

## Exploring Compassion

## PURPOSE

The focus of this first learning experience is to introduce students to SEE Learning through an exploration of compassion and why we need it for happiness and indeed survival. The foundation of SEE Learning is compassion and kindness, which stem from a consideration of others' well-being. From the start, it is important for students to develop a deeper understanding of what compassion is and what it is not. It is also important that they come to understand why we want compassion shown to us, why we need compassion to survive and thrive, and therefore why we should show it to others.

A fundamental point here is that we all want happiness and well-being, and none of us wants sadness, troubles, and difficulties. This means that we want others to be considerate of our well-being and happiness, which is the essence of compassion. As students come to recognize this, they can understand why they would want to show compassion to others, because they too want to be happy and don't want to suffer.

## FRAMEWORK

For more context on the concepts behind this learning experience, please see the Framework, p. xx-xxx.

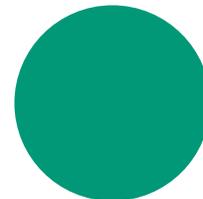
## LEARNING OUTCOMES

- Students will:
- Investigate whether we all want happiness and well-being and don't want suffering
  - Investigate whether compassion is important for survival and happiness
  - Create a personal drawing of compassion that they can use as a resource

## LENGTH

30 minutes

## PRIMARY CORE COMPONENTS



Interpersonal Awareness  
(2A)

## ENDURING CAPABILITIES

- **2A.1:** Attending to Our Social Reality
- **2A.2:** Attending to Our Shared Reality with Others
- **2C.2:** Appreciating and Cultivating Kindness and Compassion

## MATERIALS REQUIRED

- One piece of drawing paper for each student
- Pencils, markers or pens for drawing

## Exploring Compassion

**CHECK-IN** | 3 minutes

Introduce SEE Learning, covering these points:

- *“This year we will be spending some time each week doing SEE Learning: Social, Emotional and Ethical Learning. SEE Learning uses science, activities, discussions and reflections to explore our world of thoughts, emotions, our relationships with each other, the decisions we make, and the impact those decisions have on ourselves and others.*
- *We’ll be learning about how to deal with strong emotions and stress, how to take care of ourselves and gain a better understanding of our bodies and minds, and how to get along better with other people or deal with things when we have trouble getting along with others.*
- *SEE Learning is divided into chapters, and in this first chapter we’ll be exploring the concept of compassion and how we can make this classroom a safe, happy and compassionate environment where we all feel respected, valued, and capable of learning and growing together.”*

**INSIGHT ACTIVITY** | 10 minutes**What We Have in Common?****Overview**

Students form a circle. The teacher will ask certain questions and if they apply to a student, he or she will step into the circle. If they don’t apply, the student will remain where they are. Then students will take a moment to notice who is on the inside and who is on the outside. This shows who shares that same trait or experience, and who doesn’t. The intention is that through various questions, students will come to the insight that while we have many differences, wanting happiness and kindness is something we all share in common.

Note that you will want to have a large enough area for students to gather in a large circle to step in and out of. You may need to move desks/tables. An option would be to do this activity outside, or in the gymnasium.

**Alternatives**

Instead of having students step in and step out of a circle, you can have students form a circle of chairs and have them stand up or remain seated. Or you could have them raise their hands instead of stepping

in. Whichever method you choose, make sure that students can see each other, so they can see how their classmates answer each question.

In addition to the questions given below in the sample script, add additional questions as you see fit and as time allows. You can also adapt the questions as necessary to your particular students. The point is to begin with things that the students might not all have in common, such as facts like birth month, eye color, etc., or preferences or aspects of their identity, but then move towards what we all have in common: that we want happiness and prefer kindness.

Pay attention if some students don’t step in when asked the final few questions: they may not have understood the questions. But do not feel the need to make students step in or to accept your conclusions: subsequent learning experiences will continue to explore the ideas of happiness and kindness in greater depth, so their views and feelings may change as their understanding progresses.

**Sample script:**

- *“If we’re going to respect and value each other, it can be really helpful to spend some time to learn about each other and find out what we have in common and where we are unique and different. So we’re going to do a short activity to explore that.*
- *Let’s all form a circle.*
- *If I say something that’s true for you, then you’ll step into the middle. Let’s start.*
- *Step in the center if you have a brother or sister.*
- *Now, stop and take a look and see who else has a brother or sister, or who else doesn’t. Now step back please.”*  
Add more factual things that the students might not all have in common, such as: riding the bus to school, wearing sneakers, wearing something with the color red, etc.
- *“Now, we’re going to think about some things that you like.*
- *Step in if you like pizza.*
- *Now, take a look and see who else likes pizza. Step back please.*
- *Step into the center if you like to play sports.*
- *Take a look and see who else likes to play sports. Now step back please.*

- *Step in the center if you like to play board games (or video games)*
- *Take a look and see who else likes those things. And step back please.*
- *Step in the center if you like to read books.*
- *Take a look and see who else likes those things. And step back please.*
- *I notice that only some people step in each time. Let's see what happens if I ask this: Step in if you like to be relaxed rather than stressed out.*
- *Now, take a look around. What do you notice about this?*
- *Ah, look! All of us (or most of us) are in the center! It seems like it's pretty common to want to feel relaxed rather than stressed.*
- *Step in if you feel better when you're happy than when you're sad.*
- *Let's look around. How many of us are here?*
- *Step in if you like it when people are kind and compassionate to you, rather than mean.*
- *Let's look around. Are we all here?*
- *It seems we like it when people are kind and compassionate to us. Now let's step back.*
- *Step in if you feel more relaxed and happier when people are kind to you, rather than when they are mean.*
- *Let's look around. It seems we all feel happier when people are kind to us.*
- *Let's have a seat now, and I'd like to ask you: why do you think all (or most) of us stepped in to the middle towards the end, when I asked questions about stress, happiness and compassion?"*

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### REFLECTIVE PRACTICE | 12 minutes

#### Remembering, Drawing and Writing about Compassion\*

\*A repeatable activity

#### Overview

Students will discuss what it means to be kind and compassionate, then spend a moment thinking about a time when they experienced compassion from someone else or showed compassion to someone. They will then draw and write about that moment or act of compassion. Finally, they will then have an opportunity to share their drawing and the moment of compassion with their classmates as a whole or in pairs and talk about how it made them feel. The intention is that

through this activity, students will have some of the following insights: showing and receiving compassion increases our happiness; compassion and kindness are closely linked; we all want happiness, and therefore we all want compassion shown to us. Over the course of this first chapter of SEE Learning, students will explore and refine their understanding of compassion further.

