

COMPASSION

TEACHER TIPS

- You will notice that steps 3 and 4 in the curriculum are repeated throughout the units. This is intentional. The curriculum is designed to encourage and foster the recognition and affirmation of the practice in vulnerability, empathy, compassion and kindness. Research shows that it takes time to experience these shifts in thinking and in behavior. The Herbian Theory says that neurons that “wire together, fire together.”
- The exploration phase of the lesson is the most unique and essential to building new competencies in vulnerability, empathy, compassion and kindness.
- It is also where the most essential lesson objective will be stated. This phase allows students to make sense of the concepts in an immersive way.
- Lastly, remember, the curriculum is yours to adapt to your classroom needs.



UNIT 3, LESSON 1

GRADE	4 th and 5 th
LESSON FOCUS	Compassion as a Pathway to Kindness
 INTENTION	I can learn how to light compassion in our classroom community.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 3, Lesson 1



LESSON OVERVIEW

CONTENT AREA: Interpersonal Effectiveness & Cross-Cultural Effectiveness

GOAL: Students will determine and develop their kindness capacity.

COMPETENCY INDICATOR: Students will make meaningful reflections upon their compassion skills and practices.

EXPECTED RESULTS: Students will engage with shifts and transitions.

OBJECTIVE: Each student will be supported to determine their kindness capacity and develop compassion skills to grow to active levels.



CONTENT AREA AND SKILL LEVELS

INTERPERSONAL EFFECTIVENESS

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

CROSS-CULTURAL EFFECTIVENESS

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

Continue to: Step 1 – Intro Assessment & Placement

STEP 1: INTRO ASSESSMENT & PLACEMENT (8 MINUTES)

INTENTION: I can review my kindness status by completing the Kindness Capacity Assessment.

Start with the KCC Assessment.

TEACHER TASK

The teacher begins by introducing the topic of compassion to the students. Then begin by asking the students questions to see how they conceptualize compassion. The teacher also shares their concept of compassion and co-creates a definition of compassion with the students.

Next, the teacher tells the students that today they are going to **reassess** their kindness capacity. They follow a similar pattern of asking and answering questions about what compassion capacity could mean. Again, the teacher shares their views too. **The teacher explains that compassion is something that grows, once we learn, develop the skills, and practice those skills.**

Then, the teacher lets the students know that they are going to do a *Kindness Capacity Assessment* to help them score their kindness capacity. The teacher allows the students to find a comfortable place in the classroom where they can take the assessment and then score themselves.

INSTRUCTIONS: Please read through the declarative sentences to help you assess the current level of your kindness capacity. Declarative sentences by nature, are affirmative and reveal our feelings about a particular topic. Thus, the sentences represent the standards of the Kindness Capacity model designed by *You are the Difference*. After reading the sentence, select yes (Y) or no (N) as indicated at the end of the sentence. Once all 10 sentences have been answered, tally your score, and rate your kindness capacity.

PLACEMENT: Teachers support students in being placed in the Kindness Capacity Curriculum™ multi-capacity groups based on their scores. Groups of students should have a range of different levels or states of kindness capacity.

KINDNESS CAPACITY ASSESSMENT

How would you describe your kindness capacity? Circle your response.

1. I notice when others are kind to me.
(Y) (N)
2. I display acts of kindness to others, at school, work, and at home.
(Y) (N)
3. I support others when I know they receive unkind acts.
(Y) (N)
4. I create a positive environment so that others can be kind.
(Y) (N)
5. I contribute to a positive environment so that others can be kind.
(Y) (N)
6. I show compassion when others are hurting.
(Y) (N)
7. I show empathy when others are hurting.
(Y) (N)
8. I show others gratitude when I receive acts of kindness.
(Y) (N)
9. I hold others accountable to kindness standards.
(Y) (N)
10. I hold myself accountable to kindness standards.
(Y) (N)

The following score ranges describe the state of your kindness capacity:

- Dormant Kindness Capacity (score of 0-2 Ys)
- Ignition Kindness Capacity (score of 3-5 Ys)
- Active Kindness Capacity (score of 6-10 Ys)

STEP 2: EXPLORATION INTO KCC (10 MINUTES)

INTENTION: I can learn how to light compassion in our classroom community.

