



A Guide for *Hey, Little Ant* K-3rd Set 4

At a Glance

Below are activities we strongly suggest you use in implementing the Compassion unit. For additional activities, please refer to the actual KidzLit guide book.

What's the Story?:

In this story, a small sidewalk encounter between an ant and a boy yields some big questions. Used to thinking of an ant as a worthless pest, the boy raises his shoe to squish it. The ant pleads for his life, offering an ant's-eye view of his worth. He explains that he, too, has feeling, works hard, and contributes to his household and his larger community. The question is- can the boy put himself in someone else's shoes and understand that small does not mean "insignificant"? Will he resist the urgings of his friends who make a game of squashing ants? In the end, both the boy and the reader are left with the decision of what to do.

What kids will learn:

Youth will learn that compassion helps us appreciate the value of living things and to be responsible to honor all living things.

Materials:

- Kidzlit *Hey, Little Ant*. *If needed, materials will be found below each activity title*

Before You Get Started

- Read *Hey, Little Ant*

1. Suggested Activities:

Introduction: *Who's Scary?* (15-20 minutes)

Materials: Drawing paper, colored pencils, crayons or markers

- **Draw:** Tell the children that the story they'll hear is about a meeting between an ant and a boy. The ant is afraid of the boy. Ask them to think about an animal that would be afraid of them and an animal that they fear. Distribute the drawing materials and have them draw and label these animals. Take dictation for beginning writers.
- **Share:** Invite volunteers to share their drawings and discuss why certain animals are afraid of humans and vice versa. Does the fear always relate to a difference in size?

2. Read The Story (5-10minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.
- Read only as long as the kids are engaged.

3. Discuss (15-20 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with "Why do you think that?" or "Tell us more."

- What are you thinking?
- Why do people often treat insects as if they are unimportant?
 - What do you think about this?

- What is the ant trying to teach the boy?
- What do you think the boy will do?
 - What makes you say that?
 - What do you think he should do? Why?
 - What would you do?

4. Activity: Partner Act (15-20 minutes)

- Role play: Reread the story and have the kids form pairs to act out their own versions of scenes in which the ant is presenting its position and the boy is giving his view of the ant. Encourage the kids to invent their own dialog. What else might each character say? To help them plan show the illustrations a second time. Give the pairs some time to prepare their scenes and then have everyone gather in a semicircle facing a staging area.
Have the kids take turns presenting their scenes. Encourage the audience to be respectful and to show their appreciation after each presentation.

5. Cool Words

- Ant (p.3) small insect
- Crumb (p.4) small piece of food
- Tiny (p.6) very small
- Giant (p.9) very large person , plant, or animal
- Crazy (p.10) foolish
- Speck (p.11) very small spot
- Nest (p.13) home created by insects, birds or other animals
- Rude (p.14) not polite
- Picnic (p.14) outdoor activity where food is eaten

6. Connections: A Different Scale (15-20 minutes)

Materials: drawing paper, pencils, crayons, colored pencils, or markers

- **Draw:** Show the kids the pictures on pages 6-7 and 20-21. Invite them to draw a picture of how they think they would look to an ant. When they are done, ask them to imagine that they've shrunk to the size of an ant and are standing next to something or someone familiar that is now much bigger than them. What would this object, person, or creature look like to them? Ask them to draw it on the reverse side of the paper.
- **Share:** Ask volunteers to share their drawings.

7. Wrap It Up: Banners (15-20 minutes)

- **Draw:** Ask the children to think about the lessons or messages that the ant would like to teach the boy and humans in general. Ask a few volunteers to share their ideas. Invite the kids to make banners that express each message in a sentence. For example, a banner might say "All creatures should learn to live together." Help the children write their messages and have them decorate their banners with pictures that help explain their messages. Display the finished banners on a wall.

Other Related Activities

Week 1&2

- *Is a Bully Really A Bully?*
- *Caring for others*

Compassion Reading Lessons

- *K-3 lesson 1-5*

Mathematics

- *Kindness Campaign*



A Guide for *Ira Sleeps Over* K-3rd Set 1

At a Glance

Below are activities we strongly suggest you use in implementing the Compassion unit. For additional activities, please refer to the actual KidzLit guide book.

What's the Story?:

Ira is excited about his first sleepover- until his sister starts to plant seeds of doubt. Should he take the teddy bear he always sleeps with? Will his friend Reggie laugh at him if he does? Uncertain what to do, he finally leaves the bear at home. At Reggie's that night, he learns the importance of trusting his true feelings, trusting his friend, and doing what he needs to do to take care of himself.

What kids will learn:

Youth will learn the importance of having self-confidence and not allowing others to discourage them.

Materials:

- Kidzlit *Ira Sleeps Over*. *If needed, materials will be found below each activity title*

Before You Get Started

- Read *Ira Sleeps Over*

1. Suggested Activities:

Introduction: *Pack Your Bag* (15-20 minutes)

Materials: Paper and drawing materials

- **What Will You Take?** Show the kids the book cover and read the title, Tell them to imagine that they are going to spend the night at a friend's house. Ask each to draw an overnight bag, showing all the items they'll need or want to take along. Demonstrate how to draw a large rectangle on its side to represent the empty suitcase. Midway across the top, add a handle (upside-down "U"). Distribute large sheets of paper and ask the kids to draw (or write words for) their items. (Since younger kids may not have experienced sleepovers, you may need to brainstorm some items before they draw.)

2. Read The Story (30 minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.
- Read only as long as the kids are engaged.

3. Discuss (15-20 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with "Why do you think that?" or "Tell us more."

- What do you think about this story?
- Why does Ira keep changing his mind about taking his bear?
 - How do his parents try to help him?
 - Why does Ira's sister tease him about his bear? How do her comments affect Ira?
- Why do you think Reggie and Ira don't tell each other about their teddy bears?
- How do you think they'll feel when they realize that they both sleep with teddy bears? What makes you think that?

4. Activity: Family Thoughts (10-15 minutes)

- Ask volunteers to act out the following parts: Ira's mother, father, and sister, and an optimistic Ira and a negative Ira. Have the actors stand in a line. Ask each other to think about how his assigned character feels about Ira's sleepover before he goes to Reggie's house. Then ask each to say aloud how he or she is feeling. One child playing Ira should share his positive feelings. The other should express any worries he has. Let several groups of actors take the parts until everyone agrees that all of the characters' feeling have been expressed.

5. Cool Words

- Invited (p.3): asked to come somewhere
- Silliest (p.5) most foolish
- Suppose (p.10) assume something is true
- Wonder (p.10) be curious
- Decided (p.15) made up his mind
- Pillow fight (p.16) game in which players fight using pillows
- Wrestling (p.16) fighting to pin someone to the ground
- Dominoes (p.16) game played with small rectangle-shape flat tiles marked with dots
- Magnifying glass (p.16) tool used to make an object look larger
- Creepy (p.18) scary feeling
- Suddenly (p.20) happening quickly, without warning
- Mustache (p.28) hair growing on a man's upper lip
- Haunted (p.35) visited by a ghost
- Whispered (p.48) said very quietly

6. Connections: *Next Morning* (20-30 minutes)

Partner Role-Play: Have partners (or trios) role-play scenes they imagine took place the next day. Let them choose one of the scenes below, or have them act out both scenes.

- Reggie wakes the next day and sees Ira with his teddy bear.
 - What does he think? What does he do? What does he say?
 - How does Ira explain the appearance of his teddy bear?
- Ira and his parents talk the next day
 - What does Ira tell his parents about his stay at Reggie's?
 - What do they say or ask?

Group Performance: Invite each partnership to act out one or more scenes for the group.

