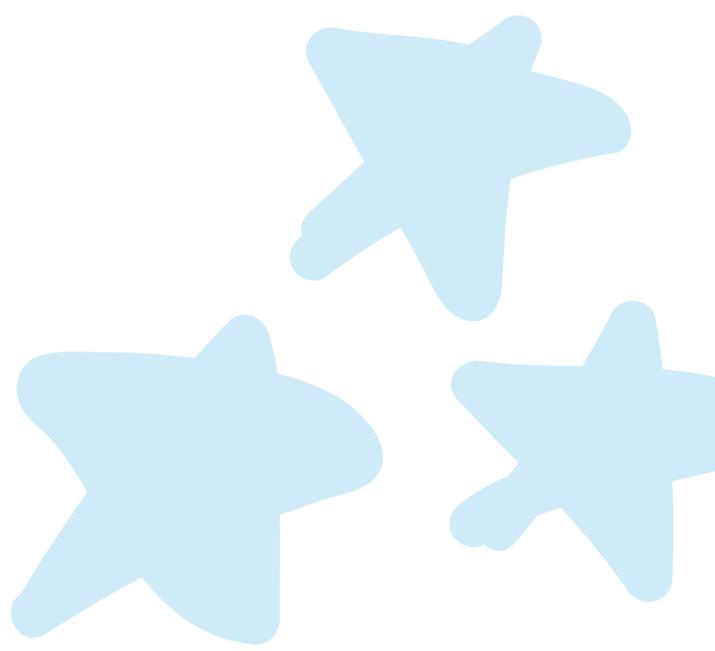


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 Digital Lesson Available



Implementation Guide

What is The Compassion Project?

Compassion is a social-emotional skill that increases students' own sense of wellbeing and improves the learning environment for everyone. In a compassionate classroom, disputes, distractions and disagreements don't last long and there's more time for what truly matters: learning.

The Compassion Project is the first comprehensive, no-cost program designed to help educators facilitate lessons around fundamental SEL skills. This 15 lesson, easily-integrated curriculum combines fun animated videos, classroom-based lessons and digital activities to help students engage in active reflection, discussion and practice.

Each lesson is formatted to best increase students' comprehension and retention of the materials through the following process:



Learn

Students watch a short video or read a story that illustrates the lesson topic.

Discuss

Teachers facilitate discussion about what students just read or saw.

Act

Students do an activity that puts compassion into practice.





The Compassion Project Units:

Understanding Compassion (Lessons 1-5)

Build students' understanding of compassion and introduce a vocabulary of related words and concepts.

Understanding Self (Lessons 6-10)

Help students understand the importance of treating one's self with kindness, concern and support.

Practicing Compassion (Lessons 11-15)

Illustrate what students can do each day to live more compassionately through action-oriented lessons. The unit culminates with a service project.

How to Use the Compassion Project

The Compassion Project contains 15 offline lessons that take approximately 25-30 minutes each to complete with students.

The lessons in the Compassion Project are scaffolded, building upon previous lessons. Students will get the most out of the project by taking all lessons in order and using all components. However, you can also pick and choose your lessons in any order.

The three following Compassion Project lessons offer digital learning experiences in the EVERFI platform:

- * Lesson 1: What is Compassion
- * Lesson 2: What is Empathy
- * Lesson 7: Being Mindful

For these lessons, you may have your students go through the digital lessons individually or utilize the digital activities together as a class. The digital experience includes the following components:

1. Pre-Assessment
2. Introduction (simulates the in-class introduction)
3. Video (the same video you'd watch as a class)
4. Reflection questions (simulates the in-class discussion portion)
5. Digital activity
6. Post-Assessment

Within the digital platform, students can also watch all of the Compassion Project videos in the video library.

Ways to Use the Compassion Project:

INTRODUCE

Follow the prompts in each lesson to familiarize your students with the concepts being taught.



If you are using one of the lessons with digital learning extensions and want students to complete them individually, have them log into the EVERFI platform now. If you are completing the offline lesson, continue.

WATCH or READ

For lessons that contain videos, use the EVERFI digital platform to play the video for students. For lessons that contain book suggestions, read the story as a class.

DISCUSS

Use the provided questions in each lesson to discuss the video or story.

ACTIVITY

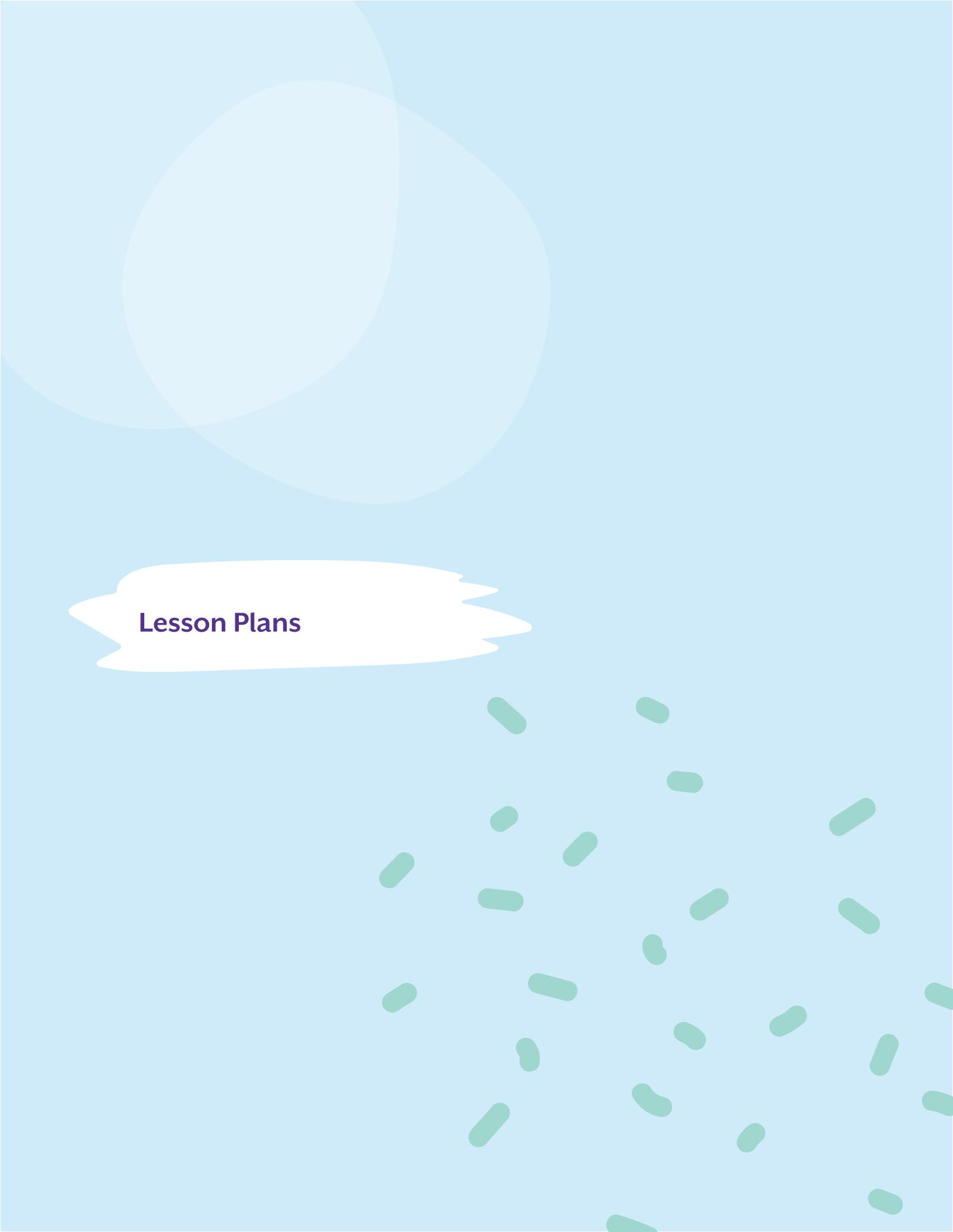
For all lessons, there is a classroom-based activity. For the lessons with both digital and in-person activities, you can choose to do either or both with your class.

REFLECT

Wrap up with additional questions found in the lesson plan.

EXTEND

Throughout the year, return to the lesson plan for Extension Activities on the different topics to keep compassion going.



Lesson Plans

LESSON 1

Defining Compassion

🕒 45min **Prerequisite:** None

Objectives students will be able to...

- * Describe and give examples of compassion
- * Identify situations and emotions that indicate the need for compassion
- * Describe how to practice/perform acts of compassion

***Digital Lesson: Compassion Playground**

Materials

- * A/V to play video
- * Scenario cards cut out (see activity for notes about how many)
- * Mind maps
- * Pencils
- * Colored pencils/crayons



Teacher Notes

Compassion is when you notice another person or animal is in need, and you have concern for them that you want to show. Compassion can include a number of components: feeling in your heart for others; understanding and caring about the feelings of others; understanding what others need or want; and wanting to do something that might help. To know if someone needs compassion we look for clues, like emotions. We show compassion by saying and doing things that show others we care.

Compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care.

Opening

🕒 5 min

Format: Direct Instruction/
Intro, Video



Today we are going to learn about compassion - what it means and how you can show it to others. Show me with your thumbs how familiar you are with the word 'compassion'.

Thumbs up means totally know what it is; thumbs down means never heard it before; thumbs in the middle means have heard it before but not exactly sure what it means.

Let's check out a quick video together to learn about the definition of compassion. In this video, everyone is going to perform at a talent show! David and his pet rat have a cool talent, but not everyone feels very excited about the talent show. Let's see why.

Show video, What Am I Good At?
(Length: 2:53)

Debrief

🕒 5 min

Format: Whole Group Debrief



In this video, we learned that compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care.

Who in this story needed compassion? Why do you think they needed it?

What did David do when he saw that Tye needed compassion?

Turn and talk to a partner:

If you had a friend that was upset like Tye, what would you do to show them compassion?

Can you think of a time when you helped someone in need? How did you show them compassion?

After students have shared with a partner, allow a few students to share with the whole group.

Activity Part 1

⌚ 15 min

Format: Skits, Small Group Work

1. Let students know that they will now get the chance to practice showing compassion by creating some skits.
2. Break students into 4 equal groups. Alternatively, if that makes the groups too large for your class, make 2 copies of the scenario cards and allow 2 different groups to have the same main theme.
3. Give each group a scenario card. Scenario cards have a main theme and several ideas underneath. Students can choose from one of the ideas. If this is too much choice for your students, you can pre-select their specific scenario on the card by highlighting or circling it for them.
4. Let students know that they will have about 10 minutes to create their skit, with 5 minutes at the end to perform them for the class.
5. Emphasize that the skits should include all the elements of compassion that they just learned about - seeing someone in need, caring about them, and doing something about it.
6. While they rehearse, walk around the room and give hints/help/encouragement when needed.

Activity Part 2

⌚ 5 min

Format: Skit performance, class debrief

After 10 minutes, gather students back in the class gathering space to perform their skits.

After each skit, have a brief class discussion with these questions:

- Who needed compassion in this story?
- How did you know?
- Who showed them compassion?
- What did they do to show it?
- How did that help the person who needed compassion?

Closing

⌚ 2 min

Format: Formalize learning with the whole group, partner share

- * Turn and talk: What is compassion? How do you show it to others?
- * Have a few students share out after the turn and talk
- * Discuss as a class places at school where they could show compassion in the future, starting today!

Evaluation

⌚ 5-10 min

Format: Access individually

At the end of the lesson, give students a blank mind map with the word “compassion” in the center. Allow them to use words or pictures to share their learning about compassion. Encourage them to show that they understand what it is and how you can show it to others. A mind map is a more artistic bubble map that includes drawings and color. Check some out here: <http://www.mindmapart.com/>. If your students are not familiar with them, you may also want to show a few examples to the class.



Extensions

Create a compassion jar or tree to add to all year long.

- a. Set up a jar in class and call it the “compassion jar.” Each time you catch a student showing compassion and/or a student catches another student showing compassion, fill the jar with an object. Suggestions for filling the jar include marbles, pompoms, stones, etc.
- b. Use paper to make a large outline on the wall of a tree and add leaves to the tree that name the compassionate acts that you catch students doing or the students catch one another doing.
- c. Pick an activity to do as a special treat when the jar or tree is full.

Additional read-aloud suggestions:

- Bear Feels Sick by Karma Wilson
- Have You Filled a Bucket Today? by Carol McCloud



Learners needing support:

Learners ready for extensions

Notes for next time

Scenario Card 1

Recess

Ideas:

Someone doesn't have anyone to play with

Someone lost a game and feels very upset

Someone doesn't understand the rules of the game everyone is playing



Scenario Card 2

Ouch!

Ideas:

Someone fell off their bike and hurt themselves

Someone tripped in the classroom and dropped all of their stuff

Someone hit their head really hard



Scenario Card 3

Lunchtime

Ideas:

Someone is sitting by themselves

Someone has a food allergy and can't sit at the table with the rest of the class

Someone dropped their lunch on the ground, and it got stepped on



Scenario Card 4

Feeling Nervous

Ideas:

Someone has a big test coming up at school, and they're feeling scared about it

Someone has to go to the doctor today to get shots, and they're afraid of needles

Someone has stage fright for their upcoming concert



LESSON 2

What Is Empathy?

🕒 40min **Prerequisite:** Completion of Lesson 1: Defining Compassion

Objectives students will be able to...

- * Describe empathy (as feeling for others or understanding others feelings).
- * Compare and contrast empathy and compassion.
- * Describe how empathy leads to compassion.

*Digital Lesson: **EmpathEyes**

Materials

- * A/V to play video
- * Hula hoops or Venn diagram manipulatives
- * Venn diagram cards
- * Chart paper pre-set up (see activity 2)
- * Markers
- * How Do You Feel? worksheets

Teacher Notes

Empathy is when you see someone in a situation (or hear a story) and you can understand what they want, how they might feel, and it may even make your feelings change in response. When you know how others feel, and you understand what they need or want, that could lead to showing compassion. Being able to relate with someone in need increases your desire to give them compassion. In this lesson, students will describe empathy and how it may lead to compassion.

Empathy + Action = Compassion

Compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care.

Opening

🕒 5 min

Format: Think, pair, share
activate prior knowledge, video



Last time, we learned about what compassion is and how we can show it. Think inside your head about what compassion means and how to demonstrate it. Pause for a few seconds. Now, turn and talk to a partner together about what you remember about compassion. After they've discussed briefly with a partner, ask for a few volunteers to raise their hands and share aloud.

Today we are going to continue learning about compassion by exploring empathy. We will talk about what it means, how it is different from compassion, and how empathy can lead to compassion. Show me with your thumbs how familiar you are with the word 'empathy.' Thumbs up means totally know what it is; thumbs down means never heard it before; thumbs in the middle means have heard it before but not exactly sure what it means. Empathy is when you see someone in a situation (or hear a story) and you can understand what they want and how they might feel.

Let's check out a quick video together to see how empathy leads to compassion. In this video, Tye is still trying to figure out what her talent is for the show, but it doesn't go quite like she planned. In this story, look for someone who feels empathy and then turns that empathy into compassion.