Students explore compassion through the Kindness Capacity Curriculum™.

STUDENT TASK

Following the completion of the assessment, and their scoring (by themselves) students are placed into the following group activity to help them build their kindness capacity.

Students work within this group for a period of one week as they provide support for each other in building their kindness skills. Students begin the lesson by identifying the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed.

Teachers act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

(Side Note) Groups work best when they are at least 3-5 students. If many students scored at the same capacity, create several small groups as opposed to one big group.

ACTIVITY: COMPASSION & NATURAL LIGHT

- A. Students are grouped together
- B. Students welcome each other and state their intention for the group
- C. Students rely on the conversation with the teacher which provides a definition of compassion
 - a. ***KCC defines compassion as the capacity of the heart to connect with others. It is preceded by empathy.***
- D. Students are assigned roles in the group. There are roles for different types of light:
 - a. Sun
 - b. Moon
 - c. Star
 - d. Fire
 - e. Lightning
- E. Students decide on roles
- F. Students each take turns discussing:
 - a. What they notice as similar needs of their light source
 - b. What they notice to be different functions of their light source
 - c. What causes their differences
- G. Students each take turns discussing:
 - a. Compassion with the assistance of the teacher
 - b. The ways compassion can be similar to their light source

- c. How the compassion can cause other things to be lit
 - d. What can be done to support the lighting of thinking with compassion in their classroom community.
- H. The teacher guides the students to notice aspects of their culture
 - a. The teacher helps them distinguish their culture and its positive elements

STEP 3: CONNECT (6 MINUTES)

INTENTION: I can recognize my friends who are practicing compassion in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of compassion in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help the students to recognize when others are practicing compassion. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with compassion today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. The teacher lets the students know that they can also write a note or draw picture when they pass along a token during the week. The note and the picture can be placed in their class-created kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of compassion in our classroom community.

Students engage in a “name it” closing activity. Students may gather on the floor or sit facing each other in a circle for this activity. The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

STUDENT TASK

Students gather together in their groups either on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work this week. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when ____ and that lights compassion in our classroom community.”**
3. Kindness notes are placed in their respective kindness jars.





UNIT 3, LESSON 2

GRADE	4 th and 5 th
LESSON FOCUS	Compassion
 INTENTION	I can practice expressing compassion in our classroom community.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 3, Lesson 2



LESSON OVERVIEW

CONTENT AREA: Interpersonal Effectiveness & Cross-Cultural Effectiveness

GOAL: Students will determine and develop their kindness capacity.

COMPETENCY INDICATOR: Students will make meaningful reflections upon their compassion skills and practices.

EXPECTED RESULTS: Students will engage with shifts and transitions.

OBJECTIVE: Each student will be supported to determine their kindness capacity and develop compassion skills to grow to active levels.



CONTENT AREA AND SKILL LEVELS

INTERPERSONAL EFFECTIVENESS

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

CROSS-CULTURAL EFFECTIVENESS

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

Continue to: Step 1 – Introduction

STEP 1: INTRODUCTION (8 MINUTES)

INTENTION: I can think about how to light compassion in our classroom community.

Students go deeper into compassion.

TEACHER TASK

The teacher begins by introducing the topic of compassion to the students. Then begin by asking the students questions to see how they conceptualize compassion.

