

INSTRUCTIONAL RECOMMENDATIONS

for Teaching about Compassion

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Compassionate Comprehension with the Common Core **Questions for students, modified to focus only upon Compassion:**

*(please see <https://lkwbetterworld.files.wordpress.com/2015/08/instructional-recommendations-restorative-justice.pdf>
for *Instructional Recommendations for Teaching about Restorative Justice*)*

In the text,

Q. 3 When harm was done, what did someone say or do to show compassion?

Q. 4 If harm was done but compassion was not shown in the text, what would YOU have said and/or done? What could you do to help?

To support teachers in scaffolding students' learning, provided in the set of Instructional Recommendations are the following:

STEPS TO TAKE TO HELP STUDENTS CREATE POWERFUL ANSWERS TO QUESTIONS 3 AND 4, ABOVE:

I. Defining the term Compassion

II. Brainstorming numerous ways to demonstrate Compassion

III. Linking examples of demonstrating Compassion to the text

PLEASE NOTE:

*** Teacher judgment will determine what is age-appropriate/ developmentally appropriate for students; that said, I hope that the following will provide a wide range of options that will serve as numerous springboards for helping students be creative and critical thinkers as they work on answering the two questions above!**

I. First, define the term Compassion with --- and/ or for --- your students.
PLEASE SEE BELOW FOR DEFINITIONS TOWARD WHICH TO STEER STUDENTS.

These definitions are available at the following link in formats to provide students with an **individual reference sheet**, and also larger print **for mini-posters for the classroom**:
<https://lkwbetterworld.files.wordpress.com/2015/06/compassion-definitions-on-mini-posters.pdf>

PLEASE NOTE: For younger students, more simplified definitions are found at this link:
<https://lkwbetterworld.files.wordpress.com/2015/08/ws-compassion-definitions-for-younger-students-on-mini-posters.pdf>

COMPASSION---DEFINITIONS:

* For younger children, "Kindness" and "Caring," and "Empathy" are key synonyms for "Compassion."

* The Dalai Lama's definition: "sensitivity to the suffering of self and others with a deep commitment to relieve its suffering"

* **What Is Compassion?** Compassion literally means "to suffer together." Among emotion researchers, it is defined as the feeling that arises when you are confronted with another's suffering and feel motivated to relieve that suffering.

From: <http://greatergood.berkeley.edu/topic/compassion/definition> (MANY resources on this website!)

* "What is compassion and how is it different from empathy or altruism? ...compassion is defined as the emotional response when perceiving suffering and involves an authentic desire to help alleviate that suffering."

From an article written by Emma Seppala, associate director of the Center for Compassion and Altruism Research and Education (CCARE) at Stanford University.

Before or after presenting students with the definitions above, you may also wish to create a poster/ chart with the students to include their definitions of **Compassion**. The posters might be done in list form, or as a semantic map/ mind map/ graphic organizer.

II. Next, help students brainstorm numerous examples of demonstrating Compassion.

By learning about many options for demonstrating Compassion which can be helpful when harm has been done in the text, students begin to build their own repertoire of choices which they can use when thoughtfully answering the two questions above--- and which will hopefully transfer into their own lives.

Again, creating a poster/ chart showing the students' examples of demonstrating Compassion would be great to post as reference for months to come. The posters might be done in list form, or as semantic maps/ mind maps/ graphic organizers.

Another way to help students explore numerous examples of Compassion is creating a "T-Chart" with their responses. This chart can then be used as reference in the classroom for the months to come.

When students are challenged to get specific and concrete about what a certain concept "Looks like.../ Sounds like..."--- that is, when they are helped to envision/ imagine what they would hear people saying, and see people doing--- it can help them truly understand what that concept means, and how it could/ would be turned into reality.

Provide as much room as needed for students' responses, including additional pages, if necessary.

Format of T-Chart :

COMPASSION

Looks like....	Sounds like...

And, yet another format for eliciting students' input could have 3 columns below the horizontal line, for input. Thanks to Denise DeGeorge for this addition! Denise offered, "I used to use a picture of an **eye**, an **ear** and a **heart** to head each column."

COMPASSION

Looks like...	Sounds like...	Feels like...

With whatever format/ s you choose to use for brainstorming options for actions, help students come up with multiple examples of what people may say or do when they're demonstrating Compassion.

To encourage on-going deeper thinking about Compassion in the weeks to come, tell students that you'll make sure there's space---even if it needs to be on an added piece of posterboard/ paper---for additional ideas and answers that they think of as time goes by.

AT A POINT IN TIME WHEN STUDENTS UNDERSTAND BOTH OF THE TERMS

- * *Compassion, and*
- * *Restorative Justice:*

Point out to students the connections between demonstrating Compassion, and employing Restorative Justice (RJ) to make things as right as possible.

