



Lesson AHS.24

SHOWING COMPASSION TO OTHERS

Unit. Stage Two of Development-WE

Problem Area. How Do I Build High Performing Teams?

Precepts. **K2:** Live a Compassionate and Selfless Life.

K7: Practice healthy expressions of love

National Standards. NPH-H.9-12.5--Demonstrate ways to communicate care, consideration, and respect for self and others.



Student Learning Objectives. As a result of this lesson, the student will:

- 1 Define and list characteristics of compassion.

- 2 Identify acts of compassion.
- 3 Describe the impact of leading a compassionate life.



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 **Time.** Instruction time for this lesson: 50 minutes.

Resources

Canfield, Jack, Mark Victor Hansen, and Kimberly Kierberger, “Chicken Noodle Soup for the Teenage Soul,” Deerfield Beach, Florida, Health Communications Inc., 1997.

National FFA Organization's “Essential Learnings” material, 2003.

✓ Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Projector
- ✓ AHS.24.TM.A
- ✓ AHS.24.TM.B
- ✓ AHS.24.TM.C
- ✓ AHS.24.Test—one per student
- ✓ AHS.24.Assess—one per student
- ✓ Song-“Chain of Love” by Clay Walker, or video clip-“Pay it Forward”
- ✓ Bandanas-one per student
- ✓ Cotton Balls-several per student
- ✓ Blank Sheet of Paper-two each per student
- ✓ News Articles about Compassion from September 11th

Key Terms. The following term is presented in this lesson and appears in bold italics:

► ***Compassion***



Interest Approach

Students will associate compassion with the actions during the aftermath of the September 11th terrorist attacks. Students will identify how their community reacted by writing examples on a piece of paper.



One of the most memorable times when compassion was shown throughout our country was during the aftermath of the September 11th terrorist acts. People lined up for blocks all across the country to give blood; candlelight vigils were held throughout the world; and millions of fire fighters and police officers throughout the country signed up to donate their time and talents. Food and money drives were held in schools, churches, and communities to send to the families that were directly impacted by the attack.

Hand out a couple of blank sheets of paper to each student.



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Let's spend 30 seconds writing down all of the things we did or could have done to help those in need after the attacks. Let's begin.

Time the students for 30 seconds.



Who would like to share?

Select a student.



What possessed so many people to come together and help?

Common responses: wanting to help, grief, and compassion.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define and list characteristics of compassion.

Students will learn the definition of compassion and write it in their notes; then through an activity they will learn what it is like to have someone be compassionate to them.



September 11th is just one example of many people showing compassion, all at the same time, but what does it mean to be compassionate or to show compassion?

Show AHS.24.TM.A.

I. Compassion

A. Acting kindly toward others because you want to help, not for the material rewards.



Most of those individuals who assisted after the attacks did not do it for recognition or money. People simply wanted to help during a time of great need in our county.

Students will participate in the Disability Activity. Each team member will have a disability and, as a group, they will have to perform a task while being understanding and compassionate toward each other's disabilities. For this activity, the students need to be divided into groups of three.



Today we are going to learn what it is like to be compassionate to others and to receive acts of compassion. At the cue, get into groups of three and number off within that group. In our groups, the number ones need to come to the front of the room and get the supplies. Each group needs three bandanas and two cotton balls.

All the number ones raise our hands. We are unable to use our legs. Have another team member tie our legs together with two bandanas.



Raise your hand if you are a number two. We are unable to hear. Place the two cotton balls gently in our ears so that it is more difficult to hear.

Raise your hand if you are a number three. We are blind. Have a team member tie a bandana around our head to cover our eyes.

Be sure to show respect and compassion to our team members as we attempt this challenge. Our task as a team is to come to the front of the room, get a puzzle, and put it together as a team. We have two minutes to complete this challenge. Are there any questions? Begin.

Time the students for five minutes.



Time is up. Remove the bandanas and cotton balls. What made this task difficult for your team?

Elicit responses to the following questions:



What would have made this task easier?

What compassionate actions did we show to our teammates?

What compassionate actions did we receive?

Objective 2. Identify acts of compassion.

Students will begin to understand actions of compassion and what they can do each day to show compassion toward others.



In the last activity you were the giver and receiver of compassionate actions while completing a team task. Now we are going to identify compassionate actions in everyday life.

Show AHS.24.TM.B.

II. Compassionate actions

- A. Being honest
- B. Accepting others
- C. Thinking kind thoughts
- D. Giving a loving gesture
- E. Praying for others
- F. Complimenting others
- G. Listening
- H. Giving a shoulder to cry on



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- I. Hugging
- J. Being a friend
- K. Loving others
- L. Forgiving others



How many of us have completed one of these actions before? See, we are already compassionate individuals. We might be asking, "How can I be more compassionate to others?" Let's practice. We have one minute to show a compassionate action to as many people as we can in this room. Everyone stand up. Ready, set, go.

Time the students for one minute.



Time is up. While we return to our seat, think about how we feel right now.

Most of us feel better about ourselves right now than we did a minute ago because we have experienced compassionate actions, as both givers and receivers.

Elicit responses to the following questions.



Was it difficult? Was it nice to receive? Then what prevents us from practicing compassionate actions more often?

Objective 3. Describe the impact of leading a compassionate life.

Students will identify how they can benefit from leading a compassionate life and ways they can make an impact in their community by being compassionate.