7. Wrap It Up: *Don't Laugh* (5-10 minutes)

- **Group Discussion:** Tell the kids about a time when you did something that you feared would cause others to laugh at you. Or describe an incident when you were teased. Describe how you felt and how the situation worked out. Then invite the children to share similar incidents from their own lives. Ask such questions as:
 - Why did you think others would make fun of you?
 - How did it feel to think others might make fun of you?
 - When is it okay for others to laugh at you?
 - What can we do when others make fun of us?

Other Related Activities

Week 1&2

- *Is a Bully Really A Bully?*
- *Caring for others*

Readers Theater

- *Poetry Yuck*

Mathematics

- *Kindness Campaign*



A Guide for Amos & Boris K-3rd Set 3

At a Glance

Below are activities we strongly suggest you use in implementing the Compassion unit. For additional activities, please refer to the actual KidzLit guide book.

What's the Story?:

The boat is launched, and Amos's ocean adventure has begun. The little mouse is off to explore faraway lands and finds smooth sailing until he tumbles overboard while admiring the stars. Luckily, he is rescued by a fellow mammal, Boris the whale offers to take Amos home, and during the journey, the two become the best of friends. Parting at last, they vow to remember one another, and Amos promises to repay Boris's kindness someday. Many years later, the tiny mouse has an unexpected opportunity to return the favor when Boris washes ashore and needs his help.

What kids will learn:

Youth will learn that helping others shows that you care and repaying with kind acts feels good.

Materials:

- Kidzlit Amos & Boris *If needed, materials will be found below each activity title*

Before You Get Started

- Read *Amos & Boris*

1. Suggested Activities:

- **Introduction: *Under the Sea (15-20 minutes)***
 - **Drawing Friends:** Ask the kids to think of a good friend. What makes this person a good friend? Distribute large sheets of paper and drawing materials. Have the kids draw the friend, coloring in the face but not the body. Ask them to fill the body with words or phrases they would use to describe the friend (generous,, likes to run, fun to be with, etc.)
 - **Sharing:** Have the kids share their pictures with the group and tell about their friends.

2. Read The Story (30 minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.
- Read only as long as the kids are engaged.

3. Discuss (15-20 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with "Why do you think that?" or "Tell us more."

Open Question:

- How did Amos and Boris help each other?
- How did Amos and Boris friends?
- What did they have in common?
 - What did they have in common?
 - How did they feel about each other when they said good-bye?
 - What did Boris think of Amos's promise to help him one day. Why did he think that?
- Why did their friendship last over so many years?

- Boris and Amos each had a big problem at one point in the story. How were their problems alike? How were they different?
- How do you think Amos and Boris felt when they went their separate ways at the end?
- Think of a friend who may be very different from you. What do you like about that person? What does your friend like about you?

4. Activity: A Helping Hand 10-15 minutes

- Have the kids draw a picture that shows a time when they helped a friend in some way. They have partners use their pictures to tell one another more about the occasion (who, where, when, how).

5. Cool Words

- Backwashes (p.1): water flowing back to the sea from the shore
- Navigation (p.2): using maps and tools to guide or steer a boat
- Compass (p.3): tool used to figure out the direction you are heading- north, south, east or west
- Sextant (p.3): tool used to figure out where you are located at sea
- Enterprise (p.5) willingness to face a challenge or an adventure
- Phosphorescent (p.7): glowing in the dark
- Luminous (p.7) glowing
- Loomed up (p.11) appeared suddenly in a frightening way
- Sounded (p.15) dove down suddenly
- Radiance (p.16) brightness, shininess
- Grandeur (p.16) magnificence
- Ambitious (p.17) things you really want to do
- Plankton (p.17) tiny plants and animals that live in the sea
- Agony (p.23) intense pain

6. Connections: *Amos and Boris Puppet Show* (30-40 minutes)

Puppet Making: Have the kids make Amos and Boris puppets paper cutouts attached to popsicle sticks to tell their stories. Make a stage using a table top, a box on its side, or a chair back draped with a piece of material or cutout shapes of scenes (the boat, the sea, the beach)

Role-Play: Remind the kids that Amos and Boris told each other all about their lives on land and under the sea. Have partners play the role of Amos and Boris using the puppets. Ask each to tell a short story that helps the other understand what his world is like.

7. Wrap It Up: *How Friends Meet* (5-10 minutes)

- **Sharing:** Review how Amos and Boris met in an emergency situation and then discovered what they had in common. As they spent time together, they got to know and enjoy one another. Describe how you met a close friend and why you became friends. Then ask the kids to tell how they met one of their close friends, what they enjoy doing with this friend, and what they like about her.

Other Related Activities

Week 1&2

- *Caring for others*
- *Thumbkins for Appreciation*

Compassion Reading Lessons

- *K-3 lesson 1-5*

Mathematics

- *Kindness Campaign*
- *My Rows and Piles of Coins*



A Guide for *Swimmy* K-3rd Set 4

At a Glance

Below are activities we strongly suggest you use in implementing the Compassion unit. For additional activities, please refer to the actual KidzLit guide book.

What's the Story:

Swimmy's world becomes much bigger when he loses his school of fish. When he explores the great sea in search of a new community, he learns about the beauty of the world and the way things work. He uses that knowledge to protect himself and his new community. There are two important messages for children and adults: work together for the common good and take risks in order to appreciate what the world has to offer. We can probably all benefit from a discussion about common good, which is an essential element of a democracy. This book may even spark discussions about the formation of our country. Think about what role common good plays in your family rules and practices. What is the role of common good in the community and country? Enjoy this delightful story and the discussions it sparks.

What kids will learn:

Youth will learn that working with a group of others and cooperating with others can help solve problems, and form individual leadership.

Materials:

- Kidzlit: *Swimmy*. If needed, materials will be found below each activity title

Before You Get Started

- Read *Swimmy*

1. Suggested Activities:

- **Introduction: *Under the Sea* (15-20 minutes)**
 - **Draw:** Explain that the story you will read takes place under the sea. Have the children brainstorm a list of sea creatures. Record their ideas on butcher paper or the chalkboard. Then distribute the drawing materials and ask each child to draw an underwater creature. Have them cut out their creatures and glue them onto the blue paper.
 - **Share:** Tack the finished underwater scene on a wall and invite individual kids to come up and say something about the creature.

2. Read The Story (5-10 minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.
- Read only as long as the kids are engaged.

3. Discuss (10-15 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with "Why do you think that?" or "Tell us more."

- Why do you think Swimmy didn't hide after his friends were swallowed?
 - What would you have done if you were Swimmy?
- Why do you think Swimmy was able to come up with a good plan for the second group of fish?
- Why do you think the new school of red fish decided to go along with Swimmy's plan?

- How do you think Swimmy's life changed?
- How do you think their lives changed after they joined Swimmy?

4. Cool Words

- School (p.2): large group of fish
- Mussel shell (p.2): outer shell of a small sea animal often found attached to rocks
- Tuna (p.5): large fish that eats smaller fish, and whose meat is often canned and sold in grocery stores
- Darting (p.5) moving quickly and suddenly
- Gulp (p.5) swallow
- Swam (p.6) moved through the water
- Creatures (p.8) animals
- Marvel (p.8) something that makes one feel amazed or surprised
- Medusa (p.8) type of bell-shaped jellyfish with long tentacles
- Rainbow (p.11) sea animal that has long antennae, five pairs of legs, and a large, flat tail, and lives on the bottom of the ocean
- Eel (p.17) fish that looks like a snake
- Anemones (p.18) sea animals that look like flowers, with rings of tentacles around their mouths
- Swaying (p.18) moving from side to side

5. Connections: *Moving as One* (10-15 minutes)

Materials: dark hat or T-shirt (for the "Swimmy" character to wear)

Group movement: Ask the kids to imagine that they are the school of little red fish and that they must learn to swim together. Designate one child to be Swimmy, the eye of the fish, and ask that child to wear the hat or T-shirt. Arrange the children so that one child stands in front of "Swimmy". And the others stand next to and behind "Swimmy". Everyone should face forward. The body of the fish should be two or three children wide, tapering to two, then one. When the kids are in position, explain that the child at the front is the one the others must follow. Ask the large "fish" to swim around the room. After one round, you may want to rearrange the fish so that other children have a turn as Swimmy or as the lead fish.