Help them realize that when RJ is "done right," there will undoubtedly be one or more people who will be demonstrating compassion for those involved in a situation where harm has been done. As wonderful as demonstrations of Compassion are, they do not, in and of themselves, address all of the needs that are met by RJ.

In short, RJ includes Compassion, but Compassion by itself most often does NOT include all the benefits of RJ.

III. Continually refer to the text

Have students refer back to the text as they begin to choose which option for action would be most appropriate and effective in that particular situation.

Have them also search for any evidence that might exist in the text, to support their choice/s as being the most helpful in that particular situation, compared with any other option/s.

Some students may be familiar with the concept of "random acts of kindness." Help them to realize that what they're being asked to do is to select specially-chosen acts of Compassion/ kindness/ empathy, based upon the text.

TO DEEPEN LEARNING AND UNDERSTANDING ABOUT COMPASSION:

Additional potential conversations with students:

* Have students reflect upon the difference between what they "could" and "would" do to help; that is, there are many possibilities of what COULD be done... however, the students are called upon to choose the very best ones, to report what they WOULD do. Have students explain why they chose those particular compassionate words or actions as what they WOULD do.

* Challenge the students to also explain why they believe their choice/s is/are arguably more helpful than another option, again returning to the text for any evidence to be found there. (Compare/ Contrast)

* Introduce the concepts of **Trauma Informed Care (TIC)** and **Adverse Childhood Experiences (ACE)**, and challenge students to tailor their solutions to take those concepts into account, when appropriate.

For example, the author might make the reader aware of factors that are unknown to the victim--- perhaps the child who angrily knocked his classmate's lunch off the table for no apparent reason, just said goodbye to his mother as she was being incarcerated... or, perhaps he had been beaten at home... yet again.

For more information for exploring TIC and ACE, many resources are available online, and efforts have recently begun in the SDUSD; notably, both are employed at Cherokee Point Elementary.

In real life, RJ conferences often uncover the need for wrap-around services for the victim and/ or the offended, since, in that venue, ACE's may be discovered which then need to be addressed, viewed through the lens of TIC.

Recommended:

<http://acestoohigh.com/> and, from a recently begun local group: ACEs 101

<http://www.acesconnection.com/collection/aces-101>

Trauma Informed Care: <http://www.nasmhpd.org/TA/nctic.aspx>

Some Visual and Performing Arts options for students to demonstrate their understanding of how someone who has been hurt can be helped through demonstrations of Compassion:

* Use role-plays to act out what they would do.

* Add puppets to the role-plays.

* Write a script to demonstrate solution (as an individual writing assignment, partners, or a group)

* Have the script include the "non-example" based accurately upon the portion of the text in which harm was done, but no one did anything to demonstrate compassion.

Thanks to Denise DeGeorge for the above ideas!

* Have students illustrate what they would do to help heal the harm done, using speaking bubbles in their pictures and/or caption or a paragraph to clearly describe how what is being said or done.

* Have students role-play and/or perform portions of texts --- or, potentially entire texts, as in the case of The Grinch who Stole Christmas--- wherein Compassion is demonstrated, and/or characters do their best to make things as right as possible when harm has been done

ADDITIONAL RESOURCES -- COMPASSION:

VIDEOS: To help introduce the concept of Compassion to students, and to spark conversations around the topic, teachers may wish to use any of numerous videos available online:

The collection below was compiled by John Adam, who has been on the Planning Committee for the annual Celebration of Compassion at Cherokee Point Elementary:

Compassion: Wise Inspirational Video for Child Development 1:19

<https://www.youtube.com/watch?v=baUYoq2Vy8s>

Educate Compassion to kids 1:47

https://www.youtube.com/watch?v=_00au5XADs8

Kid President meets Obama 3:49 (Obama has nice brief talk on how to be compassionate, without using that word, at 2:00 in the video)

<https://www.youtube.com/watch?v=TssZ9Uma1-w>

JellyKelly Kids talk compassion "have you ever heard of compassion" 0:30

<https://www.youtube.com/watch?v=DOHcGyfYxVM>

Students show kindness and compassion (long interlocked links of construction paper) 1:42