1. The teacher also shares their concept of compassion and co-creates a definition of compassion with the students. They follow a similar pattern of asking and answering questions about what compassion could mean. Again, the teacher shares their views too.
2. Next, the teacher tells the students that today they are going to practice being compassionate. **The teacher explains that compassion is knowing how to connect with others.**
3. Then, the teacher lets the students know that they are going to do a compassion activity and that practicing and thinking with compassion will help to grow their kindness capacity.
 - a. First, the teacher invites them to join their group.
 - b. Second, the teacher lets them know they are going to share something with their group without expecting feedback, nor casting judgment, nor knowing the outcome of sharing a response.
 - c. The teacher provides the groups with sentence stems to guide their thinking. (Resource 1)

INSTRUCTIONS: *Random Thoughts of Compassion.* Once students have had the opportunity to complete the sentence stems and complete their random thoughts of compassion, they are asked to reflect on a time when they witnessed someone thinking and acting with compassion.

STEP 2: EXPLORATION INTO COMPASSION KCC (10 MINUTES)

INTENTION: I can practice being compassionate in our classroom community.

Students explore ways to practice compassion in their classrooms.

STUDENT TASK

Following the completion of the acts and discussion of compassion. Students begin the lesson by identifying the objective of the today's lesson.

1. They begin by taking turns stating their intention for the work to be done within the group. Today's lesson is centered on building comfort in thinking with compassion. Therefore, a good goal for today is **"I can practice being compassionate in our classroom community."**
2. They are welcomed by the group members then they proceed to the activities listed.

Teachers continue to act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

ACTIVITY: EMOTIONAL CHARACTERS AND COMPASSION

- A. Students return to groups from Lesson 1
- B. Students welcome each other and state their intention for the group
- C. Students are assigned roles in the group. There are roles for different types of emotional characters:
 - a. Sad
 - b. Happy
 - c. Tired
 - d. Confident
 - e. Unsure
- D. Students decide on roles
- E. Students each take turns discussing:
 - a. The ways their emotional character shows up (What provokes them to show up?)
 - b. How the emotional character thinks with compassion
 - c. What causes the emotional character not to think with compassion
 - d. What can be done to support the lighting of compassion in driving kindness in their classroom community
- F. The teacher guides the students to notice the **different aspects** of their culture and to respect others as individuals and accept them for their cultural membership. The teacher uses the list of terms provided to help guide the discussion.
 - a. First, they co-create a definition of culture
 - b. Second, they discuss the different aspects of their individual culture
 - c. Third they discuss similarities and the respect and acceptance of various cultural groups

STEP 3: CONNECT (6 MINUTES)

INTENTION: I can recognize my friends who are practicing compassion in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of compassion in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help the students to recognize when others are practicing compassion. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with compassion today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. The teacher lets the students know that they can also write a note or draw a picture when they pass along a token during the week. The note and the picture can be placed in their class-created kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of compassion in our classroom community.

Students engage in a “name it” closing activity. Students may gather on the floor or sit facing each other in a circle for this activity. The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

STUDENT TASK

Students gather together in their groups either on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work this week. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, “**I see you when_____and that lights compassion in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.





UNIT 3, LESSON 3

GRADE	4 th and 5 th
LESSON FOCUS	Compassion
	I can reflect on my progress in practicing compassion in our classroom community.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 3, Lesson 3



LESSON OVERVIEW

CONTENT AREA: Interpersonal Effectiveness & Cross-Cultural Effectiveness

GOAL: Students will determine and develop their kindness capacity.

COMPETENCY INDICATOR: Students will make meaningful reflections upon their compassion skills and practices.

EXPECTED RESULTS: Students will engage with shifts and transitions.

OBJECTIVE: Each student will be supported to determine their kindness capacity and develop compassion skills to grow to active levels.



CONTENT AREA AND SKILL LEVELS

INTERPERSONAL EFFECTIVENESS

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

CROSS-CULTURAL EFFECTIVENESS

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

Continue to: Step 1 – Introduction & Placement

STEP 1: INTRODUCTION AND PLACEMENT (8 MINUTES)

INTENTION: I can monitor my progress on the practice of compassion in our classroom community.