#### Sample Script

- *"Let's go back to our desks.*
- *Remember how we saw that we all like it when people are kind and compassionate to us?*
- *What does it mean to be kind and compassionate?"*  
Allow a few responses.
- *"Do you think compassion involves being considerate of others and caring about their well-being?*
- *Can you give an example of this? Can you think of a moment in your life where you experienced someone showing compassion to you, or you showing compassion to someone else?"*  
Allow a few suggestions.
- *"That's great. Can you think of a moment in your life where you experienced compassion from someone else or you showed compassion to someone?"*
- *Let's be silent for a moment and think. It could be something very special, or it could be something very simple.*
- *It could be someone who helped you or did something nice for you, or someone giving you something you needed or a present, even a smile when you needed it. Or it could be you doing one of these things for someone else.*
- *Try to think of a real example from your life, but if you can't think of anything even after a little while, then you can imagine something that you think would be compassionate."*
- *Allow some time for the students to think, from 15 seconds to a minute.*
- *"Now I'm going to give you some time to draw and write something about that moment.*
- *What did it look like? What did you look like?*
- *This is not a drawing competition and we're not going to judge each others' ability to draw. It's just to help you remember that moment. The point is that when we draw or write about an event, we discover more details and we actually begin to remember more. See if you notice anything more about what happened as you write or draw. Take a few moments to draw.*

Give students 3–4 minutes to draw, or longer as you see fit.

- *“Now take a few moments to write a few sentences about that moment. What happened? What did you feel? If there were other people there, how do you think they felt? Remember, there are no right or wrong answers here. Just share a few thoughts.”*  
Give students 2–3 minutes to write.

When it seems that most students are ready, invite them to share. For this, you can decide whether to have them share with the whole group, or to pair up and share with their partner. Depending on the size of your class and the reluctance of some students to talk in a large group, it may be better to ask them to pair up to talk first. Also, if you ask them to share with the entire group but no one volunteers, then rather than calling on someone to share, you can have them pair up.

Ask them to focus their sharing on “What happened? What did you feel? What do you think the other person(s) felt?” It will be helpful if you write these questions on the board or have on a piece of chart paper. If they pair up, ask each pair to decide who will share first, and give those who go first 1 or 2 minutes to share, focusing on those 3 questions, and then have them switch and give the other person the same amount of time to share. You can use a bell or some other sound to indicate the time to switch.

If during the sharing students share moments that you feel were not compassionate, or that made them feel bad, you can explain that compassion is based in consideration for the well-being of others, so we are looking for moments when others cared for us and we felt their care. However, since the class’s understanding of compassion will develop over the course of the learning experiences, it is not necessary to correct them at this point unless you feel it would be beneficial.

After students have shared, you can ask what they felt when they saw other students sharing their experiences of compassion, as it may have also made them feel happy, or it may have reminded them of times when they received compassion in a similar way. To facilitate this, you can model this first by sharing what you felt when you saw students sharing their moments of compassion.

This drawing and writing activity can be done more than once in different class sessions, but make sure to save at least one copy of the drawings as they will be used again in later learning experiences. The students can save their own drawing, you can hang them up on the wall with their permission, or you can collect them and distribute them again later when they are needed.

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#### DEBRIEF | 3 minutes

- *“Let’s take a moment to think about what we discussed today. Is there anything that you heard that has stuck with you or seemed particularly important for your life? If so, you can share it in a word or phrase as we go around one by one. If not, you can pass.”*
- *Is there anything that you still have a question about or would like to talk more about next time? If so, you can share it in a single word, or you can pass.”*

## Exploring Happiness

## PURPOSE

The focus of this first learning experience is to explore how we all want happiness and well-being, and how this is a basic orientation in our life and something that we share in common with all human beings and even animals. Understanding that we all want happiness is fundamental to understanding our need for compassion, since as social beings we depend on others for our happiness, and appreciate it when they show consideration for our well-being and happiness. The previous learning experience briefly explored our wish for happiness as something

we have in common. However, it is not always evident to us that our wish for happiness and to avoid unhappiness underlies all our motivations, emotions and actions, and that this is the same for others as well. It takes insight to see that *even when people do things that appear to be leading to pain and distress, their underlying motivation is relief, happiness and well-being*. This understanding in turn creates a powerful support for the future topics of self-compassion, empathy, and compassion for others.

## FRAMEWORK

For more context on the concepts behind this learning experience, please see the Framework, p. xx-xxx.

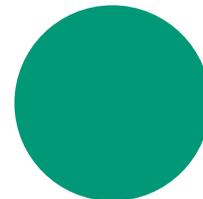
## LEARNING OUTCOMES

- Students will:
- Investigate whether they want happiness and don't want distress
  - Explore whether the wish for happiness and to avoid distress is universal
  - Explore how this basic orientation underlies human activities, motivations and emotions

## LENGTH

30 minutes

## PRIMARY CORE COMPONENTS



Interpersonal Awareness  
(2A)

## ENDURING CAPABILITIES

- **2A.2:** Attending to Our Shared Reality with Others

## MATERIALS REQUIRED

- A sign that says “Yes” and one that says “No” that can be placed on either end of a line (the line can be imaginary or can be created with colored tape on the ground).
- Printouts of the “Happiness” sheet found at the end of this learning experience – one for each student.

## Exploring Happiness

**CHECK-IN** | 4 minutes

- “Who can remind us what we did last time in our SEE Learning session?”

Last time we learned about what we have in common when it comes to compassion and happiness. We did the step in, step out activity and we also drew a moment when we experienced compassion.

**INSIGHT ACTIVITY** | 15 minutes**Stand by Your Experience\*****Overview**

In this activity, students will be given prompts that will encourage them to think about their wish for happiness, how universal it is, and the role it plays in their motivations and actions. They will be able to agree or disagree with the prompts and then explain why they feel the way they do with others and with the class. This activity is just the beginning of a process that may eventually lead to important critical insights: specifically, *that our wish for happiness and to avoid unhappiness is a central feature of our lives that we share with all other people, and it underlies our actions, our motivations, our hopes and our fears.*

*Please note:* this activity may lead to rich discussions that take time, and if you find you are having a rich discussion during the insight activity, consider extending the activity, eliminating the reflective practice, and ending the session with the debrief. Then come back to the activity the next time you meet, do the remaining prompts, and finish off the second time with the reflective practice.

