Lesson 3

COMPASSION FOR OTHERS

Goal Statement

Students will work in pairs to identify and act out acts of compassion for others.

Essential Question

How can I show compassion to others?

"I Can" Statement

I can work with a partner to demonstrate an act of compassion for others.

Key Learning Objectives

Students will know...

- Mindfulness means using their minds to pay attention on purpose with curiosity and kindness.
- Compassion means showing care and kindness to someone in need.
- Mindfulness can help them show compassion to others.

Students will be able to...

- Identify acts of compassion for others.

Materials

- [Optional] Script for the story "A Dog's Day"

Preparation/Setup

- [Optional] Set out the script for the story "A Dog's Day" (alternatively, be prepared to tell your own version of the story).

New Vocabulary

Compassionate act

New Mindful Movements

Poses

Monkey Pose

Sequences

Fresh Start Sequence (Part 1)
Fresh Start Sequence (Part 2)
Fresh Start Sequence

Mindful Moments

Calming and Focusing
Check-In
Rest and Reflection

CALMING AND FOCUSING / *2 mins*

Every lesson begins with Calming and Focusing practices described in the PRACTICE GUIDE.

- **Calming:** Lead students in taking three deep mindful breaths, using the cues and modeling as described in the PRACTICE GUIDE.
- **Focusing:** Lead students in a Mindful Listening activity to practice focusing their attention on the sound of a chime using the cues as described in the PRACTICE GUIDE.

MINDFUL STORYTIME / *23 mins*

Introduction

Tell students:

- *Before we return to the story of the lost puppy, let's review a little of what we learned during the first two lessons. Does anyone remember what the word mindfulness means? What about the word compassion?*

Allow several students to share.

Help students recall that mindfulness means using their minds to pay attention on purpose with curiosity and kindness.

Help students recall that compassion means showing care and kindness to someone in need.

Tell students:

- *Last time, we learned that mindfulness can help us show compassion. We're going to explore that a little bit more today by hearing more about the lost puppy. Does anyone remember what was happening when we paused the story?*

Help students recall that Katrina had practiced mindful breathing and checking in with herself. She realized she was feeling sad and scared and wanted help, so she called her dad, who was on his way to help her look for the puppy.

- *As I tell you more about the lost puppy today, see if you can notice what the characters are feeling.*
- *While you listen to the story, practice exercising your mindfulness muscle by noticing if your attention wanders. If it does, simply say, "Nice catch," in your mind, and bring your attention back to the sound of my voice.*

A Dog's Day, Part 3

Read Part 3 of "A Dog's Day" aloud:

- *A family has been hiking in the same park most of the day. They have backpacks filled with leftovers and trash from a picnic, wet swimsuits, and a map for navigating the trails. They are on the way out of the park toward their home when they hear the sound of whimpering. They each stop to listen, and they agree it sounds like an animal.*
- *The two children want to follow the sound to see what kind of animal it is, but their mom thinks it is getting too late and they need to head straight home. (After all, they have school tomorrow!) They continue on down the trail, but before they get much farther both children chime in, "Mom, what if the animal is hurt and needs our help?"*
- *Mom silently checks in with herself and realizes that even though she is worried about getting home, she also feels compassion for the animal. The mother smiles proudly at her children for wanting to help and begins to backtrack down the path. They search the area; it doesn't take long before they see a brown and white puppy underneath some nearby bushes. The puppy is shaking.*

Divide students into pairs. Once they are in pairs, ask the taller partner to say what the puppy is feeling and the shorter partner to say how the children are feeling. Listen for appropriate responses, such as "afraid," "compassion," "hungry," etc.

Ask each pair to identify and then silently act out one way to show compassion to the puppy. Give them a few minutes to develop their act, and then invite pairs to perform for the whole class. Invite students to guess what one another's acts of compassion are. Be sure to ask students why they chose their particular act.

After all of the students have performed their acts of compassion, help students notice that using curiosity and kindness, and paying attention to understand how others (the children and puppy) were feeling helped the characters in the story know how to show compassion. (For example, the mom understood her children's desire to help; the children understood that the puppy was afraid and probably thirsty and hungry.) Help students understand that if the characters in the story hadn't realized each other's needs, they might not have helped the puppy at all or not have helped it in a meaningful way.

SUMMARIZE FOR STUDENTS:

- *Mindfulness means using our minds to pay attention on purpose with curiosity and kindness.*
- *Compassion means showing care and kindness to someone in need.*
- *Mindfulness can help us show compassion to others.*

MINDFUL MOVEMENT / *20 mins*

Share Your Moves

Invite students to recall how they showed their bodies compassion during this class (e.g. by practicing Mindful Movement).