Start with the Kindness Capacity Compass.

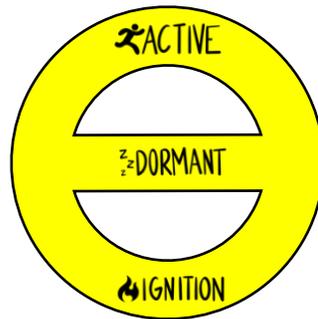
TEACHER TASK

The teacher begins by letting students know that today is going to be a check-in day to see how everyone is doing in building their kindness capacity. The teacher lets the students know they will be using a Kindness Capacity Compass to help them determine their own growth in the curriculum.

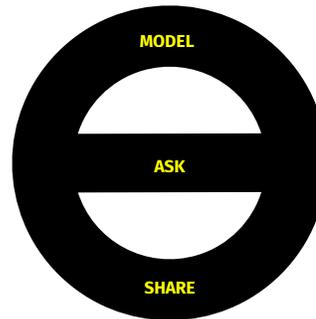
The Kindness Capacity Curriculum relies on the symbolism of the Kindness Capacity Compass. The compass is a gauge used by students to measure their own self growth and provides solutions based on what is indicated on the compass.

The teacher asks the students to retrieve their individually created Kindness Capacity Compass and guides the students on how it can be used. Then the teacher allows the students to find a comfortable place in the classroom where they can take the assessment and then evaluate themselves. (Resource 2)

Kindness Capacity Compass Introduction



FRONT



BACK

We are all familiar with instruments used to measure light, right? We use a Lux Meter to measure the amount of light that falls in a certain space. Using a Lux Meter to measure things like light can help us to determine the intensity of light which impacts what we may decide to place in that space. This week we are using the Kindness Capacity Compass in a similar way. If we are to light compassion, then we want to evaluate how bright we are currently shining. By answering the questions students are able to evaluate their current progress with the KCC.

STEP 2: EXPLORATION INTO KINDNESS CAPACITY COMPASS (10 MINUTES)

INTENTION: I can reflect on my practice of being compassionate in our classroom community

Students explore through self-assessments.

STUDENT TASK

Following the completion of the assessment with the Kindness Capacity Meter. The students are invited to practice. Students take a moment to reflect using a new self-assessment and evaluate their level of KC. Once they have done that, they will need to be vulnerable to work with others from a different group as they provide mentoring to them.

Today is the only day students will work with these different group members and they will return to their original group to complete the work tomorrow. Intervention happens when the mentor and mentee are able to complete the following.

- a. Share the challenges they are facing
- b. Provide useful strategies that they have been using
- c. Discuss the rewards (intangible more than tangible) they have received from growing their Kindness Capacity through compassion.

ACTIVITY: MENTOR MEET YOUR MENTEE

- A. Students are paired with a mentor and mentee based on their self-assessments.
- B. Students welcome each other and state their intention for the pairing.
- C. Students discuss the following:
 - a. Challenges with compassion
 - b. Successes with compassion
 - i. Strategies they are using to be successful
 - c. Hope with thinking about compassion
 - i. Intangible and tangible rewards of being compassionate
- D. Students end their session by taking turns thanking each other for the support they provided.

STEP 3: CONNECT (6 MINUTES)

INTENTION: I can recognize my friends who are practicing compassion in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of compassion in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking and acting with compassion. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with compassion today and the teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. The teacher lets the students know that they can also write a note or draw a picture when they pass along a token during the week. The note and the picture can be placed in their class-created kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of compassion in our classroom community.

Students engage in a “name it” closing activity. Students may gather on the floor or sit facing each other in a circle for this activity. The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

STUDENT TASK

Students gather together in their groups either on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work this week. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when_____and that lights compassion in my classroom community.”**
3. Kindness notes are placed in their respective kindness jars.