Find a space in your room where students can stand in a straight line or a U-shape. Create two signs (Yes and No) and place them at opposite ends of the continuum. Let students know that they will be sharing their thoughts with each other and that while this activity is leading them in the direction of making official class agreements together, in the meantime, we need to be respectful of each other’s voices and be kind to each other in our interactions. Ask for a consensus vote on the matter.

Read the first prompt below. Give students 10 seconds to think about it and ask them to think of an example before they move to stand by their answer. They may

stand anywhere on the continuum that fits with their experience. Once students are in place, ask them to turn and talk to one or two others who are near them and share where they are standing and why. (If a student is standing alone, the teacher should be her partner.) Invite 3–4 students from one end of the spectrum to the other to share out in order with the class. Encourage others to maintain an open mind. Invite students to move if they have changed their mind. Invite those who move to share what changed for them. Continue with the remaining prompts. Make sure all voices have been heard, at least once, if possible, and be careful of dominating voices.

**Sample script**

- *“For this activity, we will be sharing our experiences with each other. Though we don’t have formal class agreements with each other yet, this activity is going to help us make them together. Can we agree to be open-minded, kind and to listen to each other’s voices during this activity? (Ask for thumbs up to agree, thumbs down to disagree, and thumb in the middle if you’re not sure.) If you have consensus, proceed. If not, ask those who disagree or aren’t sure what other agreements they need to feel safe during this activity.*
- *I’m going to read you a statement about happiness. I want you to take 10 seconds to think about the statement, your experience with the statement, and an example you might talk about once you move.”*
- Read statement and wait 10 seconds.
- *“Now move to stand on the continuum where your experience is reflected. If you agree completely, stand by Yes. If you disagree completely, stand by No. If you’re undecided or if you’re somewhere between those two, then stand along the line in the middle or closer to Yes or closer to No.*
- *Turn and talk to the people close to you on the line. Why are you standing there? What experiences have you had that make you think or feel the way you do?*
- *Let’s come back together as a whole group – who would like to share? Let’s go from one end of the spectrum to the other. We have time for about 3–4 people. As you are listening to your peers share, think about if your answer is changed. I will give you a chance to move if you would like to.*
- *Please move now if your answer has changed. How and why did your answer change? If it did not, speak*

about why you think that is.

- Repeat the above with the remaining prompts below.
- Debrief in a brief discussion: how did this activity change or reinforce your initial ideas about happiness?"

### Statement prompts

- Everyone wants happiness.
- I know exactly what I need to make me happy.
- If I got what I think I need to make me happy, I would be happy forever.
- I can think of a time when something I thought would make me happy did not actually make me happy in the end.
- Sometimes people do things to be happy, but they end up hurting themselves or others in the process.
- Everyone wants to avoid distress and unhappiness.
- Our wish for happiness motivates us to do everything we do.

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## REFLECTIVE PRACTICE | 8 minutes

### Our Aspirations and Our Wish for Happiness

#### Overview

The insight activity should have begun the process of students thinking about happiness as a basic orientation in our lives. To reflect on this more deeply, this practice involves helping them connect this basic orientation towards happiness with those things they find most important and meaningful in their lives. The intention is for this to gradually lead to a deeper understanding of how our wish for happiness underlies all of our actions, aspirations, and concerns. The point, however, is not to try to convince students that each item they wrote down is connected to their underlying wish to be happy and avoid distress and unhappiness, but to invite a discussion and critical reflection about it.

#### Sample Script

- *"It seems we all want happiness and don't want distress, pain and difficulties.*
- *Can we connect this to our own personal lives and what we want and don't want in our lives?*
- *Sometimes we may not understand why we are doing what we're doing, but if we connect it to our basic wish for happiness, it can make more sense. We see that the things we feel are most important to us are actually connected to our wish for happiness and*

*well-being."*

- Provide handout with activities, hopes/dreams, and worries/concerns.
- *"On this sheet we have three categories. We're going to take a moment to silently think about what activities we like to do and think are important for us, like playing sports, being with friends, doing well in school, and so on.*
- *Then we're going to think about our hopes and wishes for this year. What do we want to accomplish? If we could achieve certain things by the end of this year, what would we want that to be?*
- *The last column is for worries and concerns. If you think about this coming year, do you have any specific worries or concerns?*
- *As you think and write, you should know that this is for yourself and no one else needs to see this unless you want to show it to someone.*
- *Let's begin now and let's do this in silence so that we can concentrate and reflect."*
- Give 3–4 minutes for this. You may wish to tell them when they have 30 seconds remaining that you will be wrapping up in 30 seconds.)
- *"Now let's look at what we wrote and see if each of the items we wrote down is related to our wish for happiness and to avoid distress, unpleasantness and unhappiness.*
- *If you see something that reflects this underlying wish, then you can circle it. If you see something that doesn't seem connected to your wish for happiness, or you're not sure, then you can put a question mark next to it."*
- Give one minute for this or more if necessary.
- *"Would anyone be willing to share one thing that they circled, tell us what it is, and explain how it connects to their wish for happiness?*
- *Would anyone be willing to share one thing that they put a question mark next to?"*

After students have shared, you can ask what they thought or felt when they saw other students sharing.

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## DEBRIEF | 3 minutes

- *"Let's take a moment to think about what we discussed today. Is there anything that you heard that has stuck with you or seemed particularly important for your life? If so, you can share it in a word or phrase*

*as we go around one by one. If not, you can pass.*

- *Is there anything that you still have a question about or would like to talk more about next time? If so, you can share it in a single word, or you can pass.”*

# Class Agreements

## PURPOSE

The focus of this learning experience is to further explore the ideas of compassion, kindness and consideration, and how we all need these things and benefit from them, by creating a mutually agreed-on list of class agreements that will support a safe, productive learning environment. The creation of agreements by students helps them explore these concepts in a direct way that shows

the clear implications of our need for compassion within the context of a shared space with others. It also increases their own investment in what is seen as constructive and non-constructive behavior in the classroom, since they can see how the items in the list directly impact themselves and others. It also orients students towards attending to the reality of others' presence and their feelings and needs.

## FRAMEWORK

For more context on the concepts behind this learning experience, please see the Framework, p. xx-xxx.

## LEARNING OUTCOMES

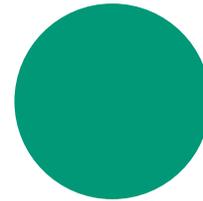
Students will:

- Explore the practical implications of our need for compassion for how we act with each other
- Identify agreements the class will abide by that can help create a compassionate classroom

## LENGTH

30 minutes

## PRIMARY CORE COMPONENTS



Interpersonal Awareness  
(2A)

## ENDURING CAPABILITIES

- **2A.1:** Attending to Our Social Reality
- **2A.2:** Attending to Our Shared Reality with Others
- **2C.2:** Appreciating and Cultivating Kindness and Compassion

## MATERIALS REQUIRED

- A piece of plain chart paper that can be hung on the wall with the header "In our classroom we agree to..."
- A board or a second piece of chart paper for scratch ideas.