6. Wrap It Up: *Calling Dumpy* (10-15 minutes)

- **Group Discussion:** If you did the Introduction activity called "A Group Effort" on page 6, look at the list of group activities you made. Remind the children of the "group-effort" stories they shared with partners, and if any activities from those stories sound like they would be fun to do as a group, add them to your list. If you haven't done the Introduction activity, do it now.

Group-Effort Activity: Decide on a small, fun "group-effort" activity, and have the kids do it together. Choose an easy activity from your list, or choose from one of these ideas: Have the kids:

- Distribute a snack together
- Move a rug or piece of furniture to make your space more comfortable
- Draw a mural
- Sing a round
- Create and sign a "We think the best!" card for a favorite adult at the site
-or anything else you and they come up with.

Other Related Activities

Week 1&2

- *KWL*
- *Caring for others*

Readers Theaters

- *Lucky the Firehouse Dog*

Mathematics

- *Kindness Campaign*



A Guide for *The Hundred Dresses* 3th-5th Set 4

At a Glance

Below are activities we strongly suggest you use in implementing the Compassion Unit. For additional activities, please refer to the actual KidzLit guide book.

What's The Story?

"Having fun" at the expense of someone who is different turns out not to be fun after all- particularly when it becomes one reason a Polish family decides to leave. The action focuses on Peggy, a popular ringleader, and Maddie, a girl torn between her compassion and her desire to be accepted. When these girls realize the consequences of their actions, they experience remorse. They would like to make things right with Wanda, the object of their teasing, but can't. Each tries to come to terms with what happened in her own way: Peggy by attempting to minimize the hurt caused by her actions and Maddie by resolving to stop teasing in their future.

What kids will learn:

Youth will learn to be kind to others no matter the gender, where they come from, or what their cultural background is. This will help them change the way they behave towards others.

Materials:

- Kidzlit: *The Hundred Dresses*. *If needed, materials will be found below each activity title*

Before You Get Started

- Read: *The Hundred Dresses*

1. Suggested Activities:

- **Introduction: *Peer Pressure* (20-30 minutes)**

Group Discussion: Lead a discussion about peer pressure, asking questions such as:

- What is "peer pressure"?
 - What kinds of peer pressure do you feel at school or in your community
 - Is it ever okay to do something unfair so that others will like or accept you? Why or why not?
 - What kinds of things can kids do to deal with peer pressure?

Small-Group Role Play: Have small groups (4-6 kids) do short skits illustrating peer pressure. Encourage them to act out a situation they've seen or experienced, or one that could happen. They should show both the pressuring and the characters' responses to it. Have the groups practice and then present their role-plays to the others.

2. Reading 1 (35-45 minutes)

- Read pages 2-18 ("Wanda" and "The Dresses Game") aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know

3. Discuss (10-15 minutes)

- What do you think about the kids in this story?
- What do you think about Wanda and the way she is treated?
 - Why does she sit at the back of the class?
 - Why do other girls tease Wanda?
- Why do you think Maddie feels bad about teasing?
 - Why doesn't Peggy feel bad?
- What would you do if you were Wanda in that situation?
- How do you feel when you see someone getting teased? What do you do?
- How do you feel when you're teased? What do you do?

4. Cool Words (10-20 minutes)

- Scuffling (p.3) sliding of feet along the floor
- Auburn (p.5) red-brown colored
- Askew (p.6) turned to one side; crooked
- Precarious (p.6) unsteady
- Perish (p.7) disappear
- Intruders (p.8) people who enter a place rudely in or inappropriately
- Strewed (p.9) scattered
- Scurry (p.10) move quickly
- Nudge (p.12) gentle push
- Derisively (p.13) in a disrespectful, mocking way
- Incredulous (p.15) disbelieving; skeptical
- Inseparable (p.16) impossible to separate
- Mock (p.17) fake

Reading 2 (35-45 minutes)

Read pages 19-50 aloud to your group, pausing occasionally for the children's comments and questions about the story, its illustrations, or any words they don't know

5. Discuss (10-15 minutes)

- What do you think about this class of kids now?
- Why do you think Wanda claimed to have one hundred dresses at home when she joined the circle of girls?
 - What does her seating plan tell you about how she views different children?
 - What do you think about what she says to the kids when she reads Mr. Petronki's note?
 - What could she have done differently to help Wanda?
- How did people in 1940s expect boys and girls to be different?
 - What details in the book tell you about these expectations?
 - Do you think expectations for girls and boys changed since then? How? Why?

6. Try This Activity: *Write a Letter* (15-20 minutes)

Have the kids write a letter from Maddie to Wanda. What does Maddie want to say about how the girls behaved? How does she feel? What does she hope for?

7. Cool Words: (10-20 minutes)

- Puckered (p.20) gathered into small wrinkles
- Crimson (p.21) deep red color
- Toboggan cap (p.24) form-fitting wool cap
- Jaunty (p.24) stylish
- Finery (p.30) elaborate or showy clothing or accessories
- Stolidly (p.31) without much emotion
- Absent minded (p.34) lost in thought; preoccupied
- Timid (p.36) shy
- Cerise-colored (p.38) deep purplish red colored
- Drizzling (p.40) raining lightly
- Lavish (p.41) extravagant

Invite the kids to share observations about the words.

8. Reading 3 (35-45 minutes)

Read pages 51-80 ("Up on Boggins Heights" and "The Letter to Room 13") aloud to your group, pausing occasionally for the children's comments and questions about the story, its illustrations, or any words they don't know

9. Discuss (10-15 minutes)

- How did the ending of the story compare with what you'd expected?
- Do you agree with Peggy that drawings proved that Wanda really liked the girls, despite their teasing? Why or why not?
- Do you think Wanda drew the pictures of the dresses before or after she first told the girls she had one hundred dresses? What make you think that?
- How might Peggy and Maddie have changed from their experience with Wanda?
- How might Wanda have changed from the experience with the girls? How do you think each girl will act in the future

10. Try This Activity: *Take Action* (10-15 minutes)

Ask the kids to think of someone who is teased or excluded in some way. Have them write something they could do either directly or indirectly to improve the situation for that person.

11. Cool Words: (10-20 minutes)

- Forbidding (p.51) threatening, unpleasant
- Dismal (p.51) gloomy, depressing
- Pounce (p.52) gang up on; attack suddenly
- Consoled herself (p.52) made herself feel better
- Forlorn (p.53) appearing sad or lonely after being abandoned

- Sparse (p.54) bare
- Make amends (p.57) make up; declare a truce
- Unintelligible (p.60) impossible to understand
- Disconsolate (p.61) incapable of being made to feel better

12. Connections: *Could This Happen Here?* (15-20 minutes)

Group Discussion: Use some of the following question to discuss your site and the greater school or neighborhood community, and whether what happened in the story could (or does) happen there:

- Could what happened to Wanda in the story happen here (at our site, school, in the community)?
- In what ways are the kids here similar to the kids in the story?
- In what ways are the kids here different?
- What can we do as individuals or as a group to prevent this kind of thing from happening here?

Take Action: As a group, define some specific actions you and the kids can take, and take them.