Show video: Try, Tye, Again

Debrief

⌚ 5 min

Format: Whole group debrief, turn and talk



In this video, we noticed that empathy led to an action. It led to compassion. Remember that empathy is when you see someone in a situation (or hear a story) and you can understand what they want and how they might feel. Compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care.

Discuss as a class:

- Did anyone in the video feel empathy for Tye? How do you know?
- What did you think or feel when Brandon treated Tye badly?
- Did Alex have empathy or did she show compassion? What is the difference?

Turn and talk:

- When was a time you felt empathy for someone else?
- When was a time when you had empathy and then showed compassion like Alex did?

After students have shared with a partner, allow a few students to share with the whole group.

Activity Part 1

⌚ 5 min

Format: Venn diagram, whole group discussion

Lay out the Venn diagram manipulatives or hula hoops on the ground and have students sit around them in a circle so that everyone can see. If students are not familiar with Venn diagrams, you will need to explain how they work.

Label one side “Empathy” and the other side “Compassion”

Work together as a class to place the Venn diagram cards in the appropriate places

After completing the sort, discuss as a class:

- Can you see empathy?
- Can you see compassion? What does it look like?
- When someone is hurt and needs compassion, how does empathy help?
- What are some times when it might be hard to feel empathy?

Activity Part 2

⌚ 10 min

Format: Small group work

Break students into 4 equal groups.

Give each group one of the chart papers and markers.

- Chart papers should be set up in advance like this

Write Scenario Here

How do you think they might feel?	What do you think they might need or want?
-----------------------------------	--

Scenarios for chart paper:

- Felix drew a picture he was really proud of, but his friend made fun of it
- Shawna fell during a performance in front of the school and everyone laughed
- RJ started at a new school and doesn't have any friends yet
- Kiki's family was late picking her up, she was the last one and waited alone.

Give students about 5-7 minutes to work together in their groups to fill out their respective chart papers

Activity Part 2 Cont.

Closing

⌚ 2 min

Format: Formalize learning with the whole group, partner share

Evaluation

⌚ 5-10 min

Format: Access individually

Activity Extensions

Walk around and give hints/help/encouragement when needed.

After 5-7 minutes, bring the class back together and have each group share their work with the class.

After each group shares, ask the class how they would turn empathy into compassion for each scenario. Write down suggestions from students about what they would do.

Turn and talk: What is empathy? How might empathy help you become more compassionate?

Have a few students share out after the turn and talk.

Discuss as a class what they can do to practice empathy at school and at home. *Ideas might include paying attention to situations, thinking about how you would feel, asking others to tell you how they feel, and thinking of what would you need if you were in their shoes.*

At the end of the lesson, give students “How Do You Feel?” worksheets to complete individually.

Additional Suggested Reading for Students:

- Stand in my Shoes by Bob Sornson
- The Hundred Dresses by Eleanor Estes
- The Invisible Boy by Trudy Ludwig,
- <https://www.nytimes.com/2017/08/25/books/review/why-am-i-me-paige-britt-empathy-children.html>

Learners needing support:

Notes for next time

Learners ready for extentions

can lead to compassion



when you SEE someone in need,
CARE about their feelings, and
DO something to show you care



involves thinking and caring
about others



is a feeling



empathy in action



when you see someone in a situation (or hear a story) and you can understand what they want or how they might feel



helps others in need



understanding how someone feels and trying to imagine how that might feel for you



How Would You Feel?

Name:

Date:

- * Both you and your best friend try out for the talent show. You are both excited, but only YOU get picked to be in the talent show. Your friend says, “I really wanted to be picked”
 - How do you think they feel?

 - How do you feel?

 - Knowing how your friend probably feels, what can you say or do to show compassion?

 - * You’re playing with friends at recess and having a great time. A new student that you don’t know comes over to talk to your group, but no one is listening to them and no one invites them to play with you.
 - How do you think they feel?

 - How do you feel?

 - Knowing how the new student probably feels, what can you say or do to show compassion?

 - * After lunch you run out of the cafeteria to meet your friends who are already on the playground. You look back and notice that the teacher is making someone else clean up the trash you accidentally left on the table.
 - How do you think the teacher feels?

 - How do you feel?

 - Knowing how the new student probably feels, what can you say or do to show compassion?
-

LESSON 3

Why Be Compassionate?

🕒 30min **Prerequisite:** Completion of Lessons 1 & 2

Objectives students will be able to...

- * Describe how compassion relates to making and keeping friends
- * List positive outcomes and benefits of compassion
- * List negative outcomes of not being compassionate

Materials

- * A/V to play video
- * Find a Friend Who (1 copy per student)
- * Clipboards (1 per student)
- * Compassion Sort (1 copy per pair)
- * Scissors
- * Glue/glue sticks

Teacher Notes

Being caring and compassionate helps form and strengthen social bonds and friendships, but we feel empathy more for close friends than we do for others. In this lesson, students will understand that caring for others is just as important as caring for friends. Students will learn that they should feel empathy and compassion for everyone because it builds stronger relationships.

Compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care.

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge, video



Last time, we learned about the difference between empathy and compassion and also how empathy leads to compassion. Turn and talk to a neighbor about these questions: What do you remember about empathy and compassion? When someone is hurt and needs something, how do you know? Have a couple of volunteers share out with the class. Today, we're going to talk about why it's important to be compassionate and how being compassionate can help us make and keep friends.

Let's check out a quick video together to see an example of something good that happens when someone showed compassion. Gabby and David and his pet rat star in this video. Let's see what happens.

Show video: Runaway Rat

Debrief

🕒 5 min

Format: Whole group debrief



In this video, we saw someone who showed compassion and it helped them make a new friend.

Discuss as a class:

- Who in this video showed compassion? How?
- Why did Gabby show compassion?
- What happened because of Gabby showing caring/compassion?

Have students turn and talk to a partner:

- Should you only show compassion to your friends?
- Why is it important to show caring/compassion to each other?

After students have shared with a partner, allow a few students to share with the whole group.

Explain that sometimes, though, even when you show compassion to someone, they might still not want to be friends with you - but that's ok! You did the right thing!



Debrief Cont.

Activity Part 1

⌚ 10 min

Format: Whole group discussion, partner chat, movement/kinesthetic



Next, we are going to do an activity to develop our classroom community and help us learn more about each other. This activity will help us to feel more empathy because we will learn about some of the things we have in common and then we can see some ways we can relate to each other.

Distribute the Find a Friend Who sheets, clipboards, and pencils.

Students are to walk around the classroom and have other students sign in the boxes.

- Only one box per person per page (e.g. if they signed the box that says they like math on your paper, they can't also sign the one that says they were born in April)
- Play "blackout Bingo" style to get all the boxes signed
- It is not a race.
- Give students about 7 minutes to complete the activity, but make a judgement call to extend it longer or cut it shorter based on how many boxes students have gotten signed.

Debrief/discussion

- Have students raise their hands to share something new they learned about someone in our class.

Activity Part 2

⌚ 10 min

Format: Partner work, compassion sort



Closing

⌚ 2 min

Format: Formalize learning with the whole group, partner share

- * Ask the students to choose a partner that they had something in common with to work with for the next activity.
- * Distribute the Compassion Sort sheets (1 per pair), scissors, and glue sticks
- * Ask students if they know what an "outcome" is by indicating with their thumbs. Thumbs up means totally know what it is; thumbs down means never heard it before; thumbs in the middle means have heard it before but not exactly sure what it means.
- * If many students do not know what an outcome is, explain it as a synonym for "effect" and give a few cause and effect examples. (e.g. Cause - it's raining. Effect - you grab an umbrella).
- * Have students work with their partner to cut and sort the phrases on the bottom of the page into the right category on the top of the page.
- * Ask them to raise their hands for a check before they glue.
- * If partners finish early, they can do one of the extension activities below.
- * Debrief
 - Go over the correct answers together as a class
 - Discuss why they believe those positive outcomes might happen if you show compassion and why those negative outcomes might happen if you don't show compassion
- * Turn and talk: Why is learning about each other a way to increase compassion?
- * Have a few students share out after the turn and talk.
- * Discuss as a class:
 - Why is it important to show compassion even if you don't think it will lead to a friendship?

Evaluation

Format: Access individually

Extensions



Optional: Collect the partner sorts as an evaluation.

Create 'compassion hearts.'

- Provide pre-cut hearts to students, with pocket sealed on the sides, and open on the top (big enough to hold slips of paper).
- Have students write their name on their heart and attach all the hearts to a class board or to the sides of each student's desk.
- Students can think of classmates who showed compassion that week, and write a thank you or other note to that student and put it in their heart.

To encourage new connections, designate a "sharing time" during morning or closing meeting.

- You can use any sharing format (around the circle, partner, or dialogue) - <https://www.responsiveclassroom.org/sharing-leads-to-learning/>.
- Develop questions to ask during the share (1 per meeting)
- Question Ideas credit - <https://www.teacherspayteachers.com/Store/The-Southern-Apples>

Additional Suggested Reading for Students:

- Have You Filled a Bucket Today? by Carol McCloud
- A Sick Day for Amos McGee by Philip Stead and Erin Stead
- One by Kathryn Otoshi

Learners needing support:

Notes for next time

Learners ready for extentions

Morning Meeting Questions

- * If you could be any animal for a day, what would you choose?
 - * Do you have any brothers or sisters? What are their names?
 - * Where is the coolest place you have ever been?
 - * If you could have one superpower, what would you choose?
 - * What is your favorite sport?
 - * What is your favorite food?
 - * Where would you like to go on vacation?
 - * What is your favorite book?
 - * What is your favorite TV show?
 - * What subject are you best at in school?
 - * What is one food you would NEVER eat?
 - * What is one thing you are scared of?
 - * Do you like cats or dogs better?
 - * What is the coolest kind of bug?
 - * What did you dress up as for Halloween last year?
 - * What is your favorite thing about ____ grade?
 - * What was your favorite thing about last year's grade?
 - * Have you ever been on an airplane? What was it like?
 - * What is your favorite kind of fruit?
 - * What is your favorite kind of vegetable?
 - * What do you want to be when you grow up?
 - * What is your favorite cereal?
 - * What is your favorite thing to eat for breakfast?
 - * Who is your favorite singer?
 - * What is your favorite season?
 - * Would you rather play on the computer or watch TV?
-

- * What is your favorite color?
 - * What is one thing you want to learn this year?
 - * Do you have a nickname?
 - * What would you buy with a million dollars?
 - * When is your birthday?
 - * Do you have any pets?
 - * Do you want to be famous when you grow up?
 - * Would you want to travel to the moon?
 - * Name one thing that makes you a good friend.
 - * If you were invisible for a day, what would you do?
 - * What would you teach about if you were the teacher?
 - * Would you like to have a pet dinosaur?
 - * If you could make one rule everyone in the world had to follow, what rule would you make?
 - * If you could give a gift to a friend, what would you give them?
 - * What is something funny that happened to you?
 - * What is your favorite game?
 - * What is your favorite thing to play outside?
 - * What if your favorite thing to play with your friends?
 - * What is the nicest thing you have ever done for someone?
 - * What is your favorite toy?
 - * What is your favorite holiday?
 - * What is your favorite thing about your birthday?
 - * What is your favorite thing to eat for lunch?
 - * What is your favorite thing to eat for dinner?
 - * What is your favorite dessert food?
 - * Name one thing that makes you laugh.
 - * Would you rather be a bird or a fish?
 - * Name one thing you learned in kindergarten.
-

- * Would you rather be a giant or a tiny person that can fit in my hand?
 - * Name one thing you would bring with you to a deserted island.
 - * Would you rather be locked outside in rain or snow?
 - * Would you rather have blue skin or blue hair?
 - * Would you rather eat a frog or a bug?
 - * Would you rather only be able to whisper or scream?
 - * What is the first thing you would do if you became President?
 - * Would you rather eat chicken nuggets or hotdogs for the rest of your life?
 - * Would you rather go ice skating or skateboarding?
 - * Would you rather live in the desert or the arctic?
 - * Would you rather live in the ocean or on the moon?
 - * What is your favorite movie?
 - * What is your favorite time of day?
 - * What is the weirdest thing you've ever seen?
 - * Would you rather live on a boat or in an airplane?
 - * What is your favorite song?
 - * What is the weirdest thing you've ever eaten?
 - * What is your middle name?
 - * Where do you want to live when you grow up?
 - * What is your favorite restaurant?
 - * What do you like to do on the weekend?
 - * What is your favorite thing to do at recess?
 - * Would you rather swim in a pool or at the beach?
 - * What is your favorite candy?
 - * What is your favorite drink?
 - * If you could meet someone famous, who would it be?
 - * Would you ever want to go to a haunted house?
 - * Would you rather be a bird or a fish?
-

- * Name one thing you learned in kindergarten.
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-

Find a Friend BINGO

- * Find a different person to sign their name in a box that tells about them
- * When you have each box signed, yell "BINGO!"

Options for classes with less than 25 students:

- * Allow students to cross out 3 squares, 2 squares, etc.
- * Allow 3 (or less, or more) to sign on more than one square
- * The teacher chooses which squares are crossed out



Find a DIFFERENT person to sign their name in a box that tells about them. When you have each box signed, yell out "BINGO!"

Name: _____

I like to go swimming.	I have a dog as a pet.	I have more than 3 brothers and/ or sisters.	I have been to another country.	I like pickles.	I was born in another state.
I am wearing more than 3 colors.	I like scary movies.	I play baseball.	I have two pets at home.	My birthday is in April.	I own a skateboard.
I like to play video games.	I have the letter "B" in my name.	I like to read.	I live in a two story house.	I have baked cookies.	I have been fishing.
I watched a movie last week.	Pizza is my favorite food.	My favorite subject is Math.	I know how to roller skate.	I like chocolate ice cream.	I ate cereal this morning.

LESSON 4

Our Emotions

🕒 40min **Prerequisite:** Completion of Lessons 1, 2, and 3

Objectives students will be able to...

- * Identify emotions
- * Describe how emotions influence behavior

Materials

- * A/V to play video
- * Emotion cards
- * Emotions posters
- * Scenario cards
- * Our Emojis worksheet
- * Chart paper
- * Post-It notes

Teacher Notes

Some people say there are six basic emotions--anger, disgust, fear, happiness, sadness, and surprise--which are expressed in varying degrees as feelings. Sometimes, it can be hard to manage our emotions. When we don't manage our emotions well, we may not be compassionate toward others, or get the compassion we need. In this lesson, students label emotions, describe what they look like, and list the situations that might cause them. When we are happy, our needs are being met, when we are upset or worried, our needs are not being met.

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge, video



Last time, we learned about why we should be compassionate. Turn and talk to a neighbor about these questions: Why is it important to show compassion? What are some of the good things that can happen when you show compassion? Have a couple of volunteers share out with the class. Today, we're going to talk about emotions or feelings and how noticing emotions or feelings can help you feel empathy and show compassion.

Let's check out a quick video together to see how hurt feelings lead to emotions and how compassion helps when feelings are hurt. Alex is trying to help Amir find his talent for the talent show, but she accidentally offends him. Let's see what happens.