# Class Agreements

## CHECK-IN | 3 minutes

- “Who can remind us what we did last time in our SEE Learning session?”

Last time we talked about whether we all want happiness and to avoid distress, whether we share this with all people, and how this orientation towards happiness underlies all our actions, hopes, and concerns.

- Does anybody remember some of the things we talked about and shared?
- Do you think the world would be different if we showed each other more compassion, kindness and consideration? How?
- What about our school experience? How might it be different if we showed each other more compassion?
- To do that we have to think a bit about how exactly we would do it. In this session of SEE Learning we’re going to think about how we want to be with each other as a class to support each other’s happiness and our collective happiness.”

## INSIGHT ACTIVITY | 24 minutes

### Creating Classroom Agreements

#### Overview

Students will consider what would contribute to happiness and compassion in the classroom and make a list of class agreements. Our fundamental wish for happiness and well-being guides our actions, our aspirations, our fears, and indeed all our emotions. Moreover, because we are not isolated individuals but exist in families, societies, schools, and so on, others play an important role in our well-being and we play an important role in theirs. This implies we naturally want others to be considerate of our well-being and we must be considerate in how we treat others in return: the recognition of this reciprocity forms a foundation for compassion. As you create the class agreements, help students recognize that they are guided by these fundamental concepts of our fundamental wish for happiness and well-being, our social nature, reciprocity, and our need for consideration from others and to show consideration to others. The critical insights aimed for in this activity are: *that we share common needs* like respect, safety, and so on, based on our underlying wish for happiness and well-being and to avoid distress; *that because we exist with others, our wish for happiness and our common needs means that we want*

*compassion, consideration and kindness shown to us; and that because we want such things for ourselves, reciprocity means that we should also show such compassion, consideration, and kindness to others.*

- “When we met last time and lined up on the continuum it looked like we all want to feel happy and avoid distress, is that right? and we talked about the possibility that wanting to be happy might motivate all the things we think about and do. So I’m wondering how do other people fit in? (Take some comments if there are some.) If we could exist by ourselves, maybe we wouldn’t have to worry as much about how we treat others or how we want them to treat us. But the fact is we live with other people around us all the time, don’t we?
- I like to be treated kindly and respectfully. Do you? It’s natural that we want others to treat us with kindness, consideration, respect and compassion—not meanness, a lack of consideration, and disrespect.
- If I treat you meanly or disrespectfully, how are you likely to feel? Will you want to be kind to me?
- Have you ever heard of the word “reciprocity”? It means to give back something equal to what you received and it’s a bit like fairness. So if I am kind to you, you are more likely to be kind to me. And vice versa. (If you like, ask them if they can provide a few examples of reciprocity or a lack of reciprocity? If you feel the concept of reciprocity is too complex at this point for your class, skip this point and return to it later.) What some people call the Golden Rule is a good example of this idea.
- Let’s try to make this concrete by making a list of agreements of how we would like our class to be – how we’d like to treat each other and be treated.
- What might we put on the list that we will agree to do as a class so that the happiness and well-being of each of us can be respected and supported? So that we can have a safe and compassionate classroom?”

Take lots of suggestions and start a list on a board or the piece of scratch chart paper where all the students can see it. If needed, you can prompt the students with possible ideas, such as:

- kindness
- having fun
- not bullying
- not making fun of each other

- helping each other
- sharing/taking turns
- showing respect for each other
- listening to each other
- not being mean
- not shouting
- asking for help
- paying attention
- saying sorry

When a student suggests something, use it as an opportunity to have the students delve deeper by prompting them with one or two questions like:

- *What does that mean?*
- *What does that look like?*
- *What would happen if we all did that?*
- *What would happen if we didn't do that?*

You can allow any student to answer these follow-up questions, not just the one who made the initial suggestion. For example, if a student says, "Be kind," you can say, "That's a great idea. And what does kindness look like?" and then ask, "Why would it be important for us to be kind?" Or if they said, "Helping each other," you could say, "What does it look like when we help each other?" and then "What would happen if we didn't help each other?" This way the students will see more clearly the implications of each class agreement.

Once you have a number of ideas on the chart, you can ask the students to help you group them together so that you have fewer agreements that are more concise. Write these on the piece of chart paper that has the heading "In our classroom we agree to..." It will be helpful if you can put them into action statements that are in the affirmative, like "Be kind" or "Be helpful" or "Ask for help when we need it," instead of "Don't bully." But if you can't get them all perfect at this point, don't worry, because you can consolidate and wordsmith them on your own after class, and there will also be time in future learning experiences to revise them with the class. At the end of the class, or after class, however, you should come up with a preliminary clean version of the class agreements that you can put up on the class wall and use in the following learning experiences. *Aim for no more than six class agreements.*

- *"This is a good beginning. Maybe we can put some of these together if they are similar, so that we can have a few main agreements that we can remember.*
- *On this sheet it says, "In our classroom we agree to..." So we can put our agreements after that from the list we just created.*
- *And we can put them in this form of affirmative statements, so instead of saying what we don't want, we say what we do want.*

Continue this process as time allows.

- *"Now we have some agreements we can make with each other.*
- *Let's take a look at them and read them out loud together."*  
You can have each agreement read by a different student.
- *"We're going to try to do this for ourselves so we can all feel safe, respected and cared for in this classroom, and so we can learn to help each other as we learn and grow together.*
- *It's okay if we're missing some things. Let's keep thinking about this list until we meet again, when we might have more to add."*

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#### DEBRIEF | 3 minutes

- *"As we talked about, this year we are going to learn about how best to be kind, compassionate, and considerate to ourselves and others. We'll be learning many ways to do this, and this agreement that we created together is our first step.*
- *In one word or sentence, is there anything you learned today that you might use another time to help yourself or someone else meet their needs?"*  
Ask students to share out or write in their journals.

# Defining Compassion

## PURPOSE

The focus of this fourth learning experience is to go further into the idea of compassion by exploring whether it refers to outer actions and behaviors or to an inner motivation and emotion. We easily associate compassion with external activities, like giving someone food or money, saying sweet words to someone, or helping someone up when they fall. But if the intention behind those actions and words is to take advantage of the other person, then we

do not see that as compassion; nor do we see it as genuine help. For students to understand how to cultivate compassion as an inner quality, which lies at the heart of SEE Learning, they will be aided by understanding that compassion goes deeper than just external actions but refers to a state of mind and heart: compassion is one's intention to relieve the suffering of another out of a genuine concern for their well-being.