It is the positive feeling we just experienced that motivates people to become more compassionate. The more compassion we show to others, the better we feel about ourselves.

Show AHS.24.TM.C.

III. How can I benefit from leading a compassionate life?

- A. Generates pride
- B. Accomplishment
- C. Creates acts of kindness
 - 1. Holding the door for someone
 - 2. Saying thank you
 - 3. Putting coins in someone else's parking meter
 - 4. Picking up litter



These are just a few examples of acts of kindness we can show toward others. As a class let's brainstorm more examples. Who will be the first to share? Along with random acts of kindness, it is important to serve your community by showing compassion.



Next, students will search the Internet for volunteer opportunities in their community.



We will be given ten minutes to search the Internet to find five places we could volunteer in our community and demonstrate our compassion. Make a list of examples. Some ideas include: our local chamber of commerce, volunteer connection, Salvation Army, hospitals, zoos, and children's organizations. Try to find something we would enjoy doing and would like to learn more about. We may find a computer after we have selected a partner sitting near us. Let's begin.

Time the students for 10 minutes.



Time is up. As we return to our seats, select the best example we have on our sheet and be ready to share.

Activity

Use the Eye Witness News e-Moment to review the day's lesson. Break students into small groups of 2-3, and have them interview one another about compassion. They may begin by sharing the examples on their sheets. Have each student rotate so they can fill the role as camera person, reporter (who asks the questions) and the interviewee/expert on compassion. It will help if students take a minute to think about what questions they would ask.



Great reporting!

Select a group.



Thank you for sharing.



Review/Summary

Play the song "Chain of Love" by Clay Walker or play a clip from the movie "Pay It Forward" that represents a boy showing compassion. Students will write a reaction to the song or video and why it is an example of compassion.



I will play a song or video clip. We need to write a reaction to the song or video clip that identifies the compassionate actions and the reasons why these individuals chose to be compassionate.

Play the song or video clip.



We will be given three minutes to write our reaction. Let's begin.

Time the students for three minutes.



Time is up. What actions of compassion were demonstrated?

At this time pass out AHS.24.Assess and AHS.24.Test.



Application

►Extended Classroom Activity:

Have students keep a log of reactions to five acts of kindness in their community within a 24-hour period.



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►FFA Activity:

Have students make five compassionate gestures during an FFA event and compare that event to one that did not encourage compassion.

►SAE Activity:

Have each student assist another member with his or her SAE program.



Evaluation

AHS.24.Test

AHS.24.Assess

Answers to Test:

True or False

1. False

2. False
3. True
4. True

Short Answer

5. Acting kindly toward others because you want to help, not for the material rewards.
6. Honesty, acceptance, a kind thought, a loving gesture, a prayer, a compliment, an ear to listen, a shoulder to cry on, a hug, friendship, love, and forgiveness.
7. Answers may vary.



AHS.24.Test Name: _____

SHOWING COMPASSION TO OTHERS

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement. 1 point each

- _____ 1. Those who are compassionate seek recognition for their actions.
- _____ 2. Compassionate individuals make decisions based on their needs.
- _____ 3. After September 11th, there was an outpouring of compassionate actions.

_____ 4. Holding a door for someone at a store is an act of compassion.

► **Part Two: Short Answer**

Instructions: Provide information needed to answer the following questions.

5. Define compassion.

6. List three acts of compassion.

7. Why should you become a more compassionate individual?



AHS.24.Assess Name: _____

SHOWING COMPASSION TO OTHERS

Assessment of Student Performance on Reaction to song or video clip			
Component	Level of Performance	Points Available	Points Earned
Participation	<u>Exceptional</u> : the student discussed the song/movie and how it is compassionate <u>Satisfactory</u> : the student wrote a brief reaction and how it is compassionate <u>Needs Improvement</u> : the student wrote a brief reaction; some information is missing	10	
Represents Definition of Personal Growth	<u>Exceptional</u> : The reaction demonstrates how the characters showed compassion <u>Satisfactory</u> : The reaction demonstrates a relationship between the material and the clips <u>Needs Improvement</u> : The reaction lacks a clear use of the information	30	
Appropriateness and Originality	<u>Exceptional</u> : Nothing questionable; shows very original thought <u>Satisfactory</u> : Nothing questionable; idea is modified <u>Unacceptable</u> : Inappropriate action or dialogue	10	
		TOTAL POINTS	



AHS.24.TM.A

COMPASSION

◆ **Acting kindly toward others because you want to help, not for the material rewards**



AHS.24.TM.B

COMPASSIONATE ACTIONS

- ◆ **Being honest**
- ◆ **Accepting others**

- ◆ **Thinking kind thoughts**
- ◆ **Giving a loving gesture**
- ◆ **Praying for others**
- ◆ **Complimenting others**
- ◆ **Listening**
- ◆ **Giving a shoulder to cry on**
- ◆ **Hugging**
- ◆ **Being a friend**
- ◆ **Loving others**
- ◆ **Forgiving others**



FROM LEADING A COMPASSIONATE LIFE?

- ◆ **Generates pride**
- ◆ **Accomplishment**
- ◆ **Creates acts of kindness**
 - ➔ **Holding the door for someone**
 - ➔ **Saying thank you**
 - ➔ **Putting coins in another person's parking meter**
 - ➔ **Picking up litter**