Show video, Squeaky Wheel

Debrief

🕒 5 min

Format: Whole group debrief



In this video, we learned that hurt feelings can lead to negative emotions but that compassion can help when feelings are hurt.

Discuss as a class:

- What was Amir feeling? How do you know? Why did he feel that way?
- Did anyone show him compassion? How did that help?

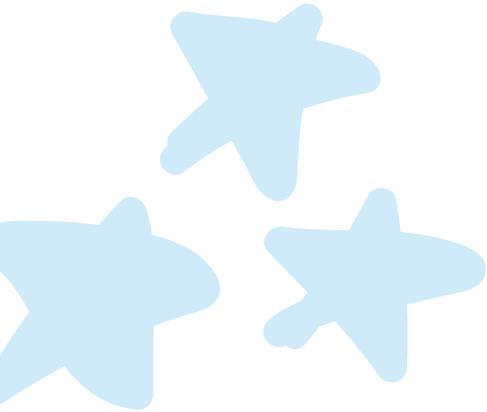
Have students turn and talk to a partner:

- What are some emotions you feel on the inside that show on the outside?
- What are some emotions you feel on the inside that don't show on the outside?
- When was a time when your feelings were hurt and you felt a strong emotion. Did anyone show you compassion?

After students have shared with a partner, allow a few students to share with the whole group.

Activity Part 1: Pantomime

⌚ 7 min



Explain that emotions are related to empathy and compassion. When you notice the emotions or feelings of others, you are able to feel empathy for them. That empathy can then lead to compassion!

Ask for a couple of volunteers to describe a time when emotions changed the way they treated someone. Guide them to remember a time when they noticed how someone was feeling or what their emotions were and how that led to empathy and then compassion.

Let them know that we will be using pantomime to practice noticing others' emotions. Have them show with their thumbs how familiar they are with the word 'pantomime'. Thumbs up means totally know what it is; thumbs down means never heard it before; thumbs in the middle means have heard it before but not exactly sure what it means.

- If many students do not understand pantomime, explain that it means to act something out using gestures and facial expressions without making any sounds. You might also need to demonstrate quickly by pantomiming a familiar fairytale (e.g. Snow White, Cinderella).
- Pull one emotion card at a time and select one student to come pantomime it for the class. Have the other students raise their hands to identify which emotion it is. After each one, ask them how they knew which emotion it was. Emphasize that you can notice what emotions people are feeling without them having to say it because they can show it with their face and body.

Activity Part 2: Emotions Walk Around

⌚ 10 min

Format: Scenario cards, whole group discussion

- * Post the emotions posters around the room
- * Read a scenario card then select a student (or a pair of students) to stand under the poster that best describes how they would feel in that situation.
- * After students move to an emotion poster, have them identify the emotion they have chosen for that scenario and why. Ask the rest of the class to use their thumbs to indicate if they would feel the same way. Thumbs up means yes. Thumbs down means no.
- * Discuss as a class after each scenario why they would feel that way. Discuss how someone could have empathy or show compassion to them if they needed it in that situation.

Closing

⌚ 2 min

Format: Formalizing learning with the whole group, partner share

Turn and talk: What do emotions have to do with empathy and compassion?

Have a few students share out after the turn and talk.

Discuss as a class:

- How do you know when someone is feeling a certain emotion if they don't tell you?
- What emotions usually lead to empathy and then compassion? Why?

Evaluation

⌚ 5-10 min

Format: Access individually

At the end of the lesson, give students "Our Emojis" worksheets to complete individually.

Extensions

Explain that there are a lot of other words or synonyms that can be used to express our emotions. Create an anchor chart for each emotion below and provide students with Post-It notes. Have them write a synonym on each Post-It and place it on the appropriate anchor chart.

Examples:

- Happy - inspired, content, hopeful, excited, proud
- Sad - disappointed, gloomy, bummed, lonely
- Angry - annoyed, bitter, upset
- Afraid - nervous, terrified, afraid

Extensions Cont.

- Surprised - shocked, confused, curious
- Disgusted - grossed out, fed up

Additional Suggested Reading for Students:

- Under the Lemon Moon by Edith Fine
- The Day the Crayons Quit by Drew Daywalt

Learners needing support:

Learners ready for extensions

Notes for next time

You win your soccer game by
scoring the winning goal.



Your mom or dad is late picking
you up from school.



No one comes to your
birthday party.



You get a bad grade on a test.



Your wiggly tooth comes
out at school.



Your little brother breaks
your favorite toy.



Your friend sneezes all
over your lunch.



Your friend ignores you at recess.



You accidentally lose your
mom or dad in the store.



There is a huge thunderstorm
that knocks out power at school.



Our Emojis

Name:

Date:

			
I feel sad when...	I feel scared when...	I feel angry when...	I feel happy when...
When I'm sad, I show it by....	When I'm scared, I show it by....	When I'm angry, I show it by....	When I'm happy, I show it by....
When others are sad, I can show compassion by...	When others are scared, I can show compassion by..	When others are angry, I can show compassion by....	When others are happy, I can share in their happiness by...

Emojis created by Freepik

Surprised



Disgusted



Happy



Angry



Afraid



Sad



LESSON 5

Our Emotions Part 2

🕒 45min **Prerequisite:** Completion of Lessons 1, 2, 3, and 4

Objectives students will be able to...

- * Describe what difficult or strong emotions look like and feel like
- * Describe how emotions can lead to getting or not getting empathy or compassion
- * Describe ways to manage difficult emotions

Materials

- * A/V to play video
- * Emotion Cards 2
- * Chart paper and markers
- * Scenario Cards

Teacher Notes

As children grow, their ability to express, cope with and manage a variety of emotions is constantly developing; some of the primary features of emotional development include the ability to manage strong emotions and how they are expressed in a constructive way. In this lesson, students identify emotions and what situations and personal needs might cause them to have different feelings. Students will reflect on how they manage emotions, and how their emotions and behaviors influence decision making.

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge, video



Last time, we talked about emotions and how they can lead to empathy and compassion. Turn and talk to a neighbor: What do you remember about emotions and compassion? How are they related to each other? Have a couple of volunteers share out with the class. Today, we're going to talk about emotions again, and how you can have strong emotions or many different emotions.

Let's check out a quick video together to see how hurt feelings lead to emotions and how compassion helps when feelings are hurt. In this video, look for someone who has confusing emotions and notice how someone who shows compassion helps.

Show video: Too Many Cooks

Debrief

🕒 5 min

Format: Whole group debrief



In this video, we saw that sometimes emotions can be confusing. Sometimes it can be hard to know what we're feeling. We also noticed someone who showed compassion to someone who was confused about their emotions.

Discuss as a class:

- What was Amir feeling? How do you know? Why did he feel that way?
- Did anyone show him compassion? How did that help?

Discuss as a class:

- What emotions did Brandon have? How do you know? (body language, facial expressions, words/sounds)
- Who had empathy for Brandon and showed him compassion? How?
- What did Brandon do to help himself understand his emotions?
- How did Brandon change after understanding his emotions?

Have students turn and talk to a partner:

Debrief Cont.

- Describe a time when you had more than one emotion at the same time or you weren't sure how you felt.
- What did you do when you felt that way?
- Did anyone feel empathy for you or give you compassion?

After students have shared with a partner, allow a few students to share with the whole group.

Activity Part 1: Pantomime Review

🕒 5 min



Ask for volunteers to name the 6 basic emotions (fear, anger, disgust, happiness, surprise, sadness)

Let them know that we will be using pantomime again to review emotions. Have them show with their thumbs if they remember what a pantomime is. *Thumbs up means totally know what it is; thumbs down means never heard it before; thumbs in the middle means have heard it before but not exactly sure what it means.*

- If many students do not understand pantomime, remind them that they did it last time you worked together, and explain that it means to act something out using gestures and facial expressions without making any sounds. You might also need to demonstrate quickly by pantomiming a familiar fairytale (e.g. Snow White, Cinderella).

Let them know that you are making it harder today by adding some more emotions, not just the 6 basic ones.

Pull one emotion card at a time and select one student to come pantomime it for the class. Have the other students raise their hands to identify which emotion it is. After each one, ask them how they knew which emotion it was. Emphasize that you can notice what emotions people are feeling without them having to say it because they can show it with their face and body.

As they identify the emotions, write them on chart paper (large enough for everyone to see)

Alternate activity:

- Print enough cards for each student to have one.
- Tape one card on the back of each student.
- Give the class a couple of minutes to walk around and give one another pantomime clues (e.g. no sound) about what is on their classmates' backs for them to guess.
- Stop the activity once most students have guessed what their emotion is or after 2-3 minutes, whichever comes first
- Debrief at the end by discussing how they were able to figure out what emotion was on their back and what good facial or body clues their classmates gave.
- As they name each emotion, write them on chart paper (large enough for everyone to see)

Discussion

🕒 5 min

Format: Class discussion/
brainstorm

On the chart paper, have the student identify which are positive emotions and which are negative emotions. Use a +/- or color code them.

Work together as a class to brainstorm different ways that you could handle a negative emotion and help yourself “cool off” like Brandon did with painting in the video.

- Examples: Go for a walk, get a drink of water, take a deep breath, close your eyes, squeeze a stress ball, write in a journal, talk to a friend, etc.

Teach them that these are called “coping strategies”

Activity Part 2: Skits

🕒 15-20 min

Format: Group work-skits,
whole group discussion

Let students know that they will now get the chance to create a skit that shows one of the strong negative emotions. This will help them practice showing empathy and compassion as well as practice strategies to deal with strong negative emotions .

Break students into 6 equal groups.

Activity Part 2: Skits Cont.

Give each group a scenario card. Let students know that they will have about 10 minutes to create their skit, with 5 minutes at the end to perform them for the class.

Emphasize that the skits should include

- A person who is showing a strong emotion
- A person who feels empathy and shows compassion
- A coping strategy

While they rehearse, walk around the room and give hints/help/encouragement when needed.

Class Discussion/Debrief after each skit

- What strong negative emotion are they showing?
- Why do they feel that emotion?
- Who has empathy?
- How are they showing compassion?
- What coping strategy did they use?

Turn and talk: What did you learn about emotions today?

Have a few students share out after the turn and talk.

Discuss as a class:

- Everyone has strong negative emotions sometimes, and they aren't bad. What matters is what we do as a result of those emotions and how we treat others when we feel a strong emotion. What are some things you can do the next time you have a strong emotion?

How will you treat others who are showing strong emotions?

Create a "safe place" in your classroom for students who are dealing with strong negative emotions.

- Teach students how to recognize their strong emotions
- Teach students how to use coping strategies and breathing techniques as well as how to use the safe place appropriately
- Place breathing strategy cards/posters (used in lesson 7) and/or a calming caddy in the space to help students self-manage:
 - <http://crayonsandlessonplans.blogspot.com/2012/07/calming-caddy.html?m=1> or <http://www.thelieberfamily.com/2012/11/calming-caddy.html>
 - https://consciousdiscipline.s3.amazonaws.com/Free-Resources/Printable-Posters-Tools-Activities/FREE-Printable-Safe_Place_Breathing_Icons.pdf

Watch Inside Out as a class

Post an emotions poster in the class for students to reference throughout the year

- http://whatscookinsister.blogspot.com/2016/02/emotions-chart-for-kids_9.html
- <https://www.teacherspayteachers.com/Store/Lanies-Little-Learners>

Additional Suggested Reading for Students:

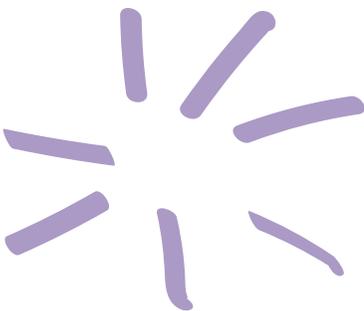
- The Pout-Pout Fish by Deborah Diesen

Closing

🕒 2 min

Format: Formalize learning with the whole group, partner share

Extensions



Teacher evaluation on the next page



Learners needing support:

Learners ready for extentions

Notes for next time



Scenario Card 1

Someone took your seat at lunch.



Scenario Card 2

Someone cut you in line in the cafeteria.



Scenario Card 3

Your friends wouldn't play with you at recess.



Scenario Card 4

You fell down in the hallway and everyone laughed at you.



Scenario Card 5

You made a mistake in front of the whole class.



Scenario Card 6

You didn't get iPad time because your brother hogged it all night.



Confused



Happy



Embarrassed



Proud



Glad



Jealous



Excited



Sad



Mad



Guilty



Tired



Courageous



Afraid



Bored



Disappointed



Disgusted



Amazed



Nervous



Frustrated



Lonely



LESSON 6

Self-Care

🕒 45min **Prerequisite:** Completion of Lessons 1-5

Objectives students will be able to...

- * Describe how to be compassionate toward self
- * Explain how understanding our emotions can lead to self-compassion
- * Describe concepts related to compassion (appreciation and respect)

Materials

- * Read-aloud or means to show electronic read-aloud
- * SWBST anchor chart
- * Theme anchor chart
- * Frayer models
- * Self-CARE slides and means to display
- * Self-CARE evaluation (1 per student)

Teacher Notes

Compassion isn't just something you show to others, it's important to show yourself compassion as well. When you understand your feelings you can better understand what you need and what can be done to help. When you understand what you need, you can show yourself compassion. In this lesson, students will understand what it means to care for themselves.

Opening

🕒 15 min

Format: Turn and talk, activate prior knowledge, read-aloud



We're going to read a book together that shows someone who learns to have compassion on themselves.

Choose one of the following books, based on your class' needs, what's available in your library, and your personal preference. All of them have the same basic premise of a main character who is different but learns to accept his/her differences and have compassion on him/herself.

- Chrysanthemum by Kevin Henkes
<https://www.youtube.com/watch?v=t2pCR8YHszM>
- Stand Tall, Molly Lou Melon by Patty Lovell
<https://www.youtube.com/watch?v=yYdni7pv0c4>
- A Bad Case of the Stripes by David Shannon
<https://www.youtube.com/watch?v=cKaQXmRvpvw>
- Spaghetti in a Hot Dog Bun by Maria Dismondy
<https://www.youtube.com/watch?v=3cXWrUJlOK8>

Debrief

🕒 10 min

Format: Whole group debrief, direct instruction



In this story, we learned about [main character] who learned to have compassion for him/herself and accept how he/she was different.

Discuss as a class:

- Summarize the story using the mnemonic device of SWBST. Place the stickies on the anchor chart to correspond

Teach the students what theme is using the theme anchor chart. Briefly review the anchor together.

Debrief Cont.



Now that we know what the story is all about, let's talk about what the author was trying to teach us. We call this the theme or the message of the story. Some common themes are friendship, kindness, honesty, or compassion.