## FRAMEWORK

For more context on the concepts behind this learning experience, please see the Framework, p. xx–xxx.

## LEARNING OUTCOMES

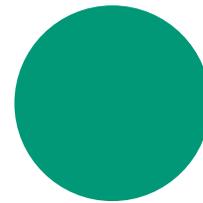
Students will:

- Explore compassion in the context of outer actions and inner intentions and motivations
- Provide examples of actions that might not seem compassionate, but actually are, and vice versa
- Identify common misconceptions of compassion
- Develop a working definition of compassion

## LENGTH

30 minutes

## PRIMARY CORE COMPONENTS



Compassion for Others  
(2C)

## ENDURING CAPABILITIES

- 2C.2: Appreciating and Cultivating Kindness and Compassion

## MATERIALS REQUIRED

- A few pieces (2–3) of chart paper or a board to write on
- The compassion drawings made in Learning Experience 1.

# Defining Compassion

## CHECK-IN | 3 minutes

- “Let’s take a moment to sit quietly and rest our minds and bodies so that we can think a bit.
- Now let’s all see if we can think of any moments of kindness or compassion in the day so far. Maybe something happened at home or on your way to school or as recently as just a minute ago. See what comes up for you. Don’t worry if you can’t think of something, you can always imagine a moment of kindness or compassion too.”  
Pause.
- “Let’s sit with your moment for a little bit.
- Would anyone like to share what they remembered or felt?”
- If necessary you can also review what happened last session: “Last time we talked about how we could create a compassionate classroom and we created some classroom agreements. Who remembers some of the things we talked about?”

## INSIGHT ACTIVITY | 15 minutes

### Scenarios

#### Overview

In this activity, you will read one (or more) scenarios to the students that shows how we all naturally prefer kindness, consideration, and compassion, because they makes us feel safe and secure, but that we also want genuine kindness, not just apparent kindness. Our preference for kindness is something so basic that we even share it with birds and mammals, who prefer those who protect and feed them over those who threaten them. Scenarios are provided for you here to generate discussions around our preference for kindness and compassion, and how genuine kindness and compassion refer to inner qualities. If someone pretends to be compassionate, but really intends to take advantage of someone, then we do not see that as genuine compassion. If students come to understand that compassion is an inner quality, not just apparently kind actions, then they will realize that to cultivate compassion, we need to cultivate that inner quality, not just act outwardly in a particular way or adhere to certain behaviors. The questions after the scenarios are intended to elicit these *critical insights*:

- we naturally prefer kindness and compassion and want to move towards them and away from meanness
- kindness and compassion make us feel safer and more secure
- compassion is an inner quality
- pretend kindness (outward actions without a good intention) is not genuine compassion

Feel free to modify details from the scenario to suit your class and school. If you have time, it is can be even more effective if you have some students act out the scenarios. In that case, you may want to re-cast the scenarios as scripts.

#### Scenario 1: The Rich Woman and the Charity

A representative from a charity goes to a wealthy woman (or man) to ask for a donation to assist people who are homeless.

“I know you’ve been very generous to charities in the past,” the representative said. “Please would you give us a donation? It would make a big difference to a lot of people who are in need.”

“How will I be recognized if I make a donation?” the woman asked. “It’s important that people know that I made the donation, not someone else.”

“The homeless people you help will all be so grateful, and they will all be told that it was you who helped them,” said the representative.

“But I want other people to know too, not just the homeless people,” she said. “Will it be in the news?” “Oh yes,” said the representative said. “And if your donation is large enough, you will be specially honored at our annual party celebration with a trophy.” The woman smiled. “In that case, I agree.”

#### Scenario 2: The Basketball Captain and the Recruit

The captain of the basketball (or another sports) team sees potential in a new student and really wants her (or him) to join the team, thinking it will help the team win the championship that year. The new student doesn’t particularly want to join, though, and tells the captain this. The captain gets the members of the team to be

really nice to the new student, giving her presents, saying all sorts of nice things to her.

### Scenario 3: The Two Brothers and the Kitten

Two brothers were playing in a park one day and when they saw a beautiful little kitten. The older brother thought, “Oh, what a pretty kitten!” and he wanted to capture it for himself, so he threw a stick at it and started to chase it. The kitten got scared and tried to run away, but since it couldn’t run very well yet, it had trouble escaping him.

The younger brother said, “Stop! Don’t hurt the kitten! It’s only a baby!” and he went to go and help the kitten and protect it. When he reached the kitten, he petted it and offered it some food. But the older brother got angry and kept trying to get at the kitten and catch it. Then their mother came by and said, “What’s going on?”

“That kitten is mine,” said the older brother, who wanted to capture it. “I saw it first! Make him give it to me!”

“No, don’t give it to him,” said the younger brother. “He tried to hurt it.”

“I don’t know what happened because I wasn’t here to see it,” said the mother. “Maybe we should let the kitten decide.”

The older brother who had tried to hurt and capture the kitten tried to call to her sweetly. “Please come to me little kitten! I will take good care of you!”

The mother placed the kitten between the two boys to see who it would go to, and she said to it, “Who do you choose?”

#### Discussion of Scenario(s)

- *“How do you think the different people in the scenario were feeling?”*  
Go through the different characters in the scenario.  
*“If they could talk to us, what would they be saying?”*
- *“What do you think might happen next in the scenario?”*
- *“Did you see examples of kindness or compassion in the story? Why or why not?”*

- *“Is compassion just the outer action, like sweet words or making a donation, or is it also something inside us? An inner quality? What would we call it – an emotion, a motivation, a thought, an intention? Some or all of these?”*

Note that you are prompting thinking but not seeking a single “right” answer at this point, so welcome all thoughts.

- *“Can you think of other examples where someone pretends to be kind, but their intention is not compassionate?”*

Someone helping or donating to charity just to look good, etc.

- *“What about the reverse? Could something that looks unkind on the surface really be compassionate? Can you think of an example?”*

A parent saying “No” to their child to protect them; someone scaring away animals who are moving towards danger; someone taking away a dangerous object from a little child even though the child wants it; etc.

These are a few sample questions you can use to have a discussion and encourage the students to explore the scenario and its various dimensions. Feel free to add your own questions and respond to the flow of the discussion. Allow them to share openly and remember that there are no right or wrong answers, but also keep in mind the critical insights (listed above) that you are orienting them towards. These insights have to come naturally, and it’s all right if not all the students reach all the insights at once, since they will be returned to continuously in future learning experiences.