Then invite them to check in with their bodies to see how they're feeling in the moment. If necessary, remind students that Check-In practice means listening to their bodies with curiosity and kindness.

Invite students to consider whether there is anything their bodies need right now. Model this for students by saying something like, "When I check in with myself, I notice that my neck feels sore and wants to be stretched." Invite several students to share aloud what they notice in their own bodies.

Ask students whether there is a movement or stretch that would feel good for their bodies right now. Then invite students to perform a movement that will help them show their bodies compassion by meeting this need. Model this for students as well (e.g., perform a slow neck roll). If a student is bored, tired, or restless, encourage a more active movement. It is okay if a student can't identify a specific need.

Allow students to take turns demonstrating their movement, asking the rest of the group to repeat the movement that was modeled. To keep students engaged, the one sharing can say "This is my move" and the class can respond by repeating the movement and saying "This is [student's name]'s move." Then they can ask the next student, "[student's name], what's your move?" Consider periodically asking a student why they chose the movement and reinforcing that the movement or stretch is a way to care for their bodies.

Mountain (UNIT 1, LESSON 1)

Guide students to stand in Mountain pose.

Sunrise/Sunset (UNIT 1, LESSON 1)

Guide students through Sunrise/Sunset sequence.

Cat/Cow (UNIT 1, LESSON 1)

Guide students through Cat/Cow sequence.

TEACHING TIP

If students are wiggly, review with them the qualities of a mountain (e.g., strong, still, tall, quiet, majestic, sharp).

Introduction to the Fresh Start Sequence

Tell students:

- *In our last two lessons, we learned and practiced some mini-sequences that each had two steps. Can anyone name and/or demonstrate one of those sequences? (Hint: You used them in the Four Corners game.)*
- *Today we are going to put some of those together to create two longer sequences, and then combine those to make one super long sequence, which we will call our Fresh Start Sequence.*

FRESH START SEQUENCE: PART 1



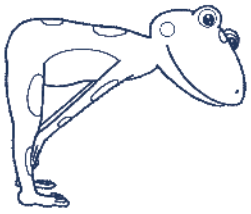
Mountain



Sunrise



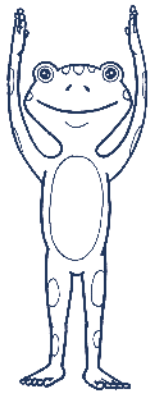
Sunset



Monkey



Sunset



Sunrise



Mountain

Fresh Start Sequence (Part 1) new

Part 1 builds from the Sunrise/Sunset sequence and adds one new posture called Monkey. Model and guide students through the new sequence using the following cues as reference:

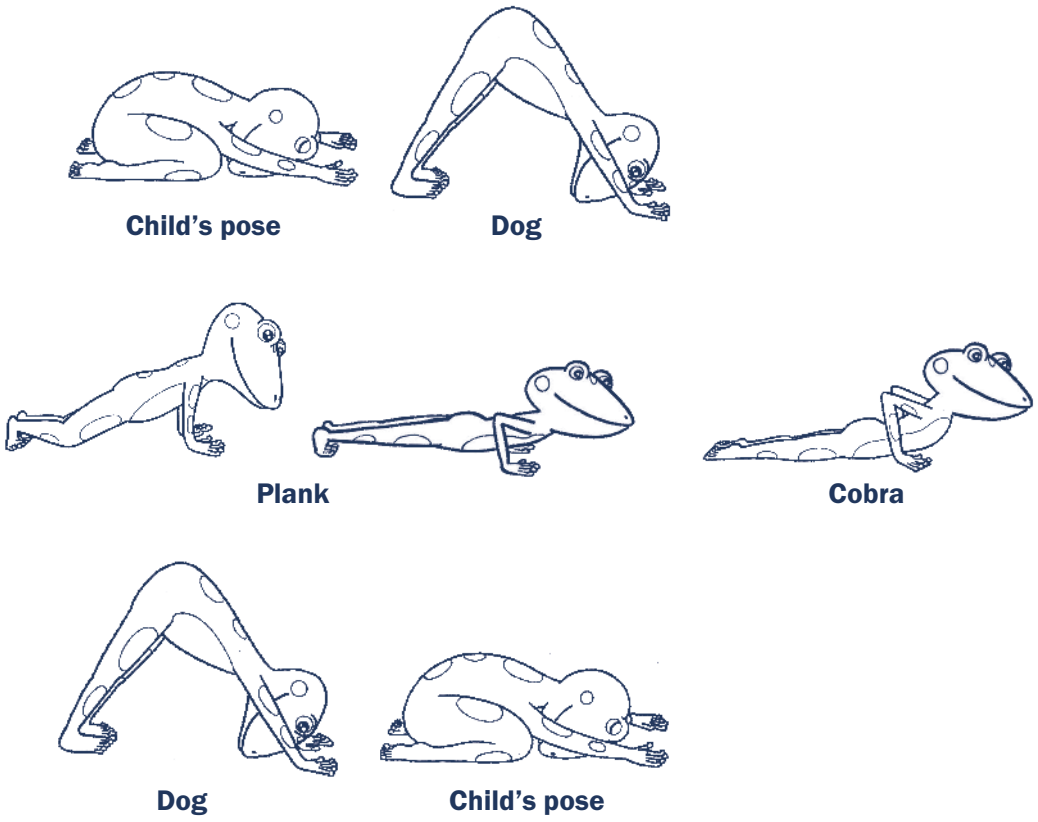
1. **Begin in Mountain pose.**
2. **Inhale: Sunrise.**
3. **Exhale: Sunset.**
4. **Inhale: Monkey pose. From Sunset, lift the torso halfway up so**