UNIT 3, LESSON 4

GRADE	4 th and 5 th
LESSON FOCUS	Compassion
 INTENTION	I can learn how to be compassionate in and outside my comfort zone.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 3, Lesson 4



LESSON OVERVIEW

CONTENT AREA: Interpersonal Effectiveness & Cross-Cultural Effectiveness

GOAL: Students will determine and develop their kindness capacity.

COMPETENCY INDICATOR: Students will make meaningful reflections upon their compassion skills and practices.

EXPECTED RESULTS: Students will engage with shifts and transitions.

OBJECTIVE: Each student will be supported to determine their kindness capacity and develop compassion skills to grow to active levels.



CONTENT AREA AND SKILL LEVELS

INTERPERSONAL EFFECTIVENESS

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

CROSS-CULTURAL EFFECTIVENESS

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

Continue to: Step 1 – Introduction & Assertion

STEP 1: INTRODUCTION & ASSERTION (8 MINUTES)

INTENTION: I can light compassion in and outside my comfort zone.

Students explore compassion in and outside of their comfort zone.

TEACHER TASK

The teacher begins by introducing the focus for today's lesson. The primary goals include empowering the students to feel confident in the growth they have had this week, and in helping them determine their level of compassion. Therefore, the teacher:

1. Sets the tone for celebrating the work that the students have done
2. Shares observations the teacher and other students have made about compassion in the classroom

The teacher focuses intently on the following:

1. Review of the meaning of compassion
2. Review of the benefits of compassion and its connection to kindness
3. Let's the students know they will engage in an activity which may push them outside of their comfort zone

The teacher explains that compassion supports the growth of their kindness capacity.

The teacher invites students to return to their groups where they will engage in the activity.

STEP 2: EXPLORATION INTO COMPASSION IN KCC (10 MINUTES)

INTENTION: I can learn how to be compassionate in and outside my comfort zone.

Students explore how to be compassionate through discomfort.

STUDENT TASK

Once the students have been grouped, they will be given the instructions for the activity. This fun activity has them decide whether they view something as stepping outside of their comfort zones.

1. The students arrange their space so that a circle can be created, either by drawing, with chairs, or however the space allows. All students begin in the circle.
2. They read the descriptions on the provided sheets and decide whether the activity is in their comfort zone or not. If it's in their comfort zone, they remain in the circle. If it's not, they go out of the circle.

Teachers act as facilitators throughout this process by supporting the students as they get through all of the questions (Resource 3).

ACTIVITY: IN AND OUTSIDE THE COMFORT ZONE

Once the students have completed their activity in their small groups, they are invited to also discuss how they feel about the challenge to keep moving outside of their comfort zone.

Using the Key Terms in Cross Cultural Discourse, the teacher specifically supports discussion which allows the students to think with compassion in how they:

- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

STEP 3: CONNECT (6 MINUTES)

INTENTION: I can recognize my friends who are practicing compassion in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of compassion in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking and acting with compassion. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with compassion today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. The teacher lets the students know that they can also write a note or draw a picture when they pass along a token during the week. The note and the picture can be placed in their class-created kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of compassion in our classroom community.

Students engage in a “name it” closing activity. Students may gather on the floor or sit facing each other in a circle for this activity. The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

STUDENT TASK

Students gather together in their groups either on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work this week. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, “**I see you when_____and that lights compassion in our classroom community.**”
3. Kindness notes are placed in their respective kindness jars.





UNIT 3, LESSON 5

GRADE	4 th and 5 th
LESSON FOCUS	Compassion
	I can practice traveling the path of compassion in our classroom community and beyond.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 3, Lesson 5

LESSON OVERVIEW

CONTENT AREA: Interpersonal Effectiveness & Cross-Cultural Effectiveness

GOAL: Students will determine and develop their kindness capacity.

COMPETENCY INDICATOR: Students will make meaningful reflections upon their compassion skills and practices.

EXPECTED RESULTS: Students will engage with shifts and transitions.