Possibilities might include some activities to welcome any newcomers to your program, such as having a child who's been with the program act as a buddy for a period of time.

13. Wrap It Up: *It Left Me Thinking* (5-10 minutes)

Leader Share: Explain to the kids that books and stories often leave readers thinking about things in their own lives. For example, *The Hundred Dresses* might leave you thinking about your own friends or classmates, or about ways you felt left out. But not everyone who feels left out is being treated in the mean way that girls treated Wanda. Share with the group some connections between the story and your own life.

Partner Chat: Have partners tell each other about how the story connects to their lives.

Other Related Activities

Week 1&2

- *Is a Bully Really A Bully?*
- *Compassion/Caring*

Compassion Reading Lessons

- *3rd -5th lessons 1-5*

Art

- *Honest to Goodness Fortune*

Mathematics

- *Kindness Campaign*



A Guide for J.T. 3th-5th Set 4

At a Glance

Below are activities we strongly suggest you use in implementing the Compassion Unit. For additional activities, please refer to the actual KidzLit guide book.

What's The Story?

J.T. lives in a tough neighborhood. He steals and lies, and even his mother fears that he has "gone bad." But things change when J.T. finds a stray cat that badly needs help and love. For the first time in his difficult life, J.T. thinks about what it means to give as well as take. Little by little, he begins to develop a sense of himself as a responsible and caring person.

What kids will learn:

Youth will learn that caring for others including animals is form a giving.

Materials:

- Kidzlit: *J.T.* If needed, materials will be found below each activity title

Before You Get Started

- Read: The Hundred Dresses

1. Suggested Activities:

- **Introduction: Peer Pressure (15 minutes)**

Group Discussion: Begin this activity by saying that J.T. has a close relationship with a stray cat in the story. Ask the kids to share both positive and negative experiences they have had with stray animals.

- How are stray animals different from pets?
- Why are some people afraid of stray animals?
- Can all stray animals become happy pets, with the right kind of care?

2. Reading 1 (25-30 minutes)

- **Read pages 11-33** aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know

3. Discuss (10-15 minutes)

- Why did J.T. take the radio? What do you think of what he did?
- What can be hard about wanting something you can't have?
- How does J.T.'s mom feel about him taking the radio? What do you think of her reaction?
- Why do you think J.T. and his mom are not getting along?
- J.T. feels that his mom is nagging him. Do adults ever nag you? If so, what do they nag you about?
- Do you think that J.T. is "turning bad," as his mom says?



4. Cool Words (15-20 minutes)

- Convertible (p.11) car with a top that can be lowered
- Transistor radio (p.11) portable radio
- Bongo drum (p.14) drum played with the hands
- Tenement (p.15) apartment building in a city
- Sulk (p.17) walk away sadly and quietly
- Zapped out (p.18) blocked out
- Bugaloosed (p.19) danced
- Transistorized (p.21) zapped with electricity
- Dawdlin' (p.24) lingering, wasting time
- Hustler (p.26) person who gets something dishonestly
- Distracted (p.30) turned attention to something else
- Mound (p.32) pile
- Scraggy (p.32) scruffy, dirty
- Gash (p.32) deep cut

5. Try This Activity: What's Going Inside Their Heads?

On chart paper or white board, draw the profiles of two heads: one for J.T. and one for his mom, Rodeen. Ask each kid to come up and write a thought or feeling that one of the characters is having at this point in the story. For example, in J.T.'s head, a kid might write "Momma thinks I'm turning bad" After all the kids have had the chance to write an idea in either J.T.'s or Rodeen's head, as the group whether J.T. and his mom are having any similar thoughts or feelings at this point in the story.

6. Reading 2 (30-35 minutes)

- Read pages 36-60 aloud to your group, pausing occasionally for the children's comments and questions about the story, its illustrations, or any words they don't know

7. Discuss (10-15 minutes)

- Why do you think J.T. took an interest in the stray cat?
- How are J.T. and Bones alike
- Have you ever taken care of a stray or sick animal? What was it like
- How do you think J.T. feels about having Mama Melcy around?

8. Try This Activity: *Mama Melcy's Phone Call* (15-20 minutes)

Have pairs of kids act out a phone call that Mama Melcy might have with a close friend of hers who lives "down home." She has only a few minutes to talk, but she wants to tell her friend how her visit is going with her daughter Rodeen and her grandson J.T. Give the pairs a few minutes to practice, then have them present their phone conversation to the group.

9. Cool Words: (10-20 minutes)

- Inspiration (p.34) something that stimulates creativity or emotion
- Rembrandt (p.36) famous artist
- Horseplay (p.37) rowdy, unruly playing
- Abandoned (p.39) left unused
- Shrank back (p.39) moved backwards in fear
- Rummage (p.39) search
- Masonite (p.40) material used to build walls
- Blueprint (p.41) plan for building something
- Beckoned (p.41) called
- Swooped (p.52) lifted
- Tension (p.53) strain
- Potliker (p.54) juice
- Contraption (p.54) mechanical gadget
- Vertically (p.60) upright
- Horizontally (p.60) on its side

Invite the kids to share observations about the words.

10. Reading 3 (30-35 minutes)

Read pages 60- (last paragraph)-86 aloud to your group, pausing occasionally for the children's comments and questions about the story, its illustrations, or any words they don't know

11. Discuss (10-15 minutes)

- What do you think of how J.T. got food for Bones?
- How do Mr. Mrs. Rosen feel about J.T.?
- Do they both feel the same way about him? How do you know?
- Why do you think Boomer and Claymore attacked J.T. in the restroom? Why do they keep bothering him?
- What do you think of Jeffie Michael? Would he make a good friend for J.T. or not?

12. Try This Activity: Feeding Bones (10-15 minutes)

Have the kids imagine that they are J.T., and they have just learned that they can no longer charge tuna fish to their mom's account. In their journals or on a separate piece of paper, have the kids write out a plan to get food Boones, giving thought to these questions:

- Will you get money and buy the food, or will you get the food some other way?
- What kind of food will Bones eat?
- Can you feed Bones without stealing?

Once they have finished their plans, have the kids share them with the whole group



13. Cool Words: (10-20 minutes)

- Magnetically drawn (p.62) strongly attracted
- Scat (p.66) go away
- Feisty (p.66) spunky
- Skittered (p.67) moved quickly
- Germicidal (p.70) germ-killing
- Matter-of-factly (p.71) in a straightforward manner
- Jauntily (p.73) happily
- Reluctantly (p.76) not willingly
- Transaction (p.76) exchange
- Iodine (p.77) disinfecting solution
- Distressed (p.81) worried
- Stethoscope (p.83) instrument doctors use to listen to a heartbeat
- Chupspa (p.85) German for: NERVE

14. Reading 4 (25-30 minutes)

Read pages 86-107 (first two lines only) aloud to your group, pausing occasionally for the children's comments and questions about the story, its illustrations, or any words they don't know

15. Discussion (10-15 minutes)

- Do you think that Mrs. Arnold is a good teacher or not? How can you tell?
- If you were a teacher, how might you deal with a student like J.T.?
- When Mama Melcy and Mr. Rosen saw the house that J.T. made for Bones, how did they feel? What did the cat reveal about J.T. that they hadn't seen before?
- When J.T. was upset about losing Bones, what did Mama Melcy try to do?
- Do you think it helped J.T. or not? How can you tell?