that the head is looking out and lengthen the spine to a flat back position with hands are down, fingertips touching the tops of the knees, the shins, or mat.

5. Exhale: Fold down over legs into Sunset again.
6. Inhale: Press feet down, bending knees, and then lift your upper body upward to return to Sunrise.
7. Exhale: Finish in Mountain.

Repeat this mini-sequence two to three times.

FRESH START SEQUENCE: PART 2



Fresh Start Sequence (Part 2) new

Model and guide students through the new sequence (applying Kneeling Plank, since this is the first time) using the following cues as reference:

1. Begin from Child's pose or from Sunset pose.
2. Exhale: Dog pose. (If beginning in Child's pose, press down through palms and lift hips to Dog. If beginning in Sunset pose, step the feet back to Dog.)
3. Inhale: Plank or Kneeling Plank.

4. **Exhale: Lower to belly.**
5. **Inhale: Cobra.**
6. **Exhale: Dog.**
7. **Repeat at least 2–3 times.**

Finish by releasing down from Dog to Child's pose.

Fresh Start Sequence new

Tell students that they will now put together Part 1 and Part 2 for the Fresh Start Sequence. Tell them it's a great sequence to do every morning to start up their day feeling energized!

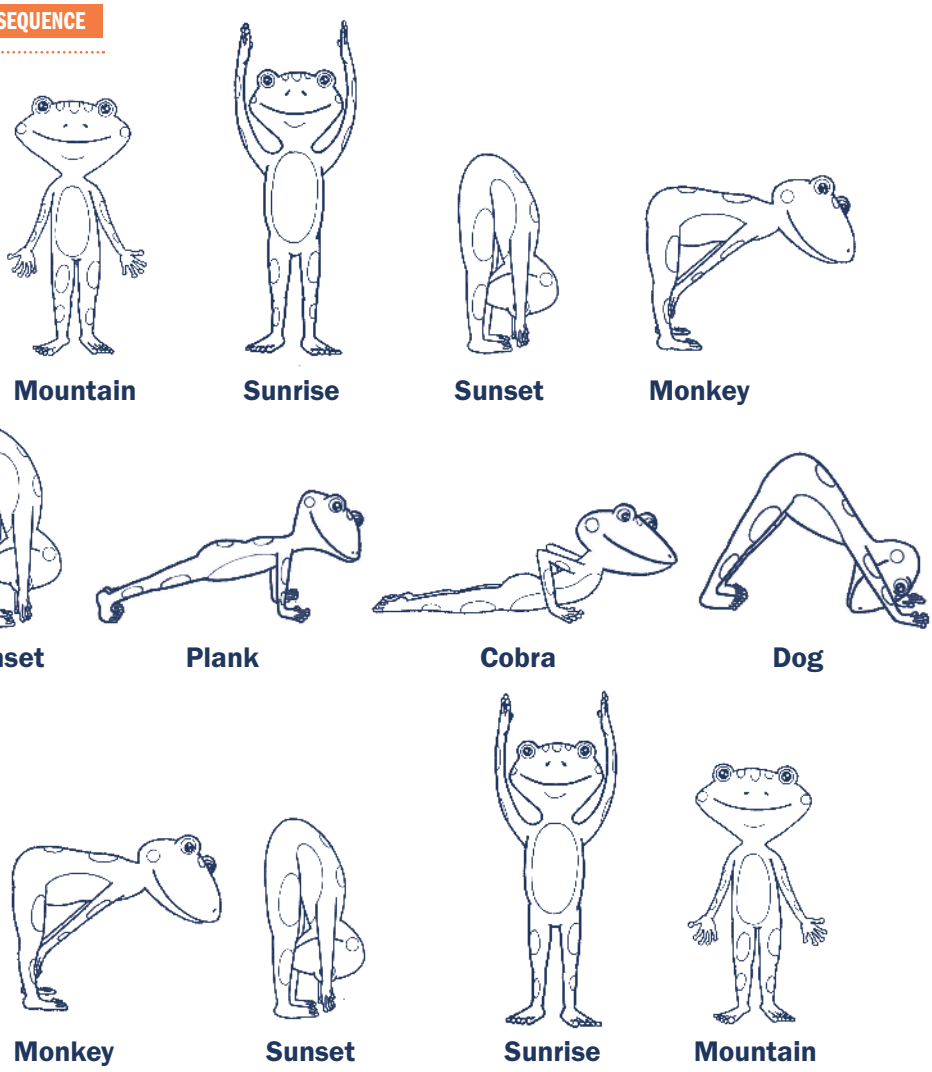
Model and guide students through the new sequence using the following cues as reference:

