

## LESSON 12

# Compassion in Our Class

🕒 45min **Prerequisite:** Completion of Lessons 1-11

## 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.

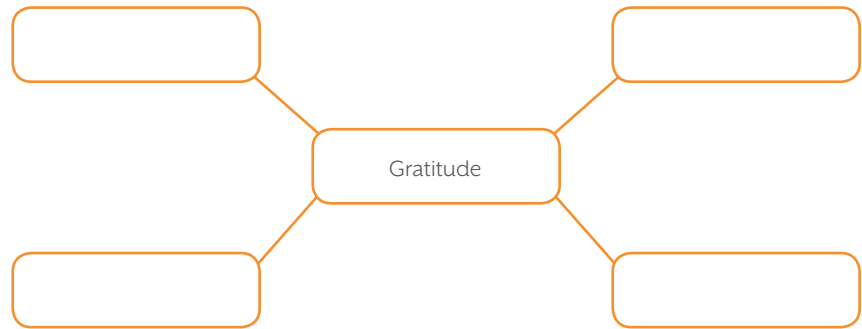
## Direct Instruction

⌚ 5 min

**Format:** Whole group instruction

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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

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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

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## Closing

⌚ 2 min

Format: Turn and talk

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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

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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