Activity

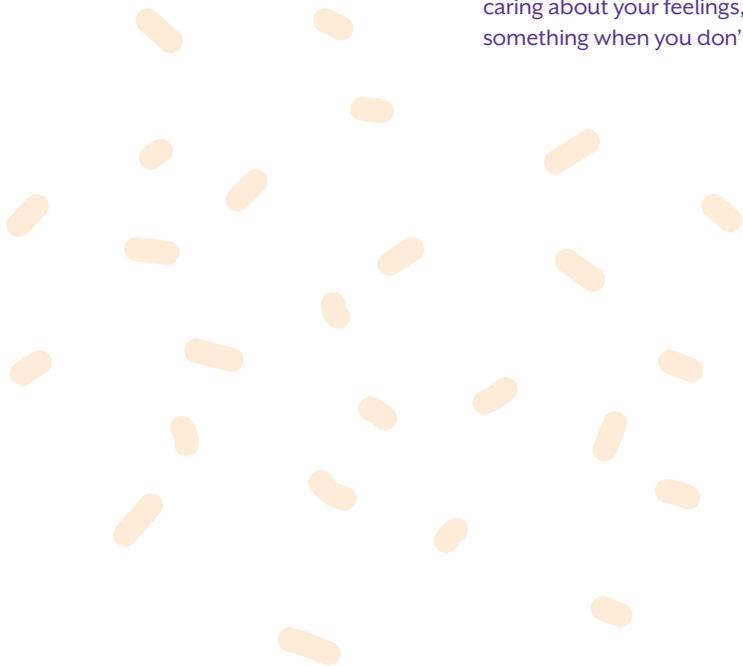
⌚ 7 min

Format: Frayer model, small group work



Now that we've seen that you can learn to show compassion to yourself as well as to others, let's work on a way we can remind ourselves to show compassion to ourselves.

Remember that compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care. For yourself, that means noticing your feelings, caring about your feelings, and doing something when you don't feel well.



Debrief

⌚ 3 min

Format: Class discussion

- * Have each group share their Frayer with the class.
- * Allow students from other groups to share their ideas to add on.
- * Reiterate that in order to show compassion to ourselves, we should think of showing self-CARE.
- * Review what self-CARE stands for again.

Have students turn and talk to a partner:

- What did [the main character] learn in this story?
- How did [main character] grow or change during the story?
- What important part about life is the author trying to teach us?
- How did [main character] show compassion to him/herself? Who, if anyone, showed them empathy? Who showed them compassion and helped them learn to have compassion on themselves?

After students have shared with a partner, allow a few students to share with the whole group.

Display the Self-CARE slides and briefly explain what each letter of "CARE" stands for. Don't spend too much time, though, because students will work together in groups to better define them.

Divide students into 4 groups.

Distribute a Frayer model to each group. Go over what each section of the model means.

Have students work together to complete the Frayer model with their group.

Modifications:

- Copy Frayer model onto large chart paper to make it easier for all students in group to write.
- Designate a "recorder" to write down others' thoughts
- Use a Kagan strategy for group work such as rally robin or timed pair share. https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning

Walk around and monitor/help students as they complete the activity

Closing

⌚ 2 min

Format: Formalize learning with the whole group, partner share

Turn and talk: What are some ways that we can show compassion to ourselves?

Have a few students share out after the turn and talk.

Discuss as a class:

- Why is it important to show ourselves compassion/to have self-CARE?
- How did [main character from book you read] have self-CARE?

At the end of the lesson, give students the Self-CARE evaluation page.

Evaluation

⌚ 5-10 min

Format: Access individually

Extensions

Create an anchor chart or posters for Self-CARE and display.

Display the Frayer models.

Additional Suggested Reading for Students:

- Chrysanthemum by Kevin Henkes
<https://www.youtube.com/watch?v=t2pCR8YHszM>
- Stand Tall, Molly Lou Melon by Patty Lovell
<https://www.youtube.com/watch?v=yYdni7pv0c4>
- A Bad Case of the Stripes by David Shannon
<https://www.youtube.com/watch?v=cKaQXmRvpvw>
- Spaghetti in a Hot Dog Bun by Maria Dismody
<https://www.youtube.com/watch?v=3cXWrUJlOK8>

Learners needing support:

Notes for next time

Learners ready for extensions

Self-Care Evaluation

Name:

Date:

Self-Care	
<u>C</u> are	One way you can take care of yourself
<u>A</u> ppreciation	One way you can appreciate yourself
<u>R</u> espect	One way you show yourself respect
<u>E</u> mpathy	One way you can show yourself empathy

Definition: What does it mean?

Characteristics: What are some synonyms?



Examples: How can you appreciate yourself and what you're good at? How can you appreciate what makes you unique?

Non-examples: What are ways you would not be appreciating yourself and your unique differences?

Definition: What does it mean?

Characteristics: What are some synonyms?

Respect

Examples: How can you respect yourself?
Think: body, mind, emotions

Non-examples: What are ways you would not be showing respect for yourself?
Think: body, mind, emotions

Definition: What does it mean?

Characteristics: What are some synonyms?

Empathy

Examples: How can you show yourself empathy?
Hint: Think about when you're feeling strong negative emotions.

Non-examples: What are ways you would not be showing empathy for yourself? **Hint:** Think about when you're feeling strong negative emotions.

LESSON 7

Mindfulness

🕒 35min **Prerequisite:** Completion of Lessons 1-6

Objectives students will be able to...

- * Describe and practice mindfulness.
- * Identify situations when mindfulness is useful.
- * Describe the effects of mindfulness.

***Digital Lesson: Mindfulness Maze**

Materials

- * A/V equipment for the video
- * Breathing Strategies Cards
- * Breathing Strategies posters
- * 4 square page (1 per student): clipboards, scissors, pencils
- * Chart paper
- * Markers

Teacher Notes

Mindfulness is when you pay attention in a special way and live in the present moment (noticing your thoughts, feelings, surroundings, and your body). Mindfulness can lead to increased calmness, increased ability to regulate emotions, and is linked to empathy. Mindfulness techniques should be intentional and can include things like taking deep breaths or focusing your eyes on something specific. This lesson will focus on explaining what mindfulness is, how it's helpful, and how to practice it.

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge, video



Last time, we learned about what it means to show compassion to ourselves. We learned a mnemonic device 'Self-CARE' to help us remember how to show ourselves compassion. Turn and talk to a neighbor about these questions: What does 'Self-CARE' stand for? How can we show ourselves compassion? Have a couple of volunteers share out with the class. Today, we're going to talk about what it means to be mindful or have mindfulness and why it helps us.

Mindfulness is when you pay attention in a special way and notice your thoughts, feelings, surroundings, and your body. It can help you be calm and work through strong negative emotions.

Let's check out a quick video together to see how being mindful, also called mindfulness, can be helpful to us. In this video, look for someone who learns to use mindfulness and someone who shows compassion.

Show video: Breathe People, Breathe

Debrief

🕒 5 min

Format: Whole group debrief



In this video, we saw Brandon and Tye feel some strong negative emotions. We also saw Alex who used a mindfulness technique to help her friends work through their strong negative emotions.

Review what mindfulness is.

Discuss as a class:

- What strong negative emotions did Brandon and Tye have? How do you know? (body language, facial expressions, words/sounds)
- Who had empathy for Brandon and Tye and showed them compassion? How?
- What mindfulness technique did Alex teach her friends? How did it help them?

Have students turn and talk to a partner:

- Can you think of a time when a mindfulness technique like balloon breathing would

Debrief Cont.

Activity: Mindfulness Practice

⌚ 7-10 min

Format: Direct instruction,
small group work

have helped you? How would it have helped?

- When you're calm, does it change how you treat yourself or show yourself compassion? Does it affect how you might treat others?
- Mindfulness helped Brandon and Tye when they were nervous. But could you practice mindfulness when you are NOT nervous or worried? How would practicing help you?

After students have shared with a partner, allow a few students to share with the whole group.



Now that we've seen one mindfulness technique, let's learn a few more mindfulness breathing techniques. Remember that mindfulness is when you pay attention in a special way and notice your thoughts, feelings, surroundings, and your body. It can help you be calm and work through strong negative emotions.

Use the Breathing Strategies cards to teach students the 4 types of breathing.

- For each one, teach them that they should breathe in through their noses and out through their mouths.
- To help them be mindful, they should focus on their feelings, body, and surroundings as they breathe.
- They should also try to focus on "blowing away" their strong negative emotions.
- Demonstrate and quickly practice each one together as a class.

Divide students into 4 groups. Put one breathing strategy poster in each corner of the room. Have students rotate through each poster/corner for a few minutes and practice that breathing techniques with their group. As they rotate, have them take notes on the 4 square notes page. The page is scaffolded to facilitate discussion later.

Walk around and monitor/help students as they complete the activity.

Debrief

⌚ 5 min

Format: Class discussion

Review what mindfulness is again and why it is helpful.

Discuss as a class each of the strategies that they tried, what they liked about each one, what was challenging about each one, and when they might use each one. Hint: If they are having trouble with times to use each one, steer them towards times they might feel strong negative emotions.

As they share, make an anchor chart: "When We Can Use Our Mindfulness Breathing Strategies"

Closing

⌚ 2 min

Format: Formalize learning with
the whole group, partner share

Turn and talk: How can mindfulness help us manage strong negative emotions?

Have a few students share out after the turn and talk.

Discuss as a class:

- How can it help us get along with others?
- How can it help us show compassion to ourselves (remember Self-CARE)?

Evaluation

⌚ 5-10 min

Format: Assess with partners

Have students share their favorite breathing strategy with a partner and practice it.

Extensions

- * Display the breathing strategies posters permanently.
- * Keep the breathing strategies cards in your “take a break spot.”
- * Practice breathing strategies at morning meeting/closing meeting regularly.
- * Additional whole-class mindfulness techniques included below that you could teach.
- * Additional Suggested Reading for Students:
 - Breathe like a Bear by Kira Willey
 - Mindful Monkey, Happy Panda by Lauren Alderfer
 - Master of Mindfulness: How to Be Your Own Superhero in Times of Stress by Laurie Grossman and Mr. Musumeci’s 5th Grade Class



Learners needing support:

Notes for next time

Learners ready for extentions



Breathing Strategy:

What I liked about it

What was hard about it

When I might use it

Mindfulness
Breathing
Strategies

Breathing Strategy:

What I liked about it

What was hard about it

When I might use it

Breathing Strategy:

What I liked about it

What was hard about it

When I might use it

Breathing Strategy:

What I liked about it

What was hard about it

When I might use it



Back To Back Breathing

Find a partner and sit on the floor back to back. Sit tall and close your eyes if you want to. Decide who will start - that person begins by inhaling deeply and then exhaling slowly, and then continues to breathe slowly and deeply. Their partner should feel the expansion in their partner's back each time they breathe in and then try to sync their own breathing so that both partners are breathing in time together.



Tummy Breathing

Lie on the floor and place a small stuffed animal on your stomach. Breathe in deeply through your nose and feel the stuffed animal rise, and then feel it lower as you slowly exhale through your mouth. Rock the stuffed animal to sleep using the rise and fall of your stomach.



Elephant Breathing

Stand with your feet wide apart and your arms dangling in front of your body like an elephant's trunk. As you breathe in deeply through your nose, raise your arms up high above your head. Then slowly swing your arms down again as you breathe out through your mouth.



Bubble Breathing

Sit comfortably with your eyes closed. Begin by imagining you are holding a bubble wand. Breathe in deeply and then, as you breathe out slowly and gently, imagine you are blowing bubbles into the room. Imagine the bubbles are filled with peace or love or happiness and that you are filling the whole room with a peaceful, happy feeling. As you keep breathing slowly and blowing your imaginary bubbles, feel your body become calm and relaxed.



Balloon Breathing

Sitting in a comfortable position, place your hands around your mouth as if you were about to blow up a balloon. Take a deep breath in through the nose and, as you slowly exhale through your mouth, start to spread your hands out as if you are blowing up a great big balloon. Hold your hand position as you inhale again and then spread your hands further as you exhale. Once your balloon is as big as it can be, gently sway from side to side as you release your balloon up into the sky.



Shoulder Roll Breathing

Choose a comfortable sitting position. As you take a slow deep breath in through your nose raise your shoulders up towards your ears. Breathe slowly out through your mouth, lowering your shoulders as you exhale. Repeat slowly, rolling your shoulders up and down in time with your breath.



Take Five Breathing

Sit comfortably, resting one hand in front of you with fingers outstretched like a star and the pointer finger of your other hand ready to trace your hand. Starting at the base of your thumb on the outside of your hand, breathe in slowly through your nose as you slide your pointer finger up to the top of your thumb. Breathe out slowly and slide your pointer finger down the inside of your thumb. Breathe in as you slide your finger up the next finger and out as you slide down. Continue breathing in and out as you trace your whole hand.



Bumblebee Breathing

Sitting comfortably, gently place the tips of your pointer fingers in your ears and close your eyes. Breathe in through your nose and then hum quietly as you slowly breathe out.





Breathing Strategies



Back To Back Breathing

Find a partner and sit on the floor back to back. Sit tall and close your eyes if you want to. Decide who will start - that person begins by inhaling deeply and then exhaling slowly, and then continues to breathe slowly and deeply. Their partner should feel the expansion in their partner's back each time they breathe in and then try to sync their own breathing so that both partners are breathing in time together.

Tummy Breathing

Lie on the floor and place a small stuffed animal on your stomach. Breathe in deeply through your nose and feel the stuffed animal rise, and then feel it lower as you slowly exhale through your mouth. Rock the stuffed animal to sleep using the rise and fall of your stomach.

Elephant Breathing

Stand with your feet wide apart and your arms dangling in front of your body like an elephant's trunk. As you breathe in deeply through your nose, raise your arms up high above your head. Then slowly swing your arms down again as you breathe out through your mouth.

Bubble Breathing

Sit comfortably with your eyes closed. Begin by imagining you are holding a bubble wand. Breathe in deeply and then, as you breathe out slowly and gently, imagine you are blowing bubbles into the room. Imagine the bubbles are filled with peace or love or happiness and that you are filling the whole room with a peaceful, happy feeling. As you keep breathing slowly and blowing your imaginary bubbles, feel your body become calm and relaxed.

Balloon Breathing

Sitting in a comfortable position, place your hands around your mouth as if you were about to blow up a balloon. Take a deep breath in through the nose and, as you slowly exhale through your mouth, start to spread your hands out as if you are blowing up a great big balloon. Hold your hand position as you inhale again and then spread your hands further as you exhale. Once your balloon is as big as it can be, gently sway from side to side as you release your balloon up into the sky.

Shoulder Roll Breathing

Choose a comfortable sitting position. As you take a slow deep breath in through your nose raise your shoulders up towards your ears. Breathe slowly out through your mouth, lowering your shoulders as you exhale. Repeat slowly, rolling your shoulders up and down in time with your breath.

Take Five Breathing

Sit comfortably, resting one hand in front of you with fingers outstretched like a star and the pointer finger of your other hand ready to trace your hand. Starting at the base of your thumb on the outside of your hand, breathe in slowly through your nose as you slide your pointer finger up to the top of your thumb. Breathe out slowly and slide your pointer finger down the inside of your thumb. Breathe in as you slide your finger up the next finger and out as you slide down. Continue breathing in and out as you trace your whole hand.