1. **Begin in Mountain pose.**
2. **Inhale: Sunrise.**
3. **Exhale: Sunset.**
4. **Inhale: Monkey.**
5. **Exhale: Sunset.**
6. **Inhale: Step back to Plank or Kneeling Plank.**
7. **Exhale: Lower to belly (Push-up).**
8. **Inhale: Cobra.**
9. **Exhale: Dog.**
10. **Inhale: Step forward to Monkey.**
11. **Exhale: Sunset.**
12. **Inhale: Sunrise.**
13. **Exhale: Finish in Mountain.**

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the Closing Sequence.

FRESH START SEQUENCE



REST AND REFLECTION / *5 mins*

Remind students:

- *The last part of the lesson will be Rest. Rest is an important part of taking care of ourselves and showing ourselves compassion, especially when we are tired.*
- *First, take a look around the room, then lie down in a way that feels safe and comfortable for you. Close your eyes if it's comfortable. If you would rather not close your eyes, you can find one place to rest your eyes.*

Lead students through the Rest practice using the cues from Lessons 1 and 2 as a guide.

TAKE-HOME PRACTICE

- *Tell someone at home the story of the lost puppy. Explain to them what you would do to help the puppy if you found it.*

Lesson 4

A COMPASSIONATE COMMUNITY

Goal Statement

Students will explore what it means to live in a compassionate community. Then they will brainstorm concrete ways they can create a compassionate classroom community.

Essential Question

How can I help create a compassionate community?

"I Can" Statement

I can identify one way to create a compassionate classroom community.

Key Learning Objectives

Students will know...

- When they take care of themselves and one another by showing compassion, they can create a safer, healthier community.

Students will be able to...

- Identify ways they can create a compassionate classroom community.

Materials

- [Optional] Script for the story "A Dog's Day"
- Large paper and crayons/markers for the activity Compassionate Classroom

Preparation/Setup

- [Optional]: Set out the script for the story "A Dog's Day" (alternatively, be prepared to tell your own version of the story).
- Set out papers and crayons/markers for the activity Compassionate Classroom.

New Vocabulary

Compassionate community

New Mindful Movements

Poses

None

Sequences

None

Mindful Moments

Calming and Focusing
Rest and Reflection

CALMING AND FOCUSING / *2 mins*

Every lesson begins with Calming and Focusing practices described in the PRACTICE GUIDE.

- **Calming:** Lead students in taking three deep mindful breaths, using the cues and modeling as described in the PRACTICE GUIDE.
- **Focusing:** Lead students in a Mindful Listening activity to practice focusing their attention on the sound of a chime using the cues as described in the PRACTICE GUIDE.

MINDFUL STORYTIME / *10 mins*

Introduction

Tell students:

- *In the last lessons, we learned that mindfulness can help us show compassion to ourselves and others. We're going to explore that a little bit more today by hearing more about the lost puppy. Does anyone remember what was happening when we paused the story last time?*

Help students recall that another family found the puppy, who was feeling scared and alone.