OBJECTIVE: Each student will be supported to determine their kindness capacity and develop compassion skills to grow to active levels.

CONTENT AREA AND SKILL LEVELS

INTERPERSONAL EFFECTIVENESS

- Respect others
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CROSS-CULTURAL EFFECTIVENESS

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
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- Evaluate how stereotyping affects them and their relationships with others

Continue to: Step 1 – Introduction

STEP 1: INTRODUCTION (8 MINUTES)

INTENTION: I can flourish on the path of compassion in our classroom community and beyond.

Start with the introduction to the final lesson in the unit.

TEACHER TASK

The teacher begins by introducing the final topic of the unit to the students. Since the students have all been doing this work in small groups, it is important that they all return to the big/whole group and share the lessons they have learned. In the very beginning of the unit, in lesson 1, students state their intention of the work. Today they close the unit by acknowledging the work they have completed.

The teacher reminds the students of the concept of compassion. The teacher also asks the students to remember that compassion is a path to kindness. Lastly, the teacher encourages the students to travel the path of compassion.

The teacher asks the students to engage in the final activity.

Activity: Another Road to Kindness

Students are guided with the following questions that allow them to reflect on their work and which also supports their closing out of the unit. The teachers ask them to answer the following questions by reflecting in their journals:

5. Why are you thankful for practicing compassion?
6. How do you rate your growth of compassion?

The teacher acts as facilitator in helping the students see the various paths to kindness.

STEP 2: EXPLORATION AND REFLECTION INTO KCC (10 MINUTES)

INTENTION: I can practice traveling on the path of compassion in our classroom community and beyond.

Students reflect on their experiences of compassion.

STUDENT TASK

Students return to their group and support each other through the final activity focused on reflection and aligning to transition to their new value of kindness.

1. Students begin the lesson by recognizing someone who has allowed them to think, and or act with compassion and thanks them.
2. Students also recognize someone who has been thinking and acting with compassion towards them and thanks them.
3. The students end by saying what they have accomplished and with a final sentence which reads something like **“We have grown in thinking and acting with compassion in our classroom community by _____ and we recognize that We are the Difference.”**

INSTRUCTIONS:

On the Right Path. Having completed the small group closing. The teacher then takes on the role of leading the classroom in a whole group sharing circle. They revisit the idea that compassion is a path or a road to kindness.

Students share:

- How they can continue to encourage compassion in the classroom
- What it means to be “the difference”

STEP 3: CONNECT (6 MINUTES)

INTENTION: I can recognize the path of compassion in our classroom community and beyond.

Students and teachers make connections between the simulation lesson and their practice of compassion in the classroom community. The teacher then takes on the role of leading the classroom in a whole group sharing circle.

TEACHER TASK

In supporting the optimal student outcome, the Kindness Capacity Curriculum, focuses on two essential elements: the relationship(s) between the facilitator-teacher and the student, and honoring the pace of each student. The facilitator-teacher is positioned at this point in the process to act as the facilitator of a whole group sharing circle which repeats what was done in the small groups.

1. The whole class is invited to recognize someone who has allowed them to be compassionate and thank them.
2. The whole class is invited to also recognize someone who has been compassionate with them and also thank them.
3. The class is invited to end by saying what they have accomplished and with final sentence which reads something like **“We have lit a light of compassion in our classroom community by_____and we recognize that We are the Difference.”**



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of compassion in our classroom community and beyond.

Students engage in a “name it” closing activity. Students may gather on the floor or sit facing each other in a circle for this activity. The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

STUDENT TASK

Students gather on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work for this unit. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when _____ and that lights compassion in our classroom community.”**
3. They can read some of the kind words from the notes aloud before placing them in the class-created kindness jar.
4. Kindness notes are placed in their respective kindness jars.
5. They tally the unit’s tokens distributed and write the number on the jar.
6. The students also have the option of using their kindness journal to reflect on how they feel about vulnerability.