16. Cool Words: (10-20 minutes)

- Fidgeting (p.88) moving restlessly
- Exasperated (p.88) frustrated
- Agitated (p.88) worried
- Taunting (p.91) teasing in a mean way
- Lunged (p.91) brave
- Frantically (p.91) desperately, wildly
- Valiant (p.98) brave
- Intently (p.104) closely
- Soothingly (p.105) attempting to be comforting

17. Try This Activity: Family Wisdom (10-15 minutes)

Have the kids think of adults in their family (besides their parents) or community who understand them feel better. Divide the kids into groups of four. Ask them to describe these people to their group and tell how they have been helpful in the past. After everyone has had the chance to share, talk as a whole group about why it makes a difference to have adults to turn to for help and comfort.

18. Reading 5 (20-25 minutes)

Read pages 107-124 aloud to your group, pausing occasionally for the children's comments and questions about the story, its illustrations, or any words they don't know

19. Discussion (10-15 minutes)

- Why do you think Mr. Rosen helped J.T.?
- How do you think Mrs. Rosen felt about that?
- Why do you think Boomer and Claymore treated J.T. differently at the end of the story?
- How do you think J.T.'s new job will be good for him
- How has J.T.'s life changed since the beginning of the story?

20. Cool Words: (10-20 minutes)

- Scrawny (p.111) skinny
- Deeply touched (p.113) very grateful
- Recognition (p.114) notice, attention
- Contentedly (p.116) happily
- Jumbled (p.119) mixed up
- Commotion (p.120) noise, confusion
- Emerge (p.120) appear
- Expression (p.121) look on one's face
- Pondered (p.122) thought about
- Squinted (p.122) looked at through half-closed eyes

21. Try This Activity: Get a Job! (10-15 minutes)

Tell the kids about a job or volunteer experience that you had as a kid. What was good about it? What was difficult? Ask the kids to think of a good job for a kid their age. Then invite volunteers to do a short pantomime of the job (delivering newspapers, working in a grocery store.) Have the rest of the group try to guess what job it is. Once everyone who wants to has had a chance to do their mime, you may want to talk about jobs that aren't good for kids and why there are laws that prevent kids from doing them?

22. Connections: Animal Shelter Poster (45 minutes)

Bones made a big difference in J.T.'s life and helped him become caring and responsible. Invite the kids to design a poster that urges people to adopt a stray cat or dog. The poster should convey how having pets can improve the lives of their owners and how pets can help kids and adults become better people.

23. Wrap It Up: Character Web (20minutes)

Group Sharing: As the kids to list all of the characters in the book. As they say the names, write them down on butcher paper or whit board. Put J.T's name in the middle and list all their characters in a circle around his name.

Have the kids take turns coming up and drawing a line between two characters. Then have them describe the characters' relationship. Continue until all of the characters have been connected in as many ways possible.

Other Related Activities***Week 1&2***

- *Is a Bully Really A Bully?*
- *Compassion/Caring*
- *Gimmie your lunch money*
- *After-School Bully*

Compassion Reading Lessons

- *3rd -5th lessons 1-5*

Art

- *Beyond A Magic Dragon*

Mathematics

- *Kindness Campaign*



A Guide for *Kids with Courage!* 6th-8th

At a Glance

Below are activities we strongly suggest you use in implementing the Responsibility Unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will learn that acts of kindness through deeds and words which can make a difference in others and our world.

Materials:

- **Kidzlit:** *Kids with Courage*, pencils, paper, markers

Before You Get Started

- Read pages 135-142 *Starting a Club to Save Elephants*
- Read pages 143-150 *Saving the Wetlands*

1. Suggested Activities:

- **Introduction: 20- 30 minutes** *Guess Who Made a Difference?*
 - **Set the Stage:** Invite the kids to think about something they did that made a difference in the world (it might range from small acts of kindness, such as doing the dishes without being asked or saying hello to someone who is shy or lonely, to grander act such as marching in a rally or helping with a neighborhood clean-up) Ask the kids to keep their stories a secret.
 - **Individual Writing:** Hand out small slips of paper and ask the kids to write a sentence explaining what they did. Have the kids fold their slips of paper and put them in a hat, bucket, box, or etc.
 - **Group Game:** Pick a piece of paper from the hat and read it aloud (you are player #1). Ask everyone to guess who wrote it. Once identified, the author (player #2) has to come up with three words describing how the experience felt (for example, "amazing, boring, and useful). Record these words on a group chart. The kids may quickly ask player #2 any questions they have about the experience. Player #2 then picks and reads a new piece of paper from the hat, and the guesses continue until player #3 is identified and adds three words to the chart (repeats are fine). Continue playing until everyone has shared an experience.

2. Read "Kids With Courage"- *Starting a Club to Save the Elephants* pages 131-142 (25-35 minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know

3. Discuss 10-15 minutes

- Allow the kids to react to the story. First in pairs, and then as whole group discuss the question below:
 - Why do you think people did not want to help in saving the elephants?
 - Do you think what the kids did was ordinary or heroic? What makes you say this?



4. Cool Words

- Create your own cool words by helping kids understand difficult or new words as you come to it in the story. As you read the story, read the word, briefly define it, and reread the word and read the rest of the sentence

5. Try This Activity!: 15-20 minutes *Speak Up*

- Have the kids think about a topic or issue they consider important to their lives and pretend that each of them will give a speech about it. Ask them to brainstorm with a partner and write down some key points to make in their speeches. Invite volunteers who are willing to jump in with minimal planning to get up and give a persuasive short speech about their topic.

6. Read "*Kids with Courage*"-*Saving The Wetlands* pages 143-150 (25-30 minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know

7. Cool Words:

- Create your own cool words by helping kids understand difficult or new words as you come to it in the story. As you read the story, read the word, briefly define it, and reread the word and read the rest of the sentence.

8. Talk It Over 15-20 minutes

Allow the kids to react to the story. First in pairs, and then as whole group discuss the question below:

- Why was it so important for Andy to save the Wetlands?
- What all did it take to try to save the Wetlands?
 - Was it worth it? Why or why not?

9. Try This Activity!: 15-20 minutes

- Partner the youth in their Think-Pair-Share group. Have them think about a place they would like to clean up and/or save for sake of their environment and animals.
 - Have them brainstorm what steps they would have to take to begin their process (what is the location, who can talk to- to begin the process, what is the goal, how long will this take, etc.)
 - Have them share out

10. Wrap It Up: (2) 30 minute sessions *Ordinary Acts of Kindness & Courage*

- Drama: Remind the kids that although they may not have had an opportunity to act courageously yet, an occasion might be right around the corner. Invite them to create dramatic skits to inform younger kids of ways in which kids can take courageous action. They can dramatize one of the stories in the book or create their own scenarios. Remind them to consider what things kids younger than themselves might do. Give them time to plan and practice their skits.
- Present: Schedule a time when the actors can present their skits to younger members in your program.

Other Related Activities

Week 1&2

- *KWL Chart*
- *Compassion/Caring*
- *Caring for Others*

Weeks 3-8

- *What do you Stand for- Caring*

Compassion Reading Lessons

- *6th-8th lessons 1-5*

Art

- *Danger! Shark!*

Mathematics

- *Kindness Campaign*



Compassion Reading Lessons

Grades K-3

Grades: K-3rdnd

Students will:

- Demonstrate an understanding of the concept of compassion
- Recognize the elements of compassion in images
- Begin to develop a vocabulary of words related to compassion

Lesson Plans for this Unit

- Lesson 1: What does compassion look like?
 - Book: *Mufaro's Beautiful Daughters*
 - Book: *Crow Boy*
- Lesson 2: Why is compassion important?
 - Book: *Wilfrid Gordon McDonald Partridge*
- Lesson 3: Who are the heroes of compassion?
 - Book: *Uncle Jed's Barbershop*
- Lesson 4: When is it a challenge to be compassionate?
- Lesson 5: How can you be hero of compassion?

Lesson One: What does compassion look like?