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#### REFLECTIVE PRACTICE | 10 minutes

##### Defining Compassion

##### Overview

If we want to understand the relationship between compassion and happiness, and if we want to learn how best to be compassionate to others and ourselves, so that we can be happy, it helps to begin to develop our understanding of compassion in a richer way. Compassion has many dimensions that will be explored in SEE Learning. In this reflective practice, you will help the students make a word map of the word “compassion.” This will be used to develop a definition of compassion (one or two sentences) for

use in the classroom as they go through SEE Learning. The students will take moments for silent reflection during the making of this definition and after making it, to allow this wider understanding of compassion to deepen in them.

*Note:* Many of the reflective practices in SEE Learning involve moments of silent reflection for students to think, ponder, and internalize their insights. How long these moments should be will depend on the classroom environment and your students. They can be as short as 15 seconds or can be as long as a few minutes. You will be the best judge of the appropriate amount of time. You may find that with practice, the students will get more comfortable and familiar with these moments, and that you can prolong them for longer periods of time.

#### Sample Script

- *“The scenarios helped us figure out what is and isn’t kindness and compassion. We’ve talked about how important kindness and compassion is to our happiness, but even though we use these words, sometimes we don’t think that deeply about what they mean.*
- *Since we’re going to be exploring compassion throughout SEE Learning, it might help if we defined what we mean by it. If someone asked you what compassion means, what would you tell them?*
- *I wonder if we could come up with a one sentence definition of what compassion is. Let’s take a quiet moment to think about what we learned from the scenarios and our discussion.*
- *I’m going to write the word compassion in the middle of the board, and you can suggest **words that are like compassion that we can use to explain it.**”*

Write the word “Compassion” in the middle of a piece of chart paper or on the board. Then take suggestions and write the other words or phrases around the word “compassion.” You can use lines to connect them to the word compassion. This will create a kind of word map on the paper. If the students mentioned words in the discussion related to the critical insights listed above, but do not mention them now, you can prompt them by saying, “Remember someone said something about how compassion is an inner quality, not just words and actions. Should we add something about that?” But

allow the students to come up with their own words and ways of expressing what compassion means.

- *“Is compassion just the outer action, like sweet words or making a donation, or is it also something inside us? An inner quality? What would we call it – an emotion, a motivation, a thought, an intention? Some or all of these?”*

Since it may be difficult for the students to come up with a one sentence definition on their own, you can propose different wordings that incorporate some of the words they have provided. If necessary, you can group those words together to make it easier first. Don’t worry if you can’t come up with a perfect definition right away. Also, if you cannot come up with one in class, you can come up with one later on your own that uses the input they provided and that is now recorded on the chart paper, and then propose it to them in a future class. When you have collectively come up with your short definition, however tentative, write it on a new piece of chart paper and allow the students a minute of silence to reflect on it.

- *“So this is what we think compassion is for now. We might think of other things later. Let’s take a moment to quietly read this and think about what compassion means and how important it is for us. Let’s do this silently so that we can really get a feel for compassion and what it means inside ourselves and in our lives.”*  
Allow time for silent reflection.

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#### DEBRIEF | 2 minutes

- Students have the choice to debrief on their own, with a partner of their choice, or in a sharing circle with the right to pass.
- *“Is there anything you learned today that you’d like to remember or use in the future?”*

# Recognizing Kindness and Compassion

## PURPOSE

The focus of this learning experience is to practice recognizing kindness and compassion in its various forms in one's life. Although we are surrounded by acts of kindness every day, we often do not recognize these acts of kindness or we take them for granted. Although students will already have some notions of what kindness and compassion look like, by looking deeper at everyday activities and seeing the various ways kindness is involved, their appreciation for kindness can grow further. In SEE Learning, capacities like our ability to recognize kindness are approached as skills that, while innate, can also be strengthened and enhanced through repeated practice. Practicing the skill of recognizing kindness in its various forms can lead to a deeper appreciation for how essential kindness is to our everyday life, our happiness, and even our very

survival. Learning to recognize how everyday actions and objects are made possible through the kindness of others also prepares students for two important topics that come later in the curriculum: appreciating interdependence and cultivating gratitude.

**Note:** in SEE Learning, kindness and compassion are treated similarly in the beginning, as both are inner qualities oriented towards the well-being of another. Kindness has a more generalized meaning of care and concern for another, whereas compassion involves being able to see the distress of others and the causes of their distress, and having a motivation and inner courage to relieve that distress and its causes. Extended compassion, as will be shown, also involves reducing bias, identifying with others, and recognizing common humanity.

## FRAMEWORK

For more context on the concepts behind this learning experience, please see the Framework, p. xx–xxx.

## LEARNING OUTCOMES

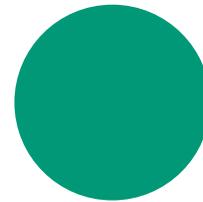
Students will:

- Recognize acts of kindness and compassion in their day
- Recognize how the objects they need and use daily come from the acts of kindness of others
- Apply their understanding of kindness to objects in the classroom and everyday activities

## LENGTH

30 minutes

## PRIMARY CORE COMPONENTS



Interpersonal Awareness  
(2A)

## ENDURING CAPABILITIES

- **2A.1:** Attending to Our Social Reality
- **2C.2:** Appreciating and Cultivating Kindness and Compassion

## MATERIALS REQUIRED

- Writing paper and pencils or pens for each student.

# Recognizing Kindness and Compassion

## CHECK-IN | 3 minutes

- *“Can anyone remember what we said compassion means? We created a way of explaining it to others. Who remembers what we said?”*
- *Let’s look at our explanation of what compassion is now. I wrote it up on this piece of paper.*
- *Compassion and kindness seem to be closely linked, although as we go along we’re going to explore some of the various aspects of compassion more deeply.*
- *Have any of you felt kindness or compassion today? Yes? What was it like? If you can’t think of a moment of kindness or compassion from today, you can imagine one if you like.*
- *Let’s take a moment to sit for a few seconds and remember what kindness and compassion feel like. If you are comfortable with it, close your eyes and really try to picture that moment when someone was kind or compassionate to you or when you felt kind or compassionate towards someone else. Or if you are using your imagination, just imagine that moment.”* Pause.
- *Debrief: “Thank you. Can some of you give share some of the acts of kindness or compassion that you thought of?”*

Use your discretion in guiding this, as you know your own class. Encourage them to think of any moment – no matter how small. It could be the crossing guard who smiled at them, or they handed someone a marker when they needed it, or they smiled at someone they don’t usually pay attention to. Let your students know that it’s okay if they can’t think of a time, because they can imagine one. As you practice with this, it will get easier. Encourage curiosity: the feeling that we’re all just exploring and wondering about this together.