- *Does anyone want to predict how the story will end?*

Give them the hint that the ending takes place somewhere in the larger community, beyond the park but in their town.

- *While you listen to the story, practice exercising your mindfulness muscle by noticing if your attention wanders. If it does, simply say, "Nice catch," in your mind, and bring your attention back to the sound of my voice.*

A Dog's Day, Part 4

Read Part 4 of "A Dog's Day" aloud:

- *The next morning, Katrina and Mr. Johnson get up very early before school to make signs about a lost puppy. They drive around to different neighborhoods to hang their signs on telephone poles. They drive downtown to ask store owners to put signs in their windows. All of the store owners speak kind words to the girl, and a restaurant owner even gives her a biscuit for breakfast. Finally, Katrina and her father drive across town to a place where lost animals can be claimed or adopted, just in case someone has taken the puppy there.*
- *Although Mr. Johnson keeps reassuring Katrina, she goes to school*

with a heavy heart. It is very hard for her to focus on her work, and during recess she just sits quietly on a bench. Her friends and teacher are especially kind all day, hugging her, sharing their snacks with her, and asking lots of questions about her puppy. Katrina cannot wait to go home to see if anyone has called about her puppy.

To focus on the compassion shown by those in the community, stop at this point in the story and ask students questions such as the following:

— ***Where do Mr. Johnson and Katrina go in their community?***

— ***Why do you think the restaurant owner gives Katrina the biscuit?***

— ***How do people in school show compassion to Katrina?***

Tell students they will hear the end of the story and continue reading:

- *Across town the mother and her children get up very early before school to make signs about a found puppy and to take the puppy for a walk. They plan to hang the signs around their neighborhood right after school. Both of the children want to keep the puppy and secretly hope his owner won't see their signs. At school, it is very hard for them to focus on their work, and at recess they sit on the bench and talk about possible names for the puppy, just in case they get to keep him. Even though they know they will have to hang up their signs, they cannot wait to go home and play with the puppy.*
- *On the way home, one of the children points to a sign on a telephone pole with big, bold words that say "LOST PUPPY." Right in front of their eyes is a picture of what they had hoped was their new puppy. They exchange a look and then snatch the sign off of the pole, crumple it into a ball, and take off running for home. Their mom meets them at the door with the puppy on a leash, and they set out to walk their new dog. In just a few minutes, however, they both start to feel bad, even sad about what they are planning. They walk silently for a couple of blocks, lost in thought. Finally, almost simultaneously, they blurt out, "How would we feel if we had lost this puppy?"*
- *They make a new plan as they walk back home. There they find their mom heading out with the signs in hand. "Mom, wait," they say, and hold out the paper ball. "The puppy belongs to someone in our community." As their mom uncrumples the paper, the children feel relieved and, surprisingly, even happy. Once again, the mother smiles proudly at her children, and she pulls out her phone to call the number on the paper.*

Ask students: *Would you want to live in a compassionate community like this one? Why?*

COMPASSIONATE CLASSROOM / *10 mins*

Invite students to notice that this class is like a small community.

Tell them that they're going to practice creating a compassionate classroom community all year long. They will practice ways to show care and kindness, to keep each other safe, and to practice healthy habits together. Explain that when they take care of themselves and one another in these ways, their classroom community becomes more compassionate.

Then invite students to brainstorm aloud things they can do to create a compassionate classroom community. Record and display their responses as a classroom resource.

ALTERNATIVES: You can also invite students to do this in small groups and then present their ideas to the class. Create a large Compassionate Classroom mural and invite students to illustrate their ideas on it.

SUMMARIZE FOR STUDENTS:

- *When they take care of themselves and one another by showing compassion, they can create a safer, healthier community.*

MINDFUL MOVEMENT / *20 mins*

Introduction

Invite students to recall how they show their bodies compassion (by practicing Mindful Movement). Tell them that they will practice Mindful Movement again and invite them to check in with themselves throughout the practice to notice how their minds and bodies are feeling.

Lead students into Mountain pose and through Sunrise/Sunset, and Cat/Cow sequences (Unit 1, Lesson 1).

Fresh Start Sequence (UNIT 1, LESSON 3)

Tell students:

- ***In our last two sessions, we learned and practiced Part 1 and Part 2 of the Fresh Start Sequence. Can anyone demonstrate one of those sequences?***

See if anyone would like to help you lead the class in Part 1 and then Part 2 of the sequence. Then guide the students through Fresh Start Sequence (Part 1) and Fresh Start Sequence (Part 2) (Unit 1, Lesson 3).

