


COMPASSION

TEACHER TIPS

- Use the Alternate Kindness Capacity Assessment™ to help students as they assess their kindness capacity.
- Use the vocabulary in the extensions to better support students' understanding of concepts.
- Example, rephrase vocabulary in the following lesson goal, "**INTENTION: I can learn how to be _____ in my classroom community.**"
- This goal can be abbreviated. Shorten the "intentions" when necessary so that students understand the goal of the lesson. For example, "**INTENTION: I can learn how to be _____.**"
- Lastly, please remember that the curriculum is yours to adapt to your classroom needs.



UNIT 3, LESSON 1

Grade	1st, 2nd, 3rd
Lesson Focus	Compassion as a Pathway to Kindness
	I can review the status of my kindness by completing the Kindness Capacity Assessment.
Duration	15 minutes
KCC Lesson Guide	Unit 3, Lesson 1

Unit 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 (15 Minutes)

INTENTION: I can review the status of my kindness 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. They begin by asking the students questions to see how they conceptualize compassion. The teacher also shares her 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. The teacher also reminds them that compassion is a pathway to kindness.**

Then, the teacher lets the students know that they are going to do a *Kindness Capacity Assessment* to help them score their compassion 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 before you. 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.
(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)

End of Unit 3, Lesson 1



UNIT 3, LESSON 2

Grade	1st, 2nd, 3rd
Lesson Focus	Intro to Compassion
	I can learn how to think with compassion in our diverse classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 3, Lesson 2

Step 2: Exploration into KCC (15 Minutes)

INTENTION: I can learn how to think with compassion in our diverse classroom community.

Students explore what they think it means to start embracing others with compassion.

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 understanding of compassion. Students work within this group for a period of one week as they provide support for each other in building their compassion skills.

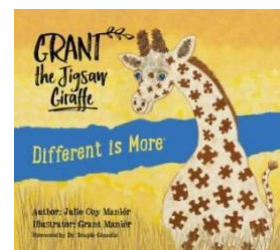
Students begin the lesson by identifying the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed.

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: Different is More

- A. Students are grouped together.
- B. Students welcome each other and state their intention for the group.
- C. Students read through the book.
[Grant Maniér reads "Grant the Jigsaw Giraffe ~ Different is More." - YouTube](#)
- D. Students each take turns discussing:
 - a. The ways the characters practices compassion towards others.
 - b. How compassion impacts how we support everyone in our classroom?





UNIT 3, LESSON 3

Grade	1st, 2nd, 3rd
Lesson Focus	Compassion
	I can practice how to be compassionate in our diverse classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 3, Lesson 3

Step 3: Exploration into KCC (cont.) (15 Minutes)

INTENTION: I can practice how to be compassionate in our diverse classroom community.

Students explore how to start practicing compassion.

STUDENT TASK

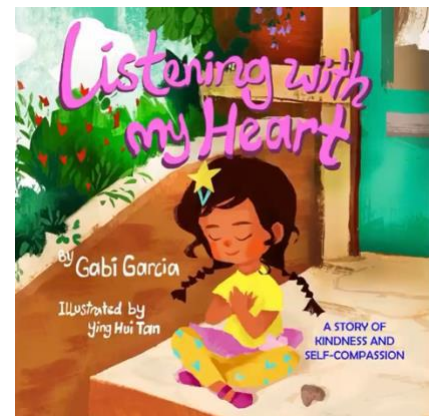
Students begin the lesson by re-stating the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed. Teachers act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

Students can utilize the Kindness Capacity Thermometer to help them recognize how they are being brave in their practice of compassion. (See Resources)

Activity: Defining Compassion


KCC defines Compassion as: the heart's capacity to connect with self and others OR compassion is sharing in others' feelings. It is accompanied by empathy.

- A. Students read the book [Read Aloud: Listening with my Heart | A story of kindness and self-compassion \(by Gabi Garcia\) - YouTube](#). With the assistance of the teacher, they then discuss the following:
 - a. The ways compassion can be similar to empathy as they discussed in Unit 2.
 - b. How can compassion cause kindness to grow?
 - c. What can be done to support the practice of compassion in their classroom community?





UNIT 3, LESSON 4

Grade	1st, 2nd, 3rd
Lesson Focus	Compassion
	I can recognize my friends who are thinking of others and showing compassion in our diverse classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 3, Lesson 4

Step 4: Connect (15 Minutes)

INTENTION: I can recognize my friends who are thinking of others and showing compassion in our diverse classroom community.

Students and teachers make connections between the simulation lesson and their practice of compassion in the classroom community

TEACHER TASK

The teacher re-introduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking with compassion and support them in this important work which builds their capacity for kindness.

The teacher suggests that they each take turns reflecting on how members of the group were thinking with compassion today and the teacher invites them to pass on a token in the group when they make those recognitions.


The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.

The teacher reminds them that they can draw/write a picture/word when they compliment someone and place it in the kindness jar.





UNIT 3, LESSON 5

Grade	1st, 2nd, 3rd
Lesson Focus	Compassion
	I can encourage the practice of compassion in our diverse classroom community and beyond.
Duration	15 minutes
KCC Lesson Guide	Unit 3, Lesson 5

Step 5: Closing and Reflection of the Unit (15 Minutes)

Intention: I can encourage the practice of compassion in our diverse 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 affirming their work with each other. They acknowledge 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 encourages compassion in our classroom community. You are the Difference.”
3. Kindness notes are placed in their respective kindness jars.