It’s possible you may wish to do the check in during a morning meeting time, and then save the other parts of the learning experience for later in the day. That way, children will already be oriented towards thinking about kindness when you come to the activities.

## INSIGHT ACTIVITY | 15 minutes

### Recognizing Kindness

#### Overview

In this activity you will invite students to share moments of kindness that they observed or participated in during the day, guiding them to reflect on how it made them and others feel, and challenging them to recognize as many forms of kindness as they can. You will then move on to objects, helping them recognize that the everyday objects around us that we need and use are actually the result of acts of kindness also. The critical insight you are aiming for is that *we see countless acts of kindness around us every day, but we may recognize very few of them if we do not look deeply.* As in every insight activity, students may have other critical insights as you go along – if so, record them or note them on the board so that you can return to them later. You can begin by asking them how many acts of kindness you think the class will come up with from just things that happened to them today and write the numbers they propose on the board. Then, at the end of the activity, ask them if they think their original guesses were correct, too low, or too high.

#### Sample script

- *“So, I have a question for you. If you think about our day together in school, how many moments of kindness or compassion do you think you could count? 10? 20?”* Let them make guesses and write the numbers on the board or chart paper.
- *“Ok I’m going to write those numbers down on the board here so we can check them again later.”*
- *“Now, let’s see how many acts of kindness we can come up with.”*
- *“Who can think of something that happened today that was an example of kindness or compassion? Did anyone show you kindness or compassion today? Or did you do anything that was kind or compassionate for someone else? Remember kindness can be as simple as a friendly smile, or giving someone something that you see they need.”*
- Allow for student sharing. If you like you can write a single word or phrase that captures what was shared on the board so that a list begins to grow. After the student has shared, you can ask follow up questions, such as: *“Why was that kind? How did it make you feel? How do you think it made the other person feel?”*
- You can ask these follow-up questions to other

students as well, not just the student who shared, so that they can think about the various ways the action was kind and how it might have made others feel.

- *“Now let’s try to look more deeply. I wonder if we can find even more acts of kindness and compassion?”*
- *“Do you think there might have been kindnesses that we didn’t even know about or notice?”*

At this point, you can do the activity as a whole class activity, or you can have the students pair up and do it as pairs.

After a few minutes of this, or if the students run out of examples, transition to objects. One way to do this might be to use a moment of kindness mentioned above as a starting point (see the example of pencil sharpening below). The point of this next part of the activity is to recognize that objects we need and use every day actually are the results of the acts of kindness of other people. This means we can learn to see the results of kindness right in front of our eyes, even when it isn’t directly being acted out in a visible way. The idea of “looking deeply” is important. Many activities in SEE Learning will encourage this kind of deeper reflection.

- *“\_\_\_\_\_ (student’s name) sharpened the pencils (or took down the chairs, passed out the paper, etc). That was a kind act. What about the pencils (chairs, paper) themselves? Who made the pencil and how did we get them?”*
- *“Do you think we needed other people to have these pencils or these chairs? Can we see it as an act of kindness that people made these chairs for us?”*
- *“What other things in this room do we have because of their people’s kindness?”* Continue for a few minutes. There will be so many things – you might ask students to keep count.

If the students do not see objects as acts of kindness because they were not created intentionally for them, then you can ask if it’s necessary for someone to be intentionally kind in order for us to be able to appreciate what they did. Are we able to appreciate things even if the person who did or created them didn’t actually intend to benefit us personally?

At the end, debrief as a whole class:

- *“Did we find a lot of acts of kindness when we **looked deeply**? So many people helped us by making these things and giving them to us so we could use them. How does it feel to know that we are surrounded by so many acts of kindness?”*
- *“Now, let’s see. How many did we find? Did we find more than we thought we would?”* You can compare with the numbers the students suggested earlier and that you wrote on the board.
- *“It seems we can find a lot of acts of kindness if we look for them. But if we don’t look, we might not see them!”*
- *“A lot of times, if people aren’t looking deeply, they might just see a chair and not an act of kindness. But if we look deeply, we can see that the things we need everyday came from acts of kindness. That’s something we’re going to practice in our class from now on. In fact, we’re going to do a little practice right now.”*

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### REFLECTIVE PRACTICE | 8 minutes

#### Recognizing Kindness from Objects and Actions\*

##### Overview

Like any skill, looking deeply for acts of kindness is something we can practice and get better at. In this activity, students have a chance to reflect individually and to go deeper into the practice of looking deeply in order to see acts of kindness that might otherwise have been missed. Each of them will have their own piece of paper to write and draw on. The task will be to see how many acts of kindness they can find in the things they used today and in the actions they saw.

\*The asterisk by this practice denotes that it can be repeated multiple times (with or without modifications). One modification for this reflective practice is to have the students divide into groups of 3 to 5 (by table, for example) and have them draw and write together on a larger piece of paper.

- *“For this activity we’re going to be quiet and think a bit. We’re going to think about the things we did today since we got up early in the morning. We’re hunting for acts of kindness. If you can think of one you didn’t think of before write or draw it on your*

*paper. I'll give you 3 minutes and let's see what you can come up with."*

- Prompt if necessary: *"Maybe you used something like a toothbrush or a cup. Was that object the result of someone's kindness? Did someone give it to you? Did someone have to make it? If you used something that came to you because of kindness, you can draw that or write that down too. How did you get to school? Was someone kind to bring you to school or help you get here? If so, you can draw or write that too."*
  - *Let's be quiet for a moment while we think, write and draw.*
  - *As the students write and draw silently, you can go from student to student to check in on them and make sure they are understanding the activity.*
- 

#### **DEBRIEF** | 4 minutes

- *"Look at your collection of kindnesses. Do you have a favorite one or one you'd like to share? Let's go around and when it's your turn you can say one out loud or just say pass if you're not ready to share."*
- *Invite them to share.*
- *"Is there anything else you learned or heard today that you'd like to remember or use in the future?"*

# Practicing Kindness and Compassion

## PURPOSE

The focus of this learning experience is to build on prior learning and engage in the actual modeling and practice of kindness and compassion for experiential and embodied understanding. This involves two steps: an insight activity whereby the students translate the class agreements into practical examples that can be acted out; and then a practice activity where they act out those examples in front of each other in the form of frozen scenes or “tableaux.” By acting out the very same items they said they wanted in the classroom, they will come to a better understanding of kindness and compassion, of their class agreements, and of how they look in

practice. This process of embodied understanding should continue as the school year goes on and will make it easier to refer to the class agreements concretely throughout the year.