Introduction to Compassion:

Engage students in a discussion about compassion to determine their pre-existing knowledge on the subject and to introduce them to a vocabulary of words related to compassion. Add your own definition to the examples given below. Ask:

What is Compassion?

- Compassion is understanding how other people feel.
- Compassion is caring about others.
- Compassion is showing concern through kind thoughts, words and actions.
- Compassion is helping and giving.
- Compassion is listening and being patient.

Highlight acts of kindness and caring. Give examples of compassion from your classroom, your school, and your community, like the ones below:

- Trevor was showing compassion when he helped Adrian tie his shoe on the playground.
- I felt compassion for my neighbor when her dog died.
- When the houses were flooded, compassionate people helped their neighbors to clean up.



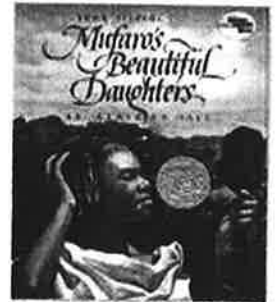
Compassion Reading Lessons Grades K-3

MUFARO'S BEAUTIFUL DAUGHTERS

by John Steptoe

What's the Story?

Fairy tales are great stories for helping students work out complicated moral issues in a make-believe context. The Cinderella story has a universal theme of an under-appreciated, kind, and honest child who finally gets what she deserves. Found in countries all around the world, the same story plays out in different contexts. *Mufaro's Beautiful Daughters* is a Cinderella story from Africa in which kindness, generosity, honesty, and love are rewarded and selfishness is punished. A related lesson in the story is found in how the kind daughter responds to the teasing and abuse from her cruel sister.



Before Reading

ASK: Is it important to be kind even if no one knows it was you who did the kind act?

Discuss/think of some kind acts that could be done without letting others know you did them. Why would you want to keep it a secret?

SHOW: The front and back covers of the book and talk about where and when this story might take place. How does it look different from your area? Encourage predictions and creative observations.

CONNECT: We are going to read a story about two beautiful daughters one of whom may marry a king if she is worthy. I wonder what a king would be looking for? How can he be sure he picks the right one?

During Reading

ASK: Stop several times to ask the student to predict what might happen next. Ask him or her to describe each sister.

SHOW: Discuss the artwork and notice the different types of wildlife that are seen on each page. "In what ways does the environment in the book look different from your own area?"

CONNECT: No one can see the selfish and selfless acts of the daughters in the woods. Why does each one act the way she does?

After Reading

ASK: When do you think the king decided that Nyasha was the one to become queen?

SHOW: Nyasha entered the chamber even though her sister warned her there was a monster inside. Look at her face and hands when she sees the snake. What can you tell about Nyasha from this picture?

CONNECT: Notice all the people watching the new queen on the last page. Why would the king want to make sure his country's future queen was not selfish?



Compassion Reading Lessons

Grades K-3

Try These Activities:

1. Discuss and make a list of some ways that you can show kindness to people you live with, friends, and strangers.
 - Are the acts of kindness the same for each group of people?
 - Be sure to think of small acts of kindness as well as a bigger act that may involve some time and giving up an opportunity for yourself.
 - Make a plan to do some of the things on your list.
 - After some time, come back to talk about the list again. Did you do some of the things you planned? How did you feel? How did the people you were kind to react?
 - Can you add some ideas to your list?
2. How did Nyasha respond when her sister was unkind to her? Think of a time when someone was unkind to you. How did you respond? How do you wish you had responded? What would you like to try next time?
3. Draw a picture or diagram showing the sequence of the trials that both girls encountered on their journeys. Analyze how each girl responded to each trial. Think of words to describe each action, such as proud, generous, and afraid.
4. Spend some time looking at maps of Africa. Read the names of the countries and talk about different regions and their climates and wildlife. Find Zimbabwe and South Africa.
5. Compare this story to the classic fairy tale Cinderella. How is this story like Cinderella and how is it different? Make a chart showing the comparisons.
6. Use paints or markers to copy a flower or animal from the story. Talk about what medium the artist may have used to create the pictures.
7. What does it mean to get what you deserve? Did the sisters get what they deserved? Was it fair that Nyasha became queen? Was it fair that Manyara became a servant in her household? Do you think her idea is real? Do you feel that you get what you deserve? Do you treat people the way you want to be treated or do you treat them the way they treat you? What is the best policy?

Activity:

Using the book Mufaro's Beautiful Daughters books that you have read to your class, select five to eight illustrations where emotional tension is portrayed. These selections may be the key event in a story, the climax or possibly just a subtle detail in an illustration. Refer to the bibliography for suggestions of books with content relevant to compassion.



Compassion Reading Lessons

Grades K-3

Crow Boy

By Taro Yashima

Grades K-3

What's the Story?

Chibi, or "Tiny Boy", as he is called by his classmates, has no friends in school. Other students think he is strange when he sits alone observing insects or birds. It isn't until he reaches the sixth grade that a wise teacher shows the school how Chibi is special, and Chibi earns himself the new name of "Crow Boy".

ABOUT THE AUTHOR / ILLUSTRATOR

Imprisoned in 1939 for his opposition to his government's militaristic policies, Taro Yashima escaped from Japan to the United States. His sensitive art and haunting stories have beguiled many young readers of his books *Seashore Story*, *Umbrella*, *The Village Tree*, and *Momo's Kitten*.

INTRODUCTION:

Ask the children how they think they might feel if they were meeting a new teacher and a classroom full of unfamiliar faces. Encourage them to discuss why they would have those feelings. Then tell them that this story is about a boy who feels afraid and alone when he starts school in his village in Japan, and how he earns the name Crow Boy.

Read The Story (20-30 minutes)

Reading Activities

Discussion

- "Why did none of the other children know Chibi?"
- "Chibi made his eyes cross-eyed so that he would not see certain things. What are some of the things he did not want to see?"
- "What are some of the things Chibi did to kill time and amuse himself?"
- "At the beginning of the story, why do you think Chibi hid under the schoolhouse?" (Draw conclusions)
- "After Chibi performed at the talent show, why did the children and grownups cry?" (Make inferences)
- "How do you think Chibi felt about being called Crow Boy?" (Make inferences)

Cool Words

After they have listened to the story, discuss with the children definitions of the following words:

- attendance
- forlorn trudging
- amuse amazed
- grubs
- imitate
- admired



Compassion Reading Lessons Grades K-3

1. Show each image to the class and engage students in a conversation using probing questions that match the image.
Ask:

- What do you see in this picture?
- How does it make you feel?
- What do you think happened?
- What would you do or say in this situation?

2. Distribute the images to small groups, with each group working with one of the images. Ask students to:

- Draw a picture of what they think will happen next.
- Write words that describe how they feel.
- Write a variation of the story explaining what they think should have happened.

3. Create a Compassion Word Web.

- Record the words your students use to describe compassion.
- Add to the web of words throughout your exploration of compassion.
- Encourage the students to help you build the web with new words.
- Use the activity as a language arts project working on vocabulary.

Example:

COMPASSION

Kind Thoughtful Listening Caring Considerate

Helping Comfort Understanding

4. Make a **Compassion Collection**.

Choose one of the following formats in which to collect examples of compassion (or create your own format) and label it **“Watch Compassion Grow.”**

- Set aside some space on the bulletin board.
- Make a compassion notebook with blank pages.
- Bring in a large plastic jar or other appropriate container.

Ask your students to help find further examples of compassionate acts in their classroom and school. Record these, acknowledge them to the class when you add one to your collection, and from time to time comment on how many examples you are able to find in your day to day experiences.



Compassion Reading Lessons Grades K-3

Lesson Two: Why is compassion important?