Tell students:

- ***And then we also learned the whole Fresh Start Sequence. This is a great sequence to do every morning to start your day feeling energized!***

Lead students through the whole Fresh Start Sequence. Demonstrate while naming the poses. Lead students through once slowly, taking time with alignment and breath cues. Then lead three to five repetitions at a pace of one inhalation or exhalation per movement, focusing on one cue per movement.

Four Corners Game (UNIT 1, LESSON 2)

Repeat or play the Four Corners game with students, but with variations to reinforce the new sequences. For example, in the Beach corner, students will now practice Part 1 of the Fresh Start Sequence, and in the Desert corner, they will now practice Part 2 of the sequence. Explain these changes to students and review the Four Corners rules from Lesson 2. Encourage students in the corners to keep moving and give positive feedback to those who are standing strong and tall like Mountains.

> OPTIONAL: Label one corner a Compassionate Classroom and invite students to act out some of the ideas they came up with during the previous activity when they move to that corner. When you see this happening, ask them what they are enacting.

Closing Sequence (UNIT 1, LESSON 1)

Guide students through the Closing Sequence.

REST AND REFLECTION / *8 mins*

Lead students through the Rest practice using the cues from Lessons 1 and 2 as a guide.

As students return to a seated position after the Rest practice, invite them

to silently ask themselves the following questions. Pause between each question to allow students time to reflect:

— ***What does it feel like to show myself compassion?***

— ***What does it feel like to show others compassion?***

— ***Would I like to live in a compassionate community?***

Invite several students to share their responses aloud.

TAKE-HOME PRACTICE

- *Find a chance to show compassion! Identify a way you can show compassion in your home, school, or community (no matter how big or small). Is there something you can do to help someone in need? Ask a grown-up for help if needed.*

Lesson Extensions

Animal Moves Game

Lessons 1–4

Lead students in a game of Animal Moves to spark their creativity and get them active and engaged. Guide students to notice the space in which you will play the game. Encourage them to notice how much ***personal space*** they have, on their mats, around their desk, etc., and remind them that it is very important in this game to remain in their own personal space so that everyone can enjoy the game in a way that is safe and shows respect for those around them. Explain and then lead the game with the following steps:

- First, name an animal and have students respond by creating a "statue" on the mat (or in their space) that represents that animal. Ask students to name the qualities of a statue aloud to help them understand their statues should be still, silent, and strong.
- Then, define a signal you will use during the game to cue movement and a signal to cue students to freeze. When the movement signal is given, students should add one movement to their animal that shows how that particular animal might move. Instruct students to keep movements simple and make sure to stay in their personal space/on the mat.
- When the freeze signal is given, call out the name of a new animal and repeat the steps.
- Keep the pace of the game upbeat. Use animals that reflect the names of poses students will be learning in this class, such as monkey, dog, cat, cow, cobra, turtle, butterfly. Point out that some of the statues are similar and some are different. Celebrate the different perspectives the students express during the activity. If time permits, feel free to add other animals or call on students to name an animal.

Word Find

Lesson 1

Either as a game or group activity, invite students to identify as many words as they can find in the word ***compassion***.

Drink Up

Lesson 2

Invite all students to track their water intake during school for a few days. Provide or ask them to bring small (about 8-ounce) water bottles to drink from during the day. Guide students in tracking their water intake on an individual or class chart.

Dried Fruit

Lesson 2

Let students experiment with drying and eating different fruits to help them further understand the concept of dehydration. They can squeeze and compare the amount of juice in a plum and apricot and predict which will take longer to dehydrate. Students should deduce that eating fresh fruit offers them more water than eating dried fruit.

Images of Compassion

Lessons 3–4

As a way to informally assess and deepen learners' understanding of compassion, lead students in creating and documenting images of compassion. Facilitate brainstorming acts of compassion that they might have observed or heard about in their communities, on a movie, or in a book. Have students take on the role of actors and create a still image that communicates what happened. With students' consent, take photos to display as example images of compassion. As a class, write captions for the images that convey the act of compassion.

Compassion Board

All Lessons

Create a bulletin board in your classroom to record acts of kindness, caring, and compassion spotted by you or your students. Encourage students to be compassion detectives, noticing the kind words and actions they see around them. This can also be done using an online whiteboard. Continue adding to this board throughout the year.