After going through the learning experiences in this first chapter once, you may wish to return to certain activities and reflective practices again to build up more knowledge, insights and embodied understanding. The practices from the first chapter marked with an asterisk are particularly suitable for being repeated with or without modifications.

## FRAMEWORK

For more context on the concepts behind this learning experience, please see the Framework, p. xx–xxx.

## LEARNING OUTCOMES

Students will:

- Develop specific ways of exhibiting kindness and compassion based on the class agreements
- Apply their understanding of kindness and compassion in concrete individual and collective actions

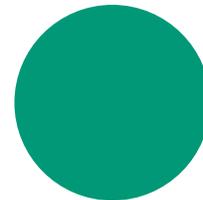
## LENGTH

30 minutes

## MATERIALS REQUIRED

- Your class agreements listed on a piece of chart paper or on the board.
- Another piece of chart paper or a board to write ideas for practicing the class agreements.

## PRIMARY CORE COMPONENTS



Relationship Skills  
(2E)

## ENDURING CAPABILITIES

- **2C.2:** Appreciating and Cultivating Kindness and Compassion
- **2C.3:** Helping Others
- **Note:** Depending on what class agreements your class decides on, your class may already be practicing additional enduring capabilities, such as empathic listening, skillful communication and so on.

# Practicing Kindness and Compassion

## CHECK-IN | 4 minutes

- “Let’s take a moment to sit quietly and rest our minds and bodies so that we can think a bit.
- Now let’s all see if we can think of any moments of kindness or compassion in the day so far. Maybe something happened at home or on your way to school or as recently as just a minute ago. See what comes up for you. Don’t worry if you can’t think of something, you can always imagine a moment of kindness or compassion too.” Pause
- “Let’s sit with your moment for a little bit.
- Would anyone like to share what they thought of?
- How did that make you feel?”

## INSIGHT ACTIVITY | 10 minutes

### Translating Class Agreements into Concrete Helping Actions\*

#### Overview

This activity involves starting to translate the class agreements into concrete actions and behaviors that the students can practice doing with each other, thereby making the class agreements “visible” in a direct way. Depending on the class agreements, sometimes the actions will be obvious. In this case, ask students to give examples so that their understanding grows of how they might practice it. For example, if one of the class agreements is “Listen to each other,” you can ask them to be very specific about the actions that this would involve by asking questions like, “What does it look like when we listen to each other?” or “What do we do with our eyes when we listen? Do we look at the other person?” or “Do we talk while we’re listening to the other person or are we quiet?” If one of the class agreements is “Help each other,” then you could similarly ask, “What are some ways we could help each other? What does that look like?” If a class agreement is, “Don’t be mean,” then you could ask, “What could we do if we saw someone and we thought they were being mean?” The sample script provides some further examples of questions you could use to prompt them to think in this way.

As the students give examples, document what they are saying by writing or drawing the examples on a piece of chart paper and link them to the class agreements that they reflect. That way the students

can see the class agreement taking shape in the form of actions and behaviors. By the end you should have a few examples for each class agreement, although if you and the class cannot come up with examples for each agreement, that is fine. You likely will not have enough time to complete translating all the agreements in one session, in which case you can move on to the reflective practice for now and return to this activity again later.

#### Sample script

- “I realized that even though we can all say \_\_\_\_\_ (Choose one from your list, for example: “help each other”) we don’t always know exactly what that looks like. Let’s take another look at our class agreements that we made together and see if we can be more specific about some of them.
- What would it look like to \_\_\_\_\_ (help each other)? Can we turn the idea of \_\_\_\_\_ (helping each other) into real helping actions? What does it look like when we \_\_\_\_\_ (help each other)? How does it make us feel to receive help? To give help?
- If we saw someone not \_\_\_\_\_ (helping), what could we say or do?”

Try this format with several of the class agreements. When you come to a good stopping point, you can suggest returning to the rest of the agreements during other class meeting times. Eventually you will have specific ideas connected to each general agreement.

## REFLECTIVE PRACTICE | 13 minutes

### Acting Out Kindness and Compassion\*

The point of reflective practices in SEE Learning is to allow students to practice things that they have learned so that they can become embodied and habitual. In this practice, the students will form groups of three or five. Give them three minutes to come up with a “tableau.” A tableau is a frozen scene or static body sculpture where the students stand motionless and silent in various postures to enact a particular scene. In this case, the tableau will be modeling a particular helping action that you have identified from the classroom agreements. Once the groups have come up with their idea for a tableau, you will go around group by group and have them show their tableau. While one group is

showing their tableau, ask the other students, “What do you see and feel?” and “Which helping action from our list do you think they are exhibiting?” Allow students one minute or so to share their thoughts. After that the students doing the tableau can briefly share which helping action they had intended to show and how they felt while enacting the tableau. Then move on to the next tableau.

If the students need guidance, you can suggest that it may work to have one person pretend to be in need and have one or two other students see that need and engage in the helping actions.

### Sample script

- *“We came up with a lot of ideas on how we can help each other here in the class. Now we can see more clearly what these class agreements will look like.*
- *It might be even more clear if we demonstrated a few of the helping actions we just talked about.*
- *Let’s get into groups and we’re going to have each group create a tableau.*
- *A tableau is a term used in theater performance. It means a motionless or frozen scene. You create the tableau with your bodies, holding them in a particular posture to demonstrate a scene that shows the helping action you’ve chosen. So you’ll need to choose one helping action that we made in our list and then come up with a way of showing that to us without speaking or moving. The rest of us will try to guess what you are showing. Let’s take about 3 minutes to choose and practice. If only 2 people in your group need to be involved directly in the helping action, the others can help to make the scene look real in the way they sit or stand. If you are one of the “supporting cast”, try to imagine what the person you are depicting might actually be thinking and feeling, so you can make it more real.”*
- Watch and discuss the tableau.

Remember that you can repeat this activity more than once if you wish to cover more helping actions.

### DEBRIEF | 3 minutes

- *“Let’s take a moment to sit and think about what we just saw and felt.*
- *Did you notice how you felt when you saw people needing help or getting help?*
- *Is there anything you heard, saw or learned that you might like to use again sometime?*
- *Is there anything you think we should add to the class agreements after what we did today?”*