Bumblebee Breathing

Sitting comfortably, gently place the tips of your pointer fingers in your ears and close your eyes. Breathe in through your nose and then hum quietly as you slowly breathe out.



LESSON 8

Growth Mindset

🕒 35min **Prerequisite:** Completion of Lessons 1-7

Objectives students will be able to...

- * Describe and practice mindfulness.
- * Identify situations when mindfulness is useful.
- * Describe the effects of mindfulness.

Materials

- * A/V equipment for the video
- * What Can I Say to Myself worksheets (1 per pair)
- * Anchor chart pre-prepared
- * Markers
- * The Power of Yet worksheets (1 per student)

Teacher Notes

Mindfulness is when you pay attention in a special way and live in the present moment (noticing your thoughts, feelings, surroundings, and your body). Mindfulness can lead to increased calmness, increased ability to regulate emotions, and is linked to empathy. Mindfulness techniques should be intentional and can include things like taking deep breaths or focusing your eyes on something specific. This lesson will focus on explaining what mindfulness is, how it's helpful, and how to practice it.

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge, video



Last time, we learned about mindfulness and some different mindfulness breathing strategies. Turn and talk to a neighbor about these questions: What are some mindfulness breathing strategies we learned? When are times that we might use a mindfulness breathing strategy? Have a couple of volunteers share out with the class. Today, we're going to talk about growth mindset.

Growth mindset is when you make an effort to get better at something instead of just thinking 'I'm not good at that' or 'I'll never be good at that'. Instead you think, 'I'm not good at that YET' or 'I could be good at that if I practice.' It's when you remember that your brain is always growing and can learn new things.

Let's check out a quick video together to see what it means to have a growth mindset. In this video, look for someone who learns growth mindset and someone who shows compassion.

Show video: Practice

Debrief

🕒 5 min

Format: Whole group debrief



In this video, we saw Amir encourage Gabby to have a growth mindset about her drumming.

Discuss as a class:

- Who showed compassion? What did they do?
- What happened that made Gabby change from thinking that she could not be a drummer, to thinking that she could be a drummer?
- When Gabby practiced her drumming, what happened?

Debrief Cont.

Activity Part 1: What Can I Say to Myself

⌚ 10 min

Format: Review, partner work, whole group discussion



Activity Part 2: The Power of Yet

⌚ 3 min (longer with extension)

Format: Personal reflection

Debrief and Closing

⌚ 5 min

Format: Formalize learning with the whole group, partner share

Have students turn and talk to a partner:

- What is something that you have gotten better with by practicing?
- What is something that you would like to get better at still?

After students have shared with a partner, allow a few students to share with the whole group.

Reiterate what having a growth mindset means and how it relates to compassion.



Growth mindset is when you make an effort to get better at something instead of just thinking ‘I’m not good at that’ or ‘I’ll never be good at that’. Instead you think, ‘I’m not good at that YET’ or ‘I could be good at that if I practice.’ It’s when you remember that your brain is always growing and can learn new things.

- * Review Self-CARE acronym from lesson 6.
- * Turn and talk: How does having a growth mindset help us show ourselves compassion?
- * After students have shared with a partner, allow a few students to share with the whole group.
- * Explain that one important way we can have a growth mindset and show ourselves compassion is to change the way we talk to ourselves.
- * “Sometimes we say things like “I can’t” or “I don’t know how to” or “I don’t get it”, but if we add words like “yet” or “right now”, we can teach ourselves to have a growth mindset.”
- * Divide students into pairs and distribute the “What Can I Say to Myself?” worksheets.
- * Do the first one together as a class as an example.
- * Have them work together in pairs to complete the rest of the worksheet.
- * Bring students back together after a few minutes and work together to complete the anchor chart using their suggestions.

Distribute the Power of Yet worksheets to students.

Complete one for yourself as an example first. Emphasize that it’s ok that you can’t do that thing yet because you have a growth mindset!

Give them time to work on their own and fill out their own Power of Yet worksheets.

If they finish early, see the extensions option to turn these into actionable goals.

Credit: <https://www.teacherspayteachers.com/Product/The-Power-of-Yet-2695196>

Share

- Have students share their Power of Yet worksheets and goals with the class.

Turn and talk:

- What does growth mindset have to do with having self-compassion?
- What does growth mindset have to do with showing compassion to others?

Have a few students share out after the turn and talk.

Discuss as a class:

- What did you learn about yourself today?
- What did you learn about growth mindset?
- Now that you know about growth mindset, how does that change your thinking?

Evaluation

⌚ 5-10 min

Format: Access individually

Collect and display the Power of Yet worksheets. (Optional) Collect the Action Plans and check in with students periodically to see how they have grown.

Extensions

Have students set a SMART goal for themselves, using the Power of Yet worksheets, using the Smart Goal and Action Plan page. Have them track their progress towards their goal and celebrate when students accomplish their goals.

- Ideas for goal tracking: bar graph, line graph
- Ideas for celebrating: share at morning meeting, share photos/videos of goal being accomplished, share goal tracking sheet

Additional Suggested Reading for Students:

- Additional Suggested Reading for Students:
- Joann Deak, PhD, Your Fantastic, Elastic Brain: Stretch It, Shape It
- Corinna Luyken, The Book of Mistakes
- Bubble Gum Brain by Julia Cook

Learners needing support:

Learners ready for extensions

Notes for next time

What Can I Say To Myself?

Partner #1:

Partner #2:

Instead of...	I can say...
I'm not good at this.	
I give up.	
This is too hard.	
I can't make this any better.	
I just can't do math.	
I made a mistake.	
She's so smart. I will never be that smart.	
It's good enough.	
Plan A didn't work.	

SMART Goal and Action Plan

Name:

- * **S**pecific
- * **M**easurable
- * **A**chievable
- * **R**ealistic
- * **T**ime-based

The **STEPS** I need to take in order to reach my SMART Goal are:

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

What are some possible **ROADBLOCKS** I might experience?

Who or what are some **RESOURCES** I might need in order to reach my goal?

How will I **MEASURE** or keep track of my progress?

How will I know that I have reached my goal? What is the **RESULT**?

How will I **CELEBRATE** my success and my progress?

The Power of Yet

Name: _____

Name: _____

I can't

YET ...

But if I _____

I will be able to!

LESSON 9

We All Make Mistakes

🕒 45min **Prerequisite:** Completion of Lessons 1-8

Objectives students will be able to...

- * List emotions that result from mistakes and failures.
- * Describe how compassion and growth mindset are related to mistakes and failures.
- * Describe how to show compassion to self and to others following mistakes and failures.

Materials

- * A/V equipment for the video
- * Chart paper (pre-prepared)
- * Markers
- * Skit cards
- * The Girl Who Never Made Mistakes by Mark Pett and Gary Rubenstein

Teacher Notes

Mistakes we make can be frustrating, hurt others, or just make our day harder. When our mistakes involve others it can make us and them feel embarrassed, disappointed, or angry. Apologizing and forgiving ourselves and others can make our relationships better and more compassionate. In this lesson, students will learn how making mistakes is a part of life.

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge, video



Last time, we learned about what growth mindset is and how it can help us show ourselves compassion. Turn and talk to a neighbor about these questions: What is growth mindset? Why does it help us show self-compassion? Have a couple of volunteers share out with the class. Today, we're going to talk about something related to growth mindset - making mistakes"

Let's check out a quick video together to see why it's ok to make mistakes because we all make them sometimes. In this video, look for someone who makes a mistake and someone who forgives others.

Show video: It Wasn't Me

Debrief

🕒 5 min

Format: Whole group debrief



In this video, we saw Brandon get blamed for something he didn't do.

Discuss as a class:

- Who made a mistake? What was it?
- After Tye, Gabby, and Alex realized their mistake, how did they show empathy?
- What did their empathy lead to?
- What did they do to show that they were sorry for their mistake?

Have students turn and talk to a partner:

- Tell about a time when you made a mistake but later realized you were wrong and apologized. What did you do to show that you were sorry?
- Tell about a time when someone else's mistake hurt your feelings but they realized it and apologized, like what happened to Brandon. How did they apologize?

After students have shared with a partner, allow a few students to share with the whole group.

Direct Instruction

⌚ 5 min

Format: Direct instruction

Emphasize to students, “It’s ok to make mistakes - we all do it! However, the important things are to recognize that when we make a mistake, (1) we need show ourselves compassion (and not be too hard on ourselves if we mess up) and also to show others compassion by apologizing when we make a mistake that hurts them.

Share about a time when you made a mistake but you apologized for it.

Explain that one of the best ways to show that you mean your “I’m sorry” is through an apology of action.

Reveal the definition of an apology of action on the chart paper and go over it briefly.

As a class, brainstorm ways to use actions to show that you’re sorry and add them to the anchor chart. If students seem stuck, have them think about mistakes at school (e.g. playground, recess, classroom) that might cause others to feel upset and how we could fix them with actions.

Hint: ‘You break it, you fix it’ mentality.

Activity Part 1: Skits

⌚ 15 min

Format: Skits, small group work, whole group discussion



Let students know that they will now get the chance to practice apologies of action by creating some skits.

Break students into 4 equal groups.

Give each group a scenario card. Scenario cards have a main theme and several ideas underneath. Students can choose from one of the ideas.

- If this is too much choice for your students, you can pre-select their specific scenario on the card by highlighting or circling it for them.

Let students know that they will have about 10 minutes to create their skit, with 5 minutes at the end to perform them for the class.

Emphasize that the skits should include...

- The mistake
- Hurt feelings
- Someone showing empathy for the hurt feelings
- Empathy leading to compassion
- An apology of words
- An apology of action

While they rehearse, walk around the room and give hints/help/encouragement when needed.

Group debrief after each skit performance should include...

- What was the mistake?
- Who showed empathy and then compassion? How?
- What was the apology of action?

Activity Part 2: Read-Aloud

⌚ 10 min

Format: Read-aloud, group discussion



We’ve talked about what happens when you make mistakes and how to apologize with actions and words, but it’s also important when you make mistakes to show yourself compassion and not be too hard on yourself.

Read or show *The Girl Who Never Made Mistakes* (<https://www.youtube.com/watch?v=rlo5nwNjYSU>)

Class discussion questions after the read-aloud:

- What was Beatrice like at the beginning of the book? Did she have a fixed or a growth mindset?
- What mistakes did she make in the story?
- What was she like at the end of the book? Did she have a fixed or a growth mindset?

Activity Part 2: Read-Aloud Cont.

- How did she change and grow?
- How did she show herself compassion (think Self-CARE) when she made mistakes?

Turn and Talk:

- The next time you make a mistake, big or little, how could you show yourself compassion? How could you have a growth mindset?

Turn and talk:

- What does growth mindset have to do with making mistakes?
- Why is it important to show yourself compassion when you make a mistake?

Have a few students share out after the turn and talk.

Discuss as a class:

- What is an apology of action? Why is important to both show and say that you're sorry?

Debrief and Closing

🕒 5 min

Format: Formalize learning with the whole group, partner share

Extensions

Activity that corresponds with read-aloud:

- <http://lessonsfromtheapplebasket.blogspot.com/2016/09/the-girl-who-never-made-mistakes.html>

Additional Suggested Reading for Students:

- The Forgiveness Garden by Lauren Thompson
- Zach Apologizes by William Mulcahy
- The Berenstain Bears Say I'm Sorry by Mike Berenstain

Learners needing support:

Notes for next time

Learners ready for extentions

Scenario Card 1

Recess

Ideas:

You knocked your friend while you were running and they fell down.

You forgot that you promised to play with one of your friends and started playing something else.

You hit your friend with a basketball by accident.



Scenario Card 2

Classroom

Ideas:

You accidentally cut someone in line.

You bumped into someone and they dropped everything they were holding.

You borrowed a book from a friend and got your snack all over it.



Scenario Card 3

Lunchtime

Ideas:

You tripped and made the person next to you spill the lunch they just bought.

You didn't bring enough birthday treats for everyone in your class.

You accidentally took someone else's seat at the table.



Scenario Card 4

After School

Ideas:

You left the gate open and your neighbor's pet ran away.

You threw a baseball into your neighbor's yard, and it dented their car.

You promised your mom that you would clean your room but you forgot.



LESSON 10

Overcoming the Inner Critic

🕒 55min **Prerequisite:** Completion of Lessons 1-9

Objectives students will be able to...

- * Describe how negative self-talk and a fixed mindset may impact you.
- * Describe how self-compassion and growth mindset can help with your inner critic.

Materials

- * The Dot by Peter H. Reynolds (or https://www.youtube.com/watch?time_continue=7&v=1CH-BrRyPb2I)
- * A/V equipment to show motions for song https://www.youtube.com/watch?v=r_I43cxDQ-o
- * Quiz-Quiz-Trade cards
- * Dot Activity page (1 per student)

Teacher Notes

Negative opinions about ourselves might makes us feel insecure and less confident. These feelings can make it harder for us to show compassion to ourselves and others. Developing resilience helps us overcome criticism (both internal and external). Research shows that mindfulness helps individuals bounce back after failure and feel confident in their ability to achieve their goals. In this lesson, students will learn the difference between opinions and facts, and will practice applying compassion in times of criticism.

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge



Last time, we learned about making mistakes - how everyone does sometimes - and it's ok! We also learned about making an apology of action. Turn and talk to a neighbor about these questions: What is an apology of action? How can you have self-compassion when you make a mistake? Have a couple of volunteers share out with the class. Today, we're going to talk about something else related to self-compassion - overcoming our inner critic."

A critic is someone who judges something. For example a movie critic goes to see movies and then gives them a review based on their opinion of the movie. Sometimes, we judge ourselves and act as our own critics. When we are critical of ourselves, we are not showing ourselves compassion or having a growth mindset. We are putting ourselves down and having a fixed mindset.

Let's read a book together about a girl named Vashti who is critical of herself about her art. Let's see how she learns to have a growth mindset and show herself compassion.

Read-Aloud

🕒 5-10 min

Format: Read-aloud

Read The Dot

- Or show: https://www.youtube.com/watch?time_continue=7&v=1CHBrRyPb2I

Debrief

🕒 5 min

Format: Whole group debrief

Discuss as a class:

- What did Vashti have a fixed mindset about?
- Who had compassion for Vashti? How did they show it?
- How did Vashti show a growth mindset as the book went on?
- How did Vashti show compassion to someone else because of her new growth mindset?

Debrief Cont.

Direct Instruction

🕒 10 min

Format: Direct instruction, audio/kinesthetic learning

Activity Part 1: All You Have to Do is Start

🕒 10 min

Format: Quiz-Quiz-Trade

Activity Part 2: Dot Activity

🕒 10 min

Format: Art project, self-reflection, partner share, group share

Debrief and Closing

🕒 5 min

Format: Formalize learning with the whole group, partner share

Have students turn and talk to a partner:

- Tell about a time when you were being critical of yourself saying things inside your head like, “I’m not good at this” “I can’t do this” “I could never figure this out”. How did saying those things to yourself make you feel? Did anyone show you compassion and help you change to a growth mindset?

After students have shared with a partner, allow a few students to share with the whole group.