Learning Objectives:

Students will:

- Learn that empathy is a fundamental component of compassionate behavior.
- Understand that compassion is being able to recognize when someone is suffering, and to respond to the suffering in sensitive ways that recognize the needs and feelings of the person suffering.
- Learn that compassion is demonstrating caring, comforting and supporting.

Introduction / Opening:

Engage students in a review of what compassion means. Highlight the examples they generated from their own experiences.

Explain that before we can behave in compassionate ways, we must understand how another person feels. This is called **empathy**.

Another way of understanding empathy is to talk about perspective. Sometimes we use the expression, “Walk a mile in their shoes.” Ask students what they think this means.

- How would it feel to walk in someone else’s shoes?
- Where would the shoes take them?
- Where have the shoes been?

When you understand how another person feels you are experiencing empathy.

Use your own words to finish the sentence. In my opinion, a hero is someone who:

Explain that you are going to read a story about a little boy who feels empathy and behaves with compassion towards someone he cares about. Write a list of some of the compassion words on the board or flip chart, or refer to your Compassion Word Web, and ask students to be listening for ways the characters in the story demonstrate these qualities:

- Caring
- Listening
- Understanding
- Helping (etc.)



Compassion Reading Lessons Grades K-3

Read:

“Wilfrid Gordon McDonald Partridge”

Written by Mem Fox, and illustrated by Julie Vivas

Engage children in a discussion about the story. Use the illustrations and review parts of the story as needed. Choose from among the following questions or create questions of your own based on the needs and interests of your students:

- How do we know Wilfrid cared about the people next door?
- Why was Miss Nancy, Wilfrid’s favorite?
- What did Wilfrid’s parents mean when they called Nancy a “poor old thing?”
- In what way was Ms. Nancy suffering?
- How did Wilfrid respond to her suffering?
- Why would it be sad not to have your memory?
- Why did Wilfrid find things for Miss Nancy?
- How did the things help Nancy?
- What little things do you have that bring back memories for you?
- How did Wilfrid show his compassion for Ms. Nancy?
- How did listening help Wilfrid show compassion?
- How do we know that Wilfrid understands how Miss Nancy felt even if he didn’t understand what memory meant?

Review the descriptions from the story and ask what else would describe a memory.

(Note: See the bibliography for examples of other stories you can read that have themes of compassion that can be developed through questioning and discussion.)



Compassion Reading Lessons Grades K-3

Lesson Three: Who are the heroes of compassion?

Learning Objectives:

Students will:

- Describe the characteristics of one who shows compassion.
- Understand what being a hero of compassion means.
- Learn about the 14th Dalai Lama and why he is recognized as a hero of compassion.

Introduction to Story:

Discussion: as student about the qualities of a hero. Using a flip chart, write down some of the key points of the discussion.

- *What does it mean to be a hero? A hero is...* (give examples of ways to describe a hero)
 - Someone who commits an act of bravery, or shows courage, strength of character, or other admirable qualities.
 - Someone who is admired and looked up to for outstanding qualities or achievements.

Add your own words to help your students understand “hero.”

- *Who are the heroes they look up to? Why?*
- *What might it mean to be a “hero of compassion?”*
 - Someone who is brave enough to help someone who is suffering.
 - Someone who stands up for others.
 - Someone who listens with concern and acts unselfishly to help another.
 - Someone who can forgive.
 - Someone who always sets a good example for how to treat others.



Compassion Reading Lessons Grades K-3

Read Uncle Jed's Barbershop by: Margaree King Mitchell :

UNCLE JED'S BARBERSHOP

by Margaree King Mitchell

Grades: K-3

Have you ever known someone who was willing to give up a great personal opportunity to help someone else? We all make choices about helping others that may interfere with our own plans. The thing we give up is an opportunity cost. Some opportunity costs are higher than others. Uncle Jed is a model of a loving, supporting family member. His sacrifice for his niece will touch your heart. When he finally realizes his dream years later, his niece is there with him, as a loving, supportive family member. Use this book as a discussion starter about the importance of families and communities. (Communities are created whenever people get together with a common purpose.) Talk about what it means to be loving and supporting in a family and in a community.



Before Reading

ASK: Do you have a favorite aunt or uncle? Why is he or she a favorite? Your family includes aunts, uncles, cousins, and grandparents. What do family members do for each other?

SHOW: The cover of the book and talk about what is pictured. Encourage predictions and creative observations. Think about how the people on the cover feel about each other.

CONNECT: We are going to read a story about an African American family that lived during the 1930s. Let's read about how they helped and cared for each other.

During Reading

ASK: What did Uncle Jed give up (opportunity cost) when he gave the money to pay for Sarah Jean's operation? Was it in Uncle Jed's best interest to help? How did he feel about giving the money? How was Uncle Jed a philanthropist (someone who gives time, talent, or treasure for the common good) to his customers during the Depression?

SHOW: Talk about the art style and colors. Look at and talk about the feelings shown in the faces.

CONNECT: It is expensive to start a business. Uncle Jed was a good barber, but his dream of having a shop of his own was very expensive. Think about the costs of starting a business.

After Reading

ASK: How did Uncle Jed help his community? How did the community support Uncle Jed? Do people in the community care about each other? How can you tell? How much (time, talent, or treasure) would you be willing to give for a family member that really needed help? How much would they be willing to give for you?

SHOW: Compare the picture of Sarah Jean in the barber chair as a little girl to the picture of her in the barber chair as a grown woman. Talk about all the differences in the pictures.

CONNECT: Uncle Jed shows us the importance of making choices for the common good. He also demonstrates the importance of persistence. He doesn't give up even when he has many setbacks. What choices do we (as individuals or as a family) make for the common good? When is it important to keep trying even when it gets hard?



Compassion Reading Lessons Grades K-3

Read: *"Who is the Dalai Lama?" (Refer to story attached at the end of this unit)*

Activity:

Review the information on the Dalai Lama. Prepare an introduction and overview of his life, accomplishments or words of wisdom in a way that is appropriate for your students.

Explain that many consider the Dalai Lama to be a hero of compassion.

- He has received the Nobel Peace Prize.
- He received the top US civilian award -the Congressional Gold Medal from President Bush.

Review the key points from your discussion on the qualities of a hero of compassion and ask students to identify the ways in which His Holiness the Dalai Lama embodies these qualities.

Even though he is a very famous man, he sees himself as a simple monk. He believes that everyone can be compassionate.

- Ask your students to draw a picture of why they think the Dalai Lama is interested in children and compassion.
- Suggest students write a letter to the Dalai Lama describing a compassionate act.



Compassion Reading Lessons

Grades K-3

Extended Activities

My Heroes Picture Book

Grades: K-3

Brief Description: Students create a picture book about family members and friends who are heroes.

Materials Needed

- construction paper of different colors
- glue or glue sticks
- markers
- hole punch
- brass fasteners or loose-leaf rings

Lesson Plan

Before teaching the lesson: Draw a box at the top of each piece of construction paper to serve as a guide to help students position their photographs.

Suggestion: Complete this activity in three lessons.

Lesson 1

- Discuss the meaning of the word *hero*. Ask students to name people close to them, such as family members or friends, who are heroes in their lives.
- Have students draw "photographs" of their heroes.

Lesson 2

- Ask students to show their pictures. Distribute the construction paper. Tell students they will paste each picture onto the box at the top of the sheet.
- Put a small amount of glue on the box using glue or a glue stick. Tell students to carefully put the picture on the glue. Help students who need assistance.

Lesson 3

- Ask each student to think about the person in his or her picture and tell one or two sentences to explain why that person is a hero. Write students' sentences under their pictures.
- Assemble the pictures into a book. Punch two or three holes on one side of each page. Use brass fasteners or loose-leaf rings to hold the pages together.