<https://www.youtube.com/watch?v=udpm0Heusb0>

40 Acts of Compassion 4:48

<https://www.youtube.com/watch?v=wi9KdrP34oE>

What is Compassion? 4:15

https://www.youtube.com/watch?v=9-UZ0hn_Tpc

Acts of Kindness Caught on Camera in 2012 3:04

<https://www.youtube.com/watch?v=gJWrBjdI4HY>

Compassion Video 1:28

<https://www.youtube.com/watch?v=B6cjLegD3iM>

The Inspirational Video Everyone Should Live By 3:20

https://www.youtube.com/watch?v=2x_FI3NQVd4

Kid President 3:47

<https://www.youtube.com/watch?v=4z7gDsSKUmU>

Godwin Higa/ Cherokee Point Elementary 5:04

<https://drive.google.com/file/d/0B1YTEiV0FnqJb0xudVhpLXM/view?usp=sharing>

"If Tomorrow Starts Without Me": 3 min. video on gratitude 3:19

[http://elevate.us/if-tomorrow-starts-without-](http://elevate.us/if-tomorrow-starts-without-me/?utm_source=All&utm_campaign=March+14+2014&utm_medium=email)

[me/?utm_source=All&utm_campaign=March+14+2014&utm_medium=email](http://elevate.us/if-tomorrow-starts-without-me/?utm_source=All&utm_campaign=March+14+2014&utm_medium=email)

Video used by Dana Brown; subtitles in and around a hospital 4:44

http://www.youtube.com/watch?v=Wl2_knlv_xw

About the Charter of Compassion principles 2:28

<http://vimeo.com/101373141>

General about the Charter of Compassion 3:01

<https://www.youtube.com/watch?v=SxO-6SaNMvg#t=163>

SONGS to use to help promote Compassion, and spark discussions about the topic:

* "Compassion" by Bernadete Leal

Listen to song at: <http://betterworld.bandcamp.com/album/compassion-by-bernadete-leal>

Download at: <http://www.cdbaby.com/cd/BernadeteLeal>

* "Handle with Care" by Linda K. Williams (recording and lyrics available for free download):

<http://betterworld.bandcamp.com/track/handle-with-care>

* "Don't Laugh at Me" by Steve Seskin and Allen Shamblin

<https://www.youtube.com/watch?v=f7Dej4Gfkmc> shows the pages of the picture book

Hip-Hop/ Rap version of "Don't Laugh at Me" by Baby Jay, BabyJayMusic.com

<https://www.youtube.com/watch?v=VjT9Ihpc1E4>

Please note: Free curricula written to accompany "Don't Laugh at Me" is available, in 3 formats:

* Grades 2-5,

* Grades 6-8, and

* Summer Camp/ After School Curriculum:

<http://www.operationrespect.org/curricula/>

Compassionate Nonviolent Communication: <https://www.cnvc.org/>

Recommended Text: The Compassionate Classroom: Relationship Based Teaching and Learning by Hart and Hodson

A 6-page summary of Compassionate Nonviolent Communication:

<https://lkwbetterworld.files.wordpress.com/2015/08/ws-nonviolent-communication-6p.pdf>

As creative options of what students would do to demonstrate compassion, they could create dialogue in which they or a character in the story would listen compassionately:

(The following is excerpted from the 6-page paper available at the above link, co-authored by Marcelline Brogli, Pat Kurtz, and John Michno)

When you (saw, heard, remembered, thought...)...

I'm guessing that you were feeling....

because you were needing/ wanting....

And, I'm guessing that now you would like...

Students could also create dialogue in which the character who was hurt in the story would express themselves, as well:

When I (saw, heard, remembered, imagined...)

I was feeling....

because I need/ value/ want...

And now I would like...

(The following are examples of connecting requests in positive, "do-able" action language:)

- a) you to tell me what you heard me say.*
- b) you to tell me if this sounds to you like a demand or a request for cooperation.*
- c) you to tell me how you feel about what I said.*
- d) you to tell me what you wish had happened.*
- e) you to tell me how you feel about exploring possible solutions.*
- f) you to tell me your thoughts and opinions about this.*

Seeds of Compassion K-12 Curriculum (Free, Online)

<http://www.seedsofcompassion.org/why/curriculum.asp>

* K-2: <http://www.seedsofcompassion.org/why/curriculum/K-2%20Compassion%20Lessons.pdf>

* 3-5 <http://www.seedsofcompassion.org/why/curriculum/3-5%20Compassion%20Lessons.pdf>

* 6-8 <http://www.seedsofcompassion.org/why/curriculum/6-8%20Compassion%20Lessons.pdf>

* 9-12

<http://www.seedsofcompassion.org/why/curriculum/9-12%20Compassion%20Lessons.pdf>

Bullying Hurts: Teaching Kindness through Read Alouds and Guided Conversations by Laminack and Wadsworth (published by Heinemann)

This text includes Guided Conversations to use with 30 specific texts, and additional anti-bullying resources.

Annotated Bibliographies of Compassion Themed books:

Preschool - Gr. 5 <http://charterforcompassion.org/node/3975>

Grades 6-12 <http://charterforcompassion.org/node/4361>

Many additional lists of books about Compassion found online:

https://www.google.com/?gws_rd=ssl#q=compassion+books+for+children