Share with students about a time when you were critical of yourself and had a fixed mindset about something. Choose a story focused on a time when you were afraid to start something because of your self-criticism.

Let students know that sometimes, in order to overcome your fixed mindset and self-criticism, all you have to do is start!

Teach the song along with the hand motions: https://www.youtube.com/watch?v=r_I43cxDQ-o

Let them know that sometimes it can be hard to know where to “start” to overcome a challenge.

Let students know that they will be brainstorming ways to “start” overcoming challenges with partners using Quiz-Quiz-Trade.

- Quiz-Quiz-Trade explanation: <https://www.youtube.com/watch?v=RrtwsX4i3Qk>
- *Note: Our cards just have a scenario on the front. Students are to come up with possible ways that someone with that challenge could “start” to overcome it as the answer. There are many possible right answers.*

Demonstrate how to play Quiz-Quiz-Trade

Distribute cards - 1 per student.

After a few minutes, bring the students back together, collect the cards, and have a few of them share some of the “start” suggestions that they made to the different scenarios.

Let students know that they will now get to try having a growth mindset to overcome their own challenges by thinking of a place to start.

Give each student a Dot Activity page

Have them color/decorate the front of their dot and then fill out the back.

Next, have them cut out the dots and glue them back-to-back.

After students have completed the activity, have them share with a partner and then choose a few students to share with the class. Emphasize that it’s important to overcome your inner critic by using a growth mindset and by finding somewhere to start.

If students finish early, see extension activities for ideas.

Turn and talk:

- How does finding a place to start help you have a growth mindset?
- How does finding a place to start help you show yourself compassion?

Have a few students share out after the turn and talk.

Discuss as a class:

- Like Vashti did, how can you show compassion and help others who are being critical of themselves? What could you say or do?



Extensions

Suggested activities for The Dot and Ish by the author:

http://www.candlewick.com/book_files/0763619612.btg.1.pdf

Art activities: http://www.peterhreynolds.com/dot/dot_activities.html

Additional Suggested Reading for Students:

- You Should, You Should by Ginny Tilby
- Jabari Jumps by Gaia Cornwall
- Ish by Peter Reynolds

Learners needing support:

Learners ready for extensions

Notes for next time

The Dot Activity

Name:

All I have to do is start!

I want to get better at

I'm going to start by:



I'm not good
at math.



I'm not good
at writing.



I can't hit in baseball.



I can't make a point
in basketball.



I'm not good at
multiplication.



I can't play
the recorder



I'm not good
at reading.



I can't make a point
in basketball.



I'm not a fast runner.



I'm not a good dancer.



I can't catch in softball.



I'm not good at throwing a football.



I'm not good
at Spanish.



I'm not good
at spelling.



I can't score a
goal in soccer.



I can't draw.



I'm not good at
playing piano.



I can't pass in soccer.



I'm not good
at singing.



LESSON 11

Compassion Every Day

🕒 40min **Prerequisite:** Completion of Lessons 1-10

Objectives students will be able to...

- * List steps that lead to showing compassion.
- * Practice the steps that lead to showing compassion.

Materials

- * Compassion anchor chart
- * Markers (to add to the chart)
- * A/V for video
- * Compassion Every Day evaluation worksheets (1 per student)

Teacher Notes

When you practice compassion every day, it doesn't just makes others feel good, it makes you feel good too! When others see you practice compassion, they might choose to act with more compassion toward others so they feel good also. Research suggests that when you watch someone perform acts of compassion, that motivates you to want to act compassionately toward someone yourself. In this lesson, students will learn the steps to take in practicing compassion and will learn that compassion can spread.

Compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge



Last time, we learned about having a growth mindset and not being critical of ourselves. Turn and talk to a neighbor about these questions: What was the first step in having compassion for ourselves and overcoming our inner critic? Have a couple of volunteers share out with the class. We've been focusing on ourselves and how we can show self-compassion for a while. Today, we're going to talk about how we can show compassion to others every day.

We learned before that showing compassion to others is when you SEE someone in need, CARE about their feelings, and DO something to show you care." Reveal anchor chart.

Let's check out a quick video together about showing compassion to others. In this video, look for someone who needs compassion and someone who shows compassion. Also see if you notice that they go through the 3 steps of compassion that we just reviewed.

Show video: Take My Rat, Please!

Debrief

🕒 5 min

Format: Whole group debrief

Review the 3 steps of compassion again with the anchor chart.

Discuss as a class:

- Who needed compassion? How did you know?
- Who had empathy for Tye and showed her compassion? How?
- What did David give up in order to show compassion to Tye?
- How did David go through the 3 steps of compassion with Tye?

Debrief Cont.

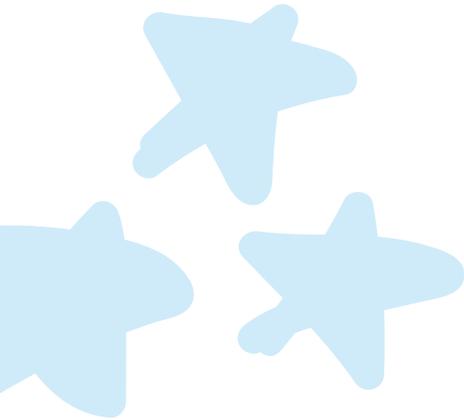
⌚ 5 min

Format: Whole group debrief

Activity: Skits

⌚ 15 min

Format: Skits, small group work, whole group discussion



Evaluation

⌚ 5-10 min

Format: Access individually

Extensions

Teacher evaluation on the next page

Have students turn and talk to a partner:

- Talk about a time when you needed compassion and someone went through the 3 steps to show it to you or a time when you showed compassion to someone else.

After students have shared with a partner, allow a few students to share with the whole group.

- * Let students know that they will now get the chance to practice following the steps of compassion by creating some skits.
- * Break students into 4 equal groups.
- * Give each group a scenario card.
- * Let students know that they will have about 10 minutes to create their skit, with 5 minutes at the end to perform them for the class.

Emphasize that the skits should include...

- Someone who needs compassion
- Someone who feels empathy for that person and shows them compassion with the 3 steps

While they rehearse, walk around the room and give hints/help/encouragement when needed.

Group debrief after each skit performance should include...

- Who needed compassion?
- Who showed empathy and then compassion? How?
- How did they follow the 3 steps?

Distribute the evaluation sheets individually for students to complete.

Display the compassion anchor permanently for student reference

Additional Suggested Reading for Students:

- The Three Questions by Jon J. Muth
- Please Please the Bees by Gerald Kelley
- Strictly No Elephants by Lisa Mantchev





Learners needing support:

Learners ready for extensions

Notes for next time

Scenario Card 1

Someone made fun of another student on the playground.



Scenario Card 2

Someone is sitting alone at lunch.



Scenario Card 3

A student fell in the hallway and other students are making fun of them.



Scenario Card 4

Someone got a bad grade on a test.



Compassion Every Day Evaluation

Name:

Date:

1. Name the 3 steps of showing compassion:

a.

b.

c.

2. Read this scenario and tell how you would go through the steps of compassion.

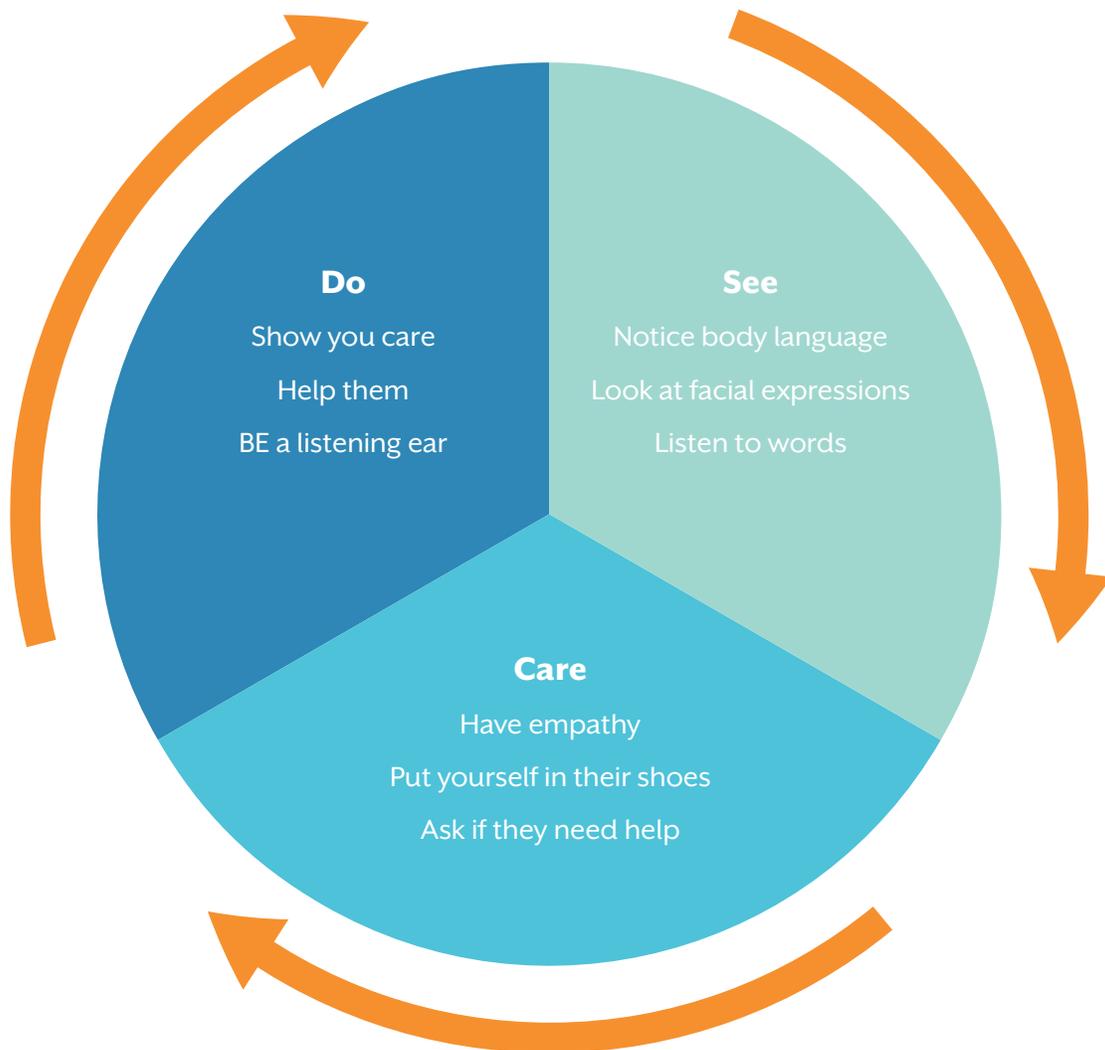
Your friend was playing basketball at recess. You were playing something else, but you look over and see that they are on the ground crying.

First, I would:

Next, I would:

Finally, I would:

Compassion Anchor Chart



See	Care		Do
<p>OBSERVE:</p> <p>Look and listen to those around you. What do you see and hear? Is someone upset, in need, or lonely?</p>	<p>HAVE EMPATHY:</p> <p>Think about how others feel and what it might be like to be them. Can you imagine how they might be feeling? Do you want to show them you care?</p>	<p>ASK:</p> <p>Ask others how they feel. Ask them what they need. Ask if there is something you can do to help or show them compassion.</p>	<p>ACT:</p> <p>Is there a way you can act with compassion? If so, show compassion by doing something to help, or to let others know you care.</p>

LESSON 12

Compassion in Our Class

🕒 30min **Prerequisite:** Completion of Lessons I-II

Objectives students will be able to...

- * Compare choices that are compassionate with those that are not.
- * Notice compassionate acts that involve classmates.
- * Describe how gratitude relates to compassion, and practice showing gratitude for compassionate acts.

Materials

- * Compassion anchor chart from Lesson 11
- * The Invisible Boy by Tracy Ludwig (or read-aloud online: <https://www.youtube.com/watch?v=okAJ62ia63Q>)
- * Chart paper
- * Markers
- * Round Robin slides
- * Dice (optional)

Teacher Notes

Behaving in a compassionate way is a choice. One way to show compassion is by anticipating what others may want or need. You don't need to wait until someone is in need, you can be generous and thoughtful any time. When we notice others treating us with compassion, and we show them we are grateful, it can help a community become more compassionate. In this lesson, students will identify acts that are compassionate and will practice showing gratitude when others give them compassion.

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge



Last time, we talked about showing compassion to others and the 3 steps we should follow. Turn and talk to a neighbor about these questions: What are the 3 steps to showing compassion? What is in each step? Refer to the anchor chart from lesson 11 if needed. Have a couple of volunteers share out with the class. Today, we're going to continue learning about showing compassion by talking about how we can show compassion in our classroom.

Let's read a book together called *The Invisible Boy*. While we're reading, listen for ways that the characters in the book show compassion in their classroom.

Read book

Debrief

🕒 5 min

Format: Whole group debrief

Discuss as a class:

- Who needed compassion? How did you know?
- Who had empathy for the new student, Justin, and showed him compassion? How?
- How did Justin feel after Brian showed him compassion? How do you know?
- What effect did Brian's compassion for Justin have on Justin?
- Once Justin showed Brian compassion, how did that affect the rest of the class?
- How did Brian feel after Justin showed him compassion?

Have students turn and talk to a partner:

- Talk about a time when you noticed a new student showed them compassion.
- Talk about a time when you noticed someone who felt invisible and showed them compassion.

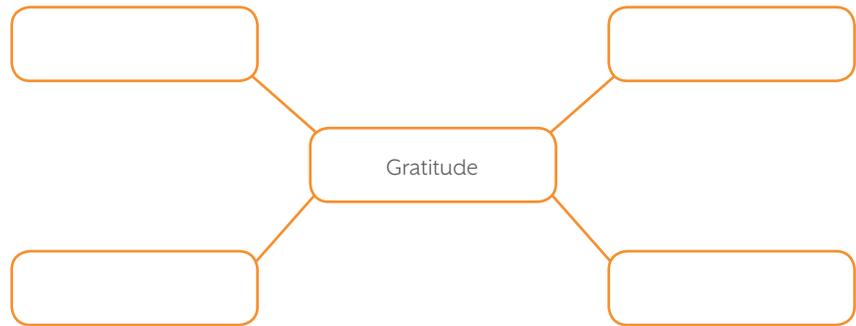
After students have shared with a partner, allow a few students to share with the whole group.

Direct Instruction

⌚ 5 min

Format: Whole group instruction

Write the word 'gratitude' in the center of the chart paper. *This is in preparation to make a mind map, so don't write it too big.*



Define gratitude and write the definition on the chart paper: Feeling thankful. Letting others know how thankful you are for their compassion and kindness.

Ask students to think about a time when they felt grateful for someone showing them compassion. Add those off of the center bubble, one bubble for each instance.

Next, ask students for words that describe how it feels when someone shows them gratitude. Add these in a different color.

Class discussion:

- Why should you tell someone thank you when they show you compassion?
- Why is gratitude especially important in a classroom?

