



Lesson Concepts

- *Compassion* is empathy in action.
- People feel better when others show them care and concern.

Key Words

Embarrassed, care, concern, compassion

Objectives

Students will be able to:

- Recall that listening, saying kind words, and helping are three ways to show caring
- Demonstrate caring and helping in response to scenarios

Materials

- Puppy and Snail
- Following Through Card 11
- Empathy poster
- Bandage for Snail's shell (see Teaching Notes)
- Lesson 11 Home Link

Why This Lesson Matters

Empathy can motivate students to respond to others in a caring way. Young students often try to comfort others through physical affection, by offering a toy, or by saying something comforting. However, students may have trouble showing care and concern in situations that are emotionally overwhelming. Unit 3 will include emotion-management skills to help further students' ability to offer appropriate support.

Feeling empathy and expressing care and concern are different from each other, and each requires practice.

Teaching Notes

Before the lesson, put a bandage on Snail's shell.

Warm-Up

Brain Builder: Clap and Wait

Have students stand. **Let's play Clap and Wait with a new rule. Rule 1 is, watch and count the number of claps and waits I do. Use your self-talk to keep track out loud quietly or in your head. Rule 2 is, wait until I say, "Ready, set, go." Rule 3 is, do the pattern in reverse order (backward).**

1. Do a simple clap and wait sequence, such as clap, clap, wait, wait. Softly say the word "wait" aloud at first. Students watch and track the pattern using self-talk.
2. Repeat the sequence. Give students think-time to determine the reverse order.
3. Say: **Ready, set, go.** Students do the pattern in reverse order.

Play the game for several rounds. Increase the number and complexity of claps and waits. Ask students what skills helped them be successful in the game. Have students sit.

Review

Last time you learned what to say when something happens by accident. Who remembers? (I'm sorry. It was an accident. Are you okay?) Put your thumbs up if you remembered the same thing. Apologizing, or saying "I'm sorry," is a way of showing you care. Today you'll learn more about showing others that you care.

Introduction

P Teacher: **Hi, Snail. What's going on?**

Snail (with a sad voice and a bandage on his shell): **Some other snails made fun of my shell. I have a bandage on it where I fell and hurt it, and they said it looks dumb. I feel embarrassed and sad.**

Teacher: **Look, here comes Puppy.**

Puppy: **Hey, Snail. I heard what those other snails said. That wasn't very nice. I wouldn't have liked it if they teased me that way. Would you like to sit with me at lunch today?**

Snail: **Sure. Thanks, Puppy. It's nice to know that someone understands.**

Teacher: **Thanks, Puppy, for showing you care about Snail.**



Dara Ben

Story and Discussion

Show the photo. **It was show-and-tell time. Ben was excited to tell the class about his special shell, but he started to hiccup. Someone started laughing, and Ben felt embarrassed. He went and sat down without telling the class all the things he had wanted to say. Ben's friend, Dara, came over to see him.**

1. Think about how Ben feels. Give think-time. Call on a few students at random. (Sad, embarrassed.) **How you can tell?** (He is looking down. His body is slouched. The situation.) **Raise your hand if you thought the same thing.**

2. How do you think Dara feels? (Sad for Ben. Concerned about Ben.) **How you can tell?** (She is looking at Ben. The look on her face. Her hand is on Ben's arm. The situation.)

3. Look at the photo. Think about what Dara could say to Ben to show that she cares. Guide students through the steps for Think, Turn, Tell. Call on a few students at random. (Ask him to tell her more about the shell. Tell him she's sorry that someone laughed at him.)

Dara listened to Ben tell her more about his special shell. Listening is one way Dara can show she cares about Ben. Saying kind words or offering to help are other ways. Repeat the ways to show concern: Listening, saying kind words, and offering to help. Have students repeat them back.

4. How do you feel when people show you they care? (Happy, glad, relieved.) **Showing care and concern for someone is called compassion. Compassion is empathy**

in action. Point to the Empathy poster and point out the two speech bubbles that read "How can I help?" and "What is a kind thing to say?" Have students repeat "compassion" in unison.

Skill Practice

Let's practice showing compassion. With your partner, you'll take turns thinking of something to say or do to show compassion to someone having uncomfortable feelings. Remember that listening, saying kind words, and helping are three ways to show compassion.

Choose a student to be your partner. Model a compassionate response. _____ (Partner's name) **feels disappointed about not getting a turn on the swings before recess ended. Say: I'm sorry you're disappointed because you didn't get your turn on the swings. Next recess you can go on the swings before me.**

1. Have students work with their partners.
2. Read the scenario out loud.
3. Give think-time.
4. Have partners take turns practicing what they could do or say.
5. Call on one or two pairs of students to come up and demonstrate their ideas for caring.

Scenarios

- **Your partner feels frustrated because he or she can't find a library book.**
- **Your partner feels embarrassed because he or she slipped on the stairs.**
- **Your partner feels disappointed because there aren't any more jump ropes to use during recess.**
- **Your partner feels worried because he or she is going to a doctor's appointment.**

Wrap-Up

Today you learned ways to show care and concern, or compassion. What are three things you can say and do to show compassion? (Listen. Say kind words. Help.) Our words and actions can make a difference when friends are upset. It makes our school more fun when we care about how each person feels.

Following Through: Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 11.