

# *Unit 7*



# COMPASSION PROJECT



## ***Prior Knowledge***

In Unit 6, students learned to appreciate differences and work together in groups. Those understandings and skills will be important as they work together to complete a Compassion Project in this final unit.

## ***Overview***

This unit culminates all the learning students have done during the school year. It is designed to accommodate the specific project you choose to complete and thus has no formal lesson plans.

A successful project will engage students in extending or applying their learning in relevant ways. Consider organizing your project around one of the following objectives for students:

- To make a compassionate contribution to their community.
- To engage in improving the health and wellness of the community.
- To apply their learning in everyday situations in the school setting.



### ***Enduring Understandings***

Students will understand:

- By working together, they can have a positive impact on themselves and their community.

### ***Essential Questions***

- What is a need in our community?
- How can we show care and meet a community need?

### ***Performance Assessment***

Students will be able to:

- Reflect on the role they played when working on the project.
- Describe how the project showed compassion to their community.

### ***Resources***

- Compassion Project Planner: *How Do I Show Compassion for My Community?*

## PROJECT PLANNING

There is no single way to go about planning an end-of-year project. The level of teacher support and student collaboration for the Compassion Project may vary depending on what your students need to be successful. As seen in the examples below, a project may vary in the degree that it is teacher- or student-directed, but there should be opportunities for student voice, choice, and leadership.

Begin introducing the idea of a Compassion Project in Unit 6 discussions of community needs and resources.

Consider using a project-based learning approach and engaging students in identifying a need they want to address and deciding how to design and execute their projects.

If desired, use the provided *How do I show compassion for my community?* template as a class or in small groups to generate and organize ideas.



- **Stage 1:**

**What need do we see?** Identify the questions or problems that students would like to address with their project. Use this opportunity to reinforce Social Awareness skills like empathy, perspective taking, and respect for others.

- **Stage 2:**

**How will we show care?** Students brainstorm how they will respond to the community need or what product they will generate to address the need. Use this opportunity to reinforce responsible decision-making skills, such as identifying and analyzing a problem and considering how their actions will impact others.

- **Stage 3:**

**What are our action steps?** Students outline the steps they will take to execute their project and the materials they will need. Use this opportunity to reinforce relationship skills such as communication, collaboration and compromise.

- **Stage 4:**

**How will we know success?** Students identify how they will self-evaluate their work. What skills and understandings will they demonstrate? What will they observe in their completed project? Use this opportunity to reinforce Self Awareness and Self Management skills such as setting and working toward goals and identifying their own strengths and areas of growth.



Consider documenting project artifacts for student portfolios.

## Example Projects

Here are a few examples of projects to get you started:

### Teacher-led project with Grades K–1

Mr. C has noticed that there are no food pantries within a mile of his school. Mr. C uses books and class discussions to talk about how every family should have enough to eat. Students create posters to hang up around the building to advertise a canned food drive. Students work together to count the cans and collect them from classrooms. They work with a local community organization to set up a method to get the food to those in need.

This project builds on curricular concepts, including:

- Compassion
- Healthy food choices
- Working together in a community

### Collaborative project with Grades 2–3

After learning about the Buddy Bench, Mrs. L decides to create a Buddy Bench at her school. After getting permission from her school's principal and securing funds for supplies, Mrs. L brings the idea to her students. The students create designs, and after a few sessions of work and debate, they come to a consensus on one. They work together to paint the bench; each class is responsible for one section of the bench.

This project builds on curricular concepts, including:

- Compassion
- Perspective and compromise
- Working together in a community

### Student-led project with Grades 4–5

- Ms. T has a class meeting for students to identify problems or needs they see in their community and to brainstorm possible ways to show care or meet those needs. Students choose one problem or need and work together to decide what project they will do to address it. Students do all of the planning and coordinating, from reaching out to local stores to get supplies donated, to contacting people who can help. The teacher supports and guides students, but the ideas and planning are mostly theirs.

This project builds on curricular concepts, including:

- Compassion
- Managing strong feelings
- Working together in a community