Activity round Robin

⌚ 10 min

Format: Round robin small group work

Share with students that gratitude for compassion, like we saw in the book, can lead to more compassion. It's a positive domino effect!

Let students know that we will be looking at different scenarios where compassion led to more compassion and talking about them.

Divide students into groups of 6

Assign each student in the group a number 1-6.

Using the Kagan structure of Timed Round Robin, go through the scenarios.

- Display the scenarios one at a time on the board using the slides
- Give think time of 5-10 seconds
- For each question, roll a dice (or virtual dice) to see which student in each group will share their answer with their group
- Group members will agree or disagree using their thumbs. Thumbs up means agree completely; thumbs down means disagree completely; thumbs in the middle means agree and disagree.
- Call on one student to share out with the entire class for each question

Discuss as a class:

- How does one act of compassion lead to others?
- What are different ways that you can show or say that you are grateful for someone's compassion?
 - Reference the scenarios.
 - Add these to the anchor chart in another color

Debrief

⌚ 5 min

Format: Class discussion

Closing

⌚ 2 min

Format: Turn and talk

Turn and talk: Why should we show compassion in our class? What should we do when someone shows us compassion? Why?

Have a few students share out their answers.

Extensions

Create a gratitude box to say thank you for acts of compassion.

1. Get a box with a lid and make a hole big enough to insert slips of paper.
2. Cut strips of paper.
3. Leave the box out in class. Ask students to write down anytime someone shows them compassion and place the slip in the box. You could also include times they saw compassion being shown to others.
4. At the end of each week, take out the strips of paper and read them.
5. Tape the strips together making a chain and see how far the chain can go throughout the year.

Additional Suggested Reading for Students:

- Stone Soup by John J. Muth
- Cornelius Van wright, and Ying-Hwa Hu, Sam and the Lucky Money by Karen Chinn
- Stand in My Shoes by Bob Sornson

Learners needing support:

Notes for next time

Learners ready for extentions

Gratitude Box Strips

I am thankful for _____ because they showed me compassion by



I am thankful for _____ because they showed me compassion by



I am thankful for _____ because they showed me compassion by



I am thankful for _____ because they showed me compassion by



I am thankful for _____ because they showed me compassion by



LESSON 13

Compassion in Our School

🕒 35min **Prerequisite:** Completion of Lessons 1-12

Objectives students will be able to...

- * List barriers to showing compassion in a school (why it's hard sometimes) and ways to overcome those difficulties.
- * Describe how empathy and growth mind-set can make compassion easier.
- * Practice acts of compassion and expressing gratitude.

Materials

- * A/V for video
- * Anchor chart: A Compassionate School
- * Markers
- * BINGO cards (1 per student)

Teacher Notes

By practicing empathy, compassion, and expressing gratitude, students can increase compassion in a school. According to research, students in school programs that focused on social and emotional learning show improved social and emotional skills, attitudes, behavior and academic performance than those without SEL programs. In this lesson, students will practice empathy, generosity and look for opportunities to show compassion in their school.

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge



Last time, we talked about showing compassion in our classroom and expressing gratitude when people show us compassion. Turn and talk to a neighbor: What often happens when we express gratitude to others who are compassionate? Have a couple of volunteers share out with the class. Today, we're going to continue learning about showing compassion by talking about how we can show compassion in our school and how that can sometimes be hard.

Let's check out a quick video together to see what happens when Alex loses something right before the talent show. In this video, look for someone who needs compassion. Also look for several examples of people who show compassion.

Show video: The Show Must Go On

Debrief

🕒 5 min

Format: Whole group debrief

Discuss as a class:

- Who needed compassion? How did you know?
- Who had empathy for Alex and showed her compassion? How?
- Alex showed all of her friends compassion before. How did that affect them in this episode?
- How did Alex feel after everyone showed her compassion?

Have students turn and talk to a partner:

- Why is it sometimes hard to show compassion to your classmates or others in the school? Example answers: if you don't know the other person, if you feel awkward/embarrassed
- What can make it easier to show compassion to others in a school? Example answers: getting to know others, feeling empathy

After students have shared with a partner, allow a few students to share with the whole group.

Activity Part 1: Anchor Chart

🕒 10 min

Format: Whole group debrief

Activity Part 2: Bingo

🕒 10 min

Format: Whole group debrief



Debrief and Closing

🕒 5min

Format: Turn and talk,
class discussion

Extensions

Teacher evaluation on the next page

Display the anchor chart: A Compassionate School

- *In advance, write the title and create and label the 3 sections*

As a class, work together to talk about what a great, compassionate school would look like, sound like, and feel like. *Be sure to focus the students on compassion/kindness in particular in their ideas*

Distribute the BINGO cards.

Explain the activity:

- Throughout the week, have students mark with an X or color in the squares that they complete.
- Discuss each of the actions and talk about examples of each.
- When students get BINGO, ask them to share what they did with the class and reflect on it.
 - What was the easiest task to complete? Why?
 - What was the most difficult? Why?
 - Who showed gratitude for your compassion? How?
- Class discussion:
 - Ask students which actions might be hard to do and discuss why. Ask students what might make them easier.
 - Ask students which actions include empathy. Ask how empathy can make some actions easier.
 - Ask students how growth mindset can make some actions that might initially seem difficult easier.

Turn and talk: Why should we show compassion in our school? What should we do when someone shows us compassion?

Have a few students share out their answers.

Discuss:

- What compassionate acts are you most excited about trying?
- What do you think might happen in our school as a result of our compassion?

As students complete and turn in their BINGO boards, have them write their name on a strip of paper. Create a compassion chain that goes around the classroom!

Play blackout BINGO to make it harder

Additional Suggested Reading for Students:

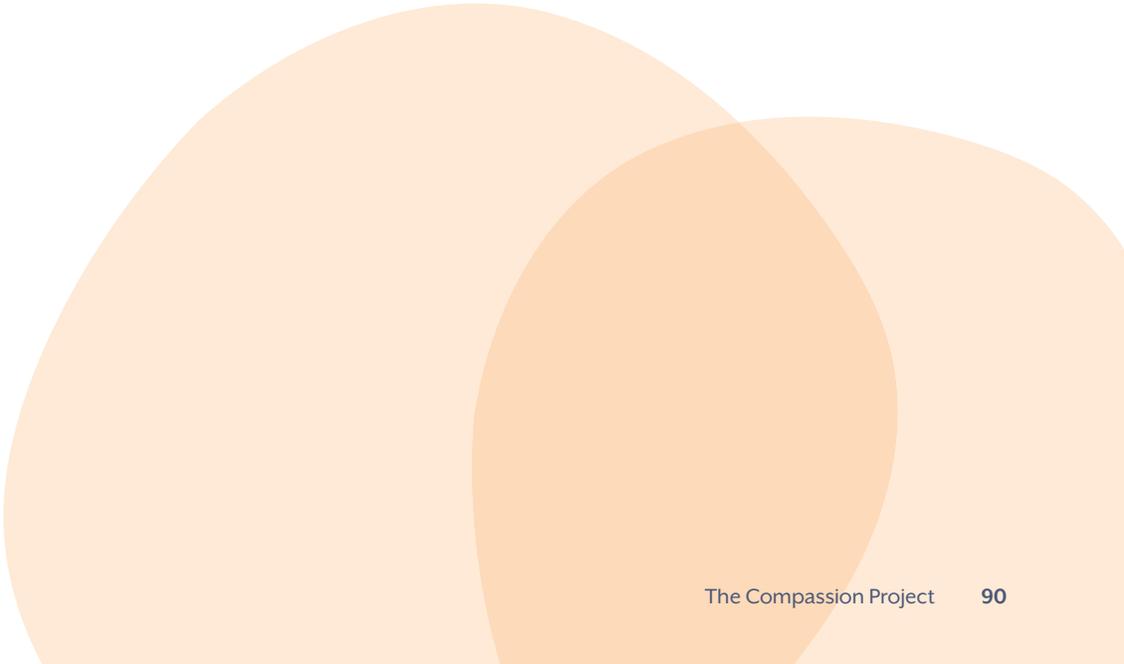
- Non-Random Acts of Kindness (The Life of Ty) by Lauren Myracle
- The BFG by Roald Dahl
- The Infamous Ratsos by Kara LaReau



Learners needing support:

Learners ready for extensions

Notes for next time



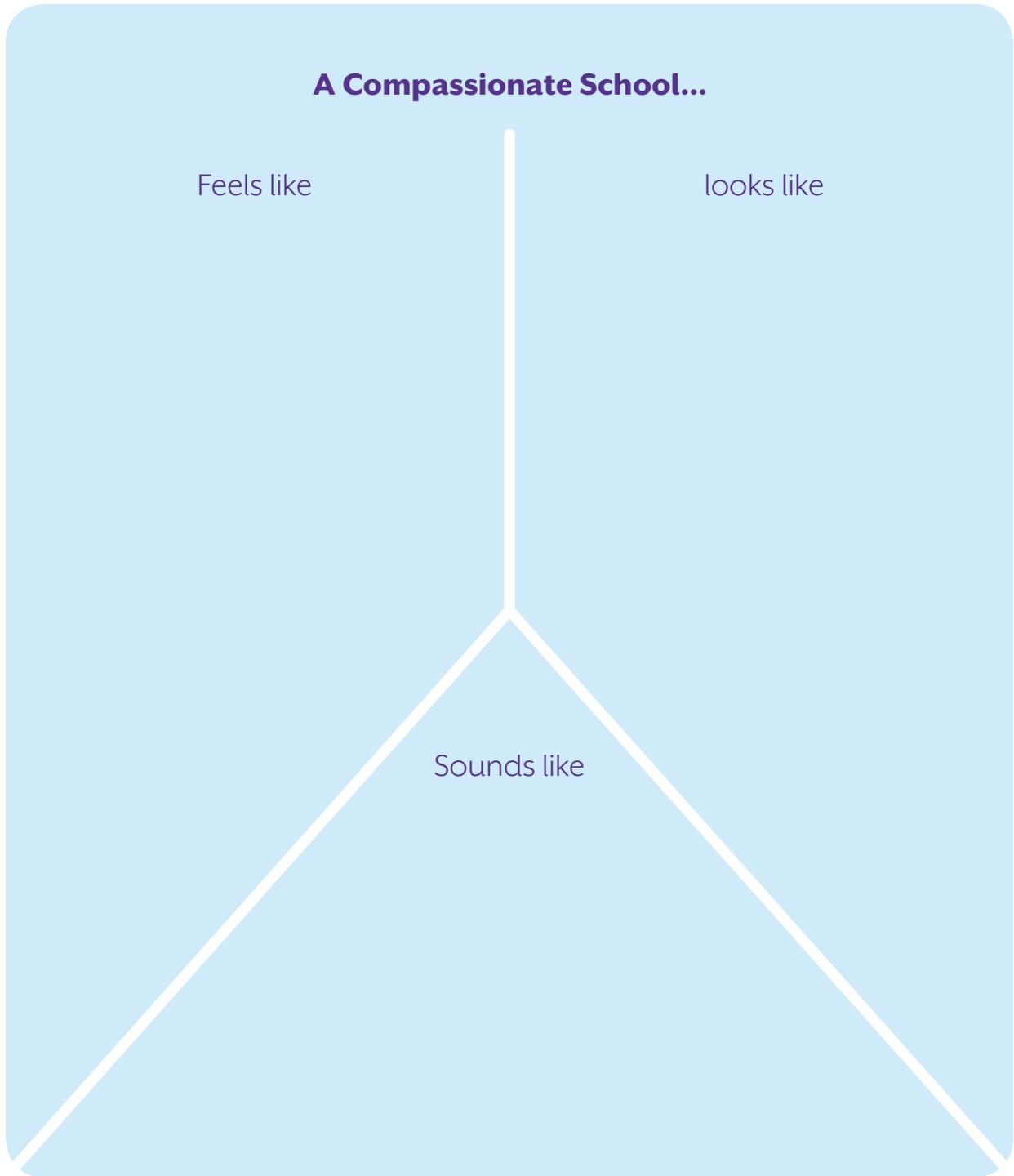
BINGO

Name:

Teacher:

B	K	I	N	D
Listen to a classmate's problem	Give someone a compliment	Practice empathy by understanding someone else's point of view	Say 'Hi' to someone new	When a friend has a problem, ask how you can help.
When a friend has a problem that's too big for you, talk to an adult.	(Fill in your own)	When someone acts unkind remind them to be kind	When someone is treated unkindly, ask if they are okay	When a student asks for help, help them.
Invite someone new to join your game.	Talk with someone you don't know about something they like.	FREE SPACE	Offer to help someone new.	Look for someone sitting alone at lunch or recess and ask if they would like you to sit with them.
Go out of your way to do something for someone else.	Do something nice for someone who did something nice for you	Give up something to put someone else first	Look for a way to make someone else's day better	When someone looks unhappy, ask how you can help them feel better
Clean up something that is out of order, or helping someone else clean up	Find someone acting compassionately, and thank them	Invite someone who is alone to join you at recess	Invite someone new to work with you on a project	Look for ways to help someone who isn't asking for help

Anchor Chart: A Compassionate School



LESSON 14

Compassion in Our Communities

🕒 35min **Prerequisite:** Completion of Lessons 1-13

Objectives students will be able to...

- * Describe what a community is.
- * List examples of compassion in a community.
- * Describe the positive outcomes of compassion in a community.

Materials

- * Shelter by Celine Claire
- * Pre-drawn tree on chart paper or pre-cut out tree on wall/bulletin board
- * Pre-cut leaves for tree



Teacher Notes

Community is defined as a group of people who are joined by common interests, history, or location. Programs that address social-emotional learning have shown to: significantly improve school climate; help develop positive relationship skills among students; help strengthen schools, families and communities. When individuals act compassionately, and that compassion spreads, it helps create kinder, healthier communities. In this lesson, students will be able to identify how compassion benefits communities and list examples of compassion in a community.

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge



Last time, we talked about showing compassion in our school. Turn and talk to a neighbor: What were some of your favorite acts of compassion from the BINGO? Why? Have a couple of volunteers share out with the class. Today, we're going to continue learning about showing compassion by talking about how we can show compassion in our communities.

Show me with your thumbs how familiar you are with the word 'community.'

Thumbs up means totally know what it is; thumbs down means never heard it before; thumbs in the middle means have heard it before but not exactly sure what it means

If lots of students know what it is, ask for a volunteer to define it. If not, define it for them: "A community is a group of people who live, work, and play together. Our community is..."

Debrief

🕒 5 min

Format: Whole group debrief

Discuss as a class:

- What was the community in this book?
- Who needed compassion? How did you know?
- Who had empathy for the bears and showed them compassion? How?
- Were the bears a part of the community at first? Did they become a part of the community later?

Debrief Cont.

Activity: Compassion Tree

🕒 15 min

Format: Whole group debrief

Evaluation

🕒 5 min

Format: Access Individually

Debrief and Closing

🕒 5 min

Format: Turn and talk,
class discussion

Extensions

Teacher evaluation on the next page

Have students turn and talk to a partner:

- What is something nice or compassionate you have done for your community? Think about your neighborhood - that's your community! Think about your neighborhood park or your neighbors - have you done something nice for them? You can even show compassion for the environment by cleaning up your park!
- How did that compassion make your community a better place?

After students have shared with a partner, allow a few students to share with the whole group.

1. Hang a big (pre-created) tree on your wall or bulletin board (it should have a trunk and branches, but no leaves) or use chart paper with one pre-drawn.
2. Talk about what communities look like and how they work (members need each other for support, safety, happiness).
3. Ask students to brainstorm types of communities (e.g. school, neighborhood, church, etc.). Write the different communities on each branch of the tree - one on each branch.
4. Divide students into partners. Hand out pre-cut leaves for students (each partnership should get approximately 5 leaves, or one for each community). Ask students to work with their partners to write on each leaf one way to show compassion in each of these communities. Ask them to consider including acts that involve those they don't know.
5. When students are finished, have volunteers share with the class. Finally, attach the leaves to the appropriate branch.

After the tree is complete, distribute the Commit to Compassionate Action worksheets.

Have students fill out the Commit to Compassionate Action worksheets, focusing on ways they can show compassion in their communities. Let them know they can borrow ideas from the class Compassion Tree for their own compassionate acts.

Turn and talk: Why should we show compassion in our communities? Why is it important?

Have a few students share out their answers.

Discuss:

- What compassionate acts are you most excited about trying in our different communities?
- What do you think might happen in our communities as a result of our compassion?

Post the Commit to Compassionate Action worksheets up somewhere visible.

Allow sharing time for students to follow-up with what they did to show compassion in their communities from the Commit to Compassionate Action worksheets.

Leave the tree up year-round as a reminder of ways students can show others compassion in their communities.

Provide extra leaves for students to add to the branches as they think of more ways to show compassion in different communities.

Additional Suggested Reading for Students:

- I Walk with Vanessa by Kerascoet
- Duck for a Day by Meg McKinlay
- Bear Says Thanks by Karma Wilson



Learners needing support:

Learners ready for extensions

Notes for next time



Commit to Compassion Action

Name:

Date:

1. Choose someone in your house that you will show compassion to (parent, grandparent, brother, sister):

2. How will you show them compassion?

3. How do you think it will make your home a better place?

1. Choose someone in your neighborhood that you will show compassion to (neighbor, new kid):

2. How will you show them compassion?

3. How do you think it will make your community a better place (You might need to get mom or dad's permission or help for this one)?

1. Choose a place where you can show compassion to the environment (park, playground, yard):

2. How will you show compassion to the environment?

3. How do you think it will help the environment?

LESSON 15

Day of Compassion

🕒 45min **Prerequisite:** Completion of Lessons 1-14



Objectives students will be able to...

- * Practice acts of compassion.
- * Describe the benefits of participating in a compassion-related community service project.

Materials

- * Candace Christiansen, *The Mitten Tree*
- * Permission slips, transportation, etc.
- * Field Trip Service Project worksheets (1 per pair)
- * Goals for trip written on chart paper
- * Field Trip Reflection form (1 per student)

Teacher Notes

Participation in community service has value to those being helped, as well as those doing the helping. Research shows that kids who participate in community service are more likely to feel connected to their communities and tend to do better in school; they're also less likely to engage in risky behavior. In this lesson, students will be able to describe the benefits of participating in a community service project and then they will go into the community as a class and practice acts of compassion.

Instructors may break this lesson into parts that cover planning, working in the community, and reflecting on the experience.

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge



Last time, we talked about showing compassion in our communities. Turn and talk to a neighbor: Why is it important to show compassion in our communities? What were some acts of compassion in your communities that you did? Have a couple of volunteers share out with the class. Today, we're going to go on a field trip to show compassion in our community!

Read-Aloud

🕒 10 min

Format: Read-aloud



Before we leave, we're going to read a book called *The Mitten Tree*. In this story, a woman has an idea when she sees a boy without mittens. While we read, listen for someone who needs compassion. Also listen for someone who shows compassion.

Read book

Debrief

🕒 5 min

Format: Whole group debrief

Discuss as a class:

- Who needed compassion? How did you know?
- Who had empathy and showed compassion? How?
- Why do you think Sarah showed compassion to the children of her community? How did she feel after?
- How did the children of her community show gratitude for her act of compassion?

Debrief Cont.

Activity Service Project

🕒 15-20 min

Format: Whole group discussion, partner work, individual reflection



Evaluation

Format: Access Individually

Debrief and Closing

🕒 5 min

Format: Turn and talk, class discussion

Extensions

Have students turn and talk to a partner:

- Think of a time when someone helped you or your family when you needed it, even though you didn't ask for help.
- How did it make you feel?
- How did you show gratitude after?

After students have shared with a partner, allow a few students to share with the whole group.

Before the Service Project

- Identify where the class will go, and what they will do. Share these with them.
- Prior to going on the service project, ask students to anticipate what the experience might be like.
 - Break students into partnerships
 - Distribute Field Trip Service Project worksheets (1 per pair)
 - Give students a few minutes to complete these with their partners
- Share out with the class.
- Collect these for evaluation
- Review the goals of participation (to use for reference following the project).

After the Service Project

- Give students the Field Trip Reflection Forms.
- Provide students some time to complete these on their own
- Once students are finished, gather the class together to share out their responses. *Students may also benefit from sharing with a partner first and then sharing with the class.*
- Collect these for evaluation

Collect the 2 worksheets/forms

Turn and talk: This was our last lesson on compassion. What was the most important thing you learned about compassion from these lessons?

Have a few students share out their answers.

Discuss:

- How will you practice the things you learned after today?

Allow students to draw a world without compassion vs a world with compassion to show how important it is to show compassion.

Have students identify service projects they might want to do sometime in the future, either with the class, with their family, or with friends. Create an anchor chart.

Have the students send thank you letters to the organization that you partnered with for the service project.

Extensions Cont.

- Have a class discussion:
 - Why is it important to show gratitude and say thank you, even if it's uncomfortable?
 - How do you think they will feel when they get your letter?

Additional Suggested Reading for Students:

- Look Where We Live!: A First Book of Community Building by Scot Ritchie
- Mama Miti by Donna Jo Napoli
- Lend a Hand: Poems about Giving by John Frank
- Shelter Pet Squad #1: Jelly Bean by Cynthia Lord



Learners needing support:

Learners ready for extensions

Notes for next time

Our Field Trip

Name:

Where We Went

Where We Went

Something I Learned

My Favorite Part

Field Trip Service Project

Partner 1:

Partner 2:

1. Where are we going?
2. What are we going to do there?
3. How are we going to show compassion on this trip?
4. How do you think you will feel after the trip?
5. How do you think people in the community will feel after our trip?

Field Trip Reflection

Name:

Date:

* Tell about a time when you felt empathy on the trip.

- Who did you feel empathy for?

- Tell about how you felt.

* Tell about a time when you showed compassion on the trip.

- Who did you show compassion to?

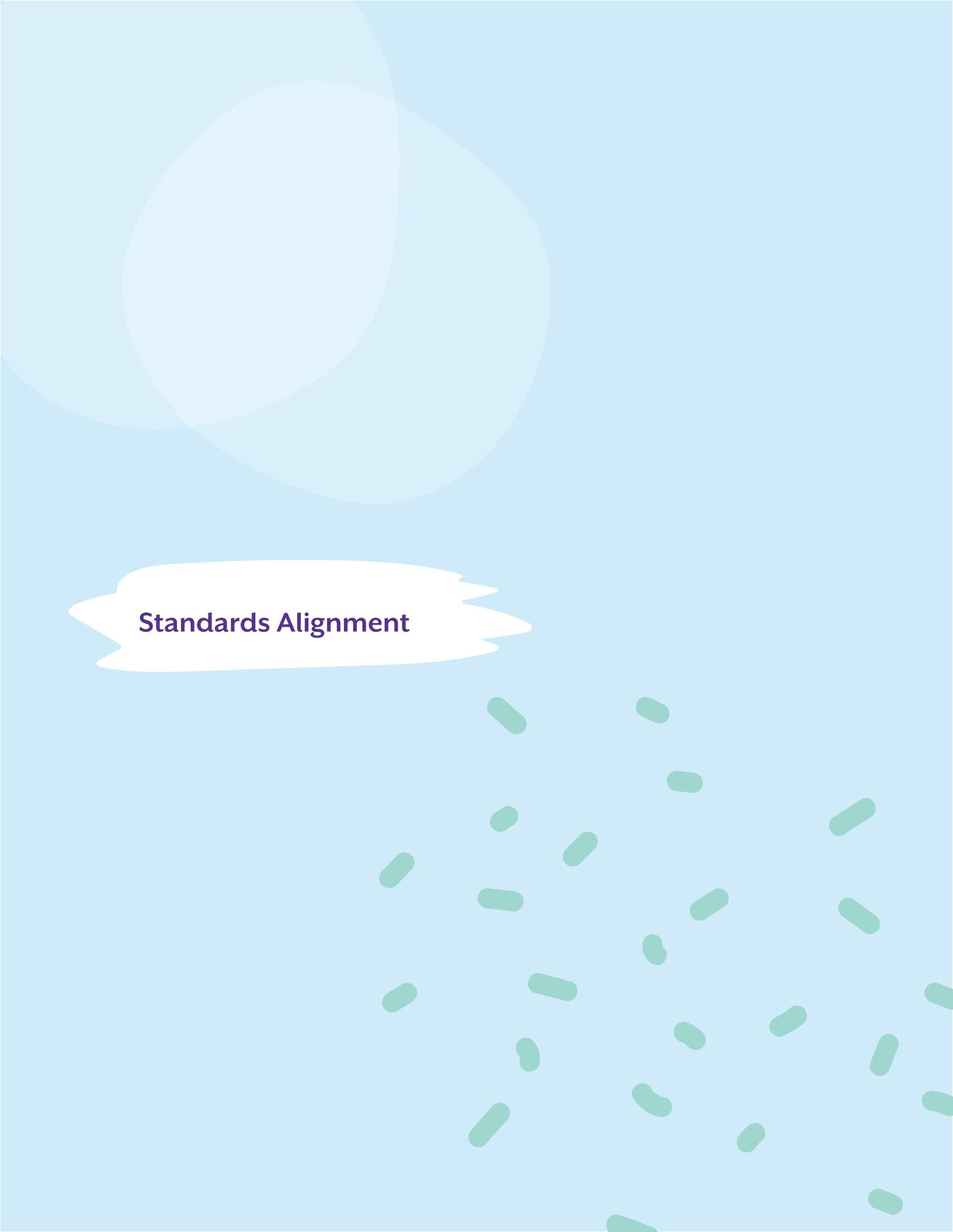
- Tell about what you did to show compassion.

* My favorite part of the trip was

* Now that the trip is over, I feel

* This trip has inspired me to

* I am thankful for the opportunity I had to



Standards Alignment

Unit/Lesson	SEL Standards	CCSS.ELA-Literacy Standards
Unit 1: Understanding Compassion		
Lesson 1: What Is Compassion?	<p>2A.1b. Use listening skills to identify the feelings and perspectives of others.</p> <p>2A.2a: Identify verbal, physical, and situational cues that indicate how others may feel.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
Lesson 2: What Is Empathy?	<p>2A.2a: Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>2C.2b: Analyze ways to work effectively in groups.</p> <p>3A.2a: Demonstrate the ability to respect the rights of self and others.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>
Lesson 3: Why Be Compassionate?	<p>2C.2a. Describe approaches for making and keeping friends.</p> <p>2B.1a. Describe the ways that people are similar and different.</p> <p>2C.1a: Identify ways to work and play well with others.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>

Unit/Lesson	SEL Standards	CCSS.ELA-Literacy Standards
<i>Unit 1: Understanding Compassion Cont.</i>		
Lesson 4: Our Emotions, Part 1	<p>1A. 1a. Recognize and accurately label emotions and how they are linked to behavior.</p> <p>1A. 2a. Describe a range of emotions and the situations that cause them.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
Lesson 5: Our Emotions, Part 2	<p>1A. 1a. Recognize and accurately label emotions and how they are linked to behavior.</p> <p>1A. 2a. Describe a range of emotions and the situations that cause them.</p> <p>1A. 1b. Demonstrate control over impulsive behavior.</p> <p>1A. 2b. Describe and demonstrate emotions in a socially acceptable manner.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
<i>Unit 2: Self Compassion</i>		
Lesson 6: Self-CARE	<p>1B. 1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.</p> <p>3A.2a: Demonstrate the ability to respect the rights of self and others.</p>	N/A

Unit/Lesson	SEL Standards	CCSS.ELA-Literacy Standards
<i>Unit 2: Self Compassion Cont.</i>		
Lesson 7: Being Mindful	<p>1A. 1a. Recognize and accurately label emotions and how they are linked to behavior.</p> <p>1B. 2a. Describe a range of emotions and the situations that cause them.</p> <p>1A. 1b. Demonstrate control of impulse behavior.</p> <p>2A. 2b. Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>3C.1a. Identify and perform roles that contribute to one's classroom.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
Lesson 8: The Growing Brain	<p>1B. 2a. Describe personal skills and interests that one wants to develop.</p> <p>1C. 1b. Identify goals for academic success and classroom behavior.</p> <p>1C. 2b. Monitor progress on achieving a short-term personal goal.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
Lesson 9: We All Make Mistakes	<p>1A.2b: Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p>2A.2a: Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>2A.2b: Describe the feelings and perspectives of others.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>

Unit/Lesson	SEL Standards	CCSS.ELA-Literacy Standards
<i>Unit 2: Self Compassion Cont.</i>		
Lesson 10: Overcoming the Inner Critic	<p>1A.2a: Recognize and accurately label emotions and how they are linked to behavior.</p> <p>1C.2a: Describe the steps in setting and working toward goal achievement.</p> <p>3A.2a: Demonstrate the ability to respect the rights of self and others.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
Unit 3: Practicing Compassion		
Lesson 11: Every Day Compassion	<p>2A.2a: Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>2A.2b: Describe the feelings and perspectives of others.</p> <p>1C.2a: Describe the steps in setting and working toward goal achievement.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
Lesson 12: Compassion in Our Class	<p>2A.2b: Describe the feelings and perspectives of others.</p> <p>2A. 2b. Describe the expressed feelings and perspectives of others.</p> <p>2B. 1b. Describe positive qualities in others.</p> <p>2C. 1a. Identify ways to work and play well with others.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>

Unit/Lesson	SEL Standards	CCSS.ELA-Literacy Standards
<i>Unit 3: Practicing Compassion Cont.</i>		
		<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
Lesson 13: Compassion in Our School	<p>1A.2a: Recognize and accurately label emotions and how they are linked to behavior.</p> <p>2A.2b: Describe the feelings and perspectives of others.</p> <p>3C.2a: Identify and perform roles that contribute to the school community.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
Lesson 14: Compassion in Our Communities	<p>C.2a: Identify and perform roles that contribute to the school community.</p> <p>3C.2b: Identify and perform roles that contribute to one's local community.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
Lesson 15: Day of Compassion	<p>3C.2b: Identify and perform roles that contribute to one's local community.</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>



The
Compassion
Project