Compassion Reading Lessons Grades K-3

Heroes Mural

Grade: K-8

Brief Description: Students create a mural showing famous people regarded as heroes.

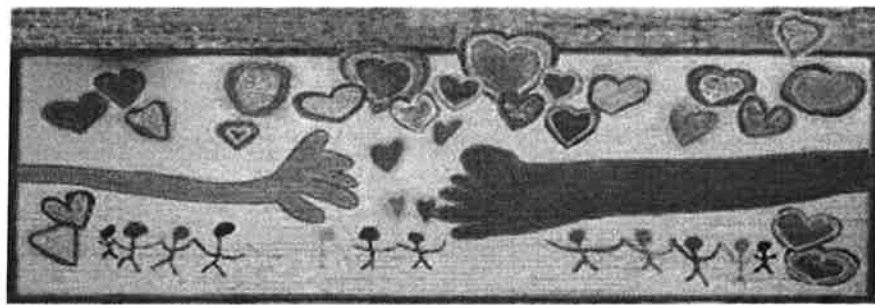
Materials Needed

- library sources or computer(s) with Internet access
- drawing paper or construction paper
- a roll of large paper (brown or white)
- student-selected art materials (crayons, markers, paint, etc.)
- glue

Lesson Plan

1. Explain the meaning of the word *mural*. If possible, show students examples of murals from art books or other sources.
2. Explain to students that they are going to create a mural showing pictures of famous heroes. Assign each student a famous hero. Have students research pictures of heroes from school texts, library sources, or online sources.
3. After students have completed their research, have students draw and color their pictures on drawing or construction paper.
4. Have students cut out their pictures. Unroll the large paper to the length desired. Have students paste the pictures in different places on the roll. Display the mural on a classroom wall or in a hallway.

Suggestion for younger students: Have students work together as a group to research the pictures of famous heroes or provide the pictures that students use as models for their illustrations. Assist students when cutting and pasting pictures on the roll.





Compassion Reading Lessons Grades K-3

Lesson Four: When is it a challenge to be compassionate?

Learning Objectives:

Students will:

- Recognize situations where it is difficult to be compassionate.
- Understand that forgiveness is an important part of compassion.
- Learn appropriate ways to apologize and learn words to use to say “sorry.”
- Recognize forgiveness as a strength.

Introduction / Opening:

Sometimes strong feelings can get in the way of feeling compassionate and children get stuck in feeling angry, resentful, hurt or afraid. There is new evidence that forgiveness can be beneficial not just to the recipient but to the person who offers forgiveness. For younger children, learning how to apologize and how to accept an apology are important first steps towards compassionate behavior when it seems inaccessible.

Activity:

Choose from the scenarios below, or create one from your own community that describes an act of unkindness that would call for forgiveness. Use the details of the story to lead a discussion about what it means to do something hurtful, and how to ask for forgiveness and how to give forgiveness.

Scenario 1: Jordan and Trevor had been good friends since preschool. Their parents were friends and they often visited each other and spent long weekends together. In the second grade, they were in different classes but they still played together during recess and after school. Towards the middle of the year, Trevor started to become friends with Jeremy. During recess he tried to play with both Jordan and Jeremy but it was complicated for all three of them to be together. Gradually, Trevor started playing in a different part of the playground from Jordan and he and Jeremy would hide if Trevor came looking for them. One day they hid in a large tunnel near the climber when Jordan came looking for them. Trevor watched Jordan as he looked for him and called his name. When Trevor peeked out from the end of the tunnel, he saw Jordan quickly wipe a tear from his eye, hoping no one would notice.



Compassion Reading Lessons Grades K-3

Use the following questions to begin a discussion:

- How did Jordan feel?
- How did Trevor feel?
- What would you do if you were Trevor?
- What would you do if you were Jordan?
- Would it be easy for Jordan to accept an apology from Trevor?

Ask students to role play the interaction between Trevor and Jordan.

Scenario 2: Lucy moved to the neighborhood after school started and was new to the classroom. She was just learning to speak English and was quiet and observant throughout the day but she did not yet join in with the other children. At the end of each day, the teacher always sang a goodbye song using each child's name and a verse that had the words, "we are sad to see you go." Some of the students changed the words to "Goodbye Lucy, we are glad to see you go."

- How did Lucy feel when she heard these words?
- How would you feel if you were in the class?
- What would you say to Lucy?
- What would you say to your classmates?

It is helpful for younger children to have words that will help them through a difficult apology. Ask your students to brainstorm all the ways they can think of to apologize. Encourage them to be specific about what it is they are apologizing for. Ask them to role play giving and receiving an apology that begins:

"I am sorry that I..." (made fun of you, left you out, said mean things to you, etc.)

As opposed to an apology that begins:

"I am sorry that you..." (I feel bad, were hurt, etc.)

Record their answers and keep the list of ways to apologize visible in the classroom for students to refer to when they need support. Offer a supply of note cards and envelopes and encourage students to write an apology if it is too difficult to deliver face to face.



Compassion Reading Lessons Grades K-3

Lesson Five: How can you be a hero of compassion?

Learning Objectives:

Students will:

- Build on their understanding of compassionate behavior and heroes of compassion.
- Identify ways that they can become heroes of compassion in their day to day actions.
- Recognize compassionate acts when they occur within their circle of family, friends and schools.

Introduction / Opening:

Children often feel powerless in their ability to make valuable contributions towards change so it is important to help them understand how the smallest acts of kindness and compassion can make a powerful difference.

Several books can be used as a springboard for a discussion about small acts of compassion. Lesson plans for the following books are attached:

- Encourage children to think of themselves in three spheres:

- Family
- School
- Community

Give the children an example from your own experience about a compassionate act within each of these spheres and how it made a difference for:

- A day
- A year
- A lifetime

Activity:

Ask the students to participate in a project that results in each one developing into a hero of compassion. Challenge them to put compassionate thoughts into action in each of the three spheres.

Family: Ask children to draw a picture of what they can do in their family to show how they are becoming a hero of compassion. Suggestions:

- Offer to help with a younger sibling.
- Bring in the groceries without being asked.
- Ask if they can help with the laundry.



Compassion Reading Lessons Grades K-3

School: Begin with a discussion about what a compassionate school would look like.

Ask them to be specific. Identify what is NOT working in order to understand what needs to happen to make it better. As a class, tackle one aspect of the school environment that you will work towards improving. For example, if the lunch area is left strewn with litter every day, develop a plan for how your class can clean it up. Note what the effect is on the children who are not helping.

Document the projects you undertake and acknowledge success and effort.

Community: Consider local events where students can demonstrate compassionate acts (neighborhood clean-ups, food drives, etc.). Work with agencies, newspapers, and school PTA organizations to identify areas of need and appropriate contributions your students can make towards alleviating the suffering or problem.



Compassion Reading Lessons Grades K-3

Extended Activities

Characteristics of a Hero

Grades K-8

Brief Description: Students complete a work sheet about the characteristics of a hero.

1. Begin the lesson by asking students what the word *hero* means to them. Write students' answers on the board.
2. Tell students to think about characteristics or personality traits that they think make someone a hero. Provide each student with a copy of handout What Makes a Hero? Have students complete the work sheet on their own.
3. When everyone has finished, lead a discussion of the students' work sheet answers.

For younger students:

Variation 1: Have students complete the work sheet together as a group.



Compassion Reading Lessons Grades K-3

WHAT MAKES A HERO?

DIRECTIONS: *Directions: Read the statements below. Circle the word agree next to each statement that matches your opinion of what makes a hero. Circle the word disagree if the statement does not fit your opinion of what makes a hero.*

- | | | |
|--|-------|----------|
| 1. A hero is brave and strong. | Agree | Disagree |
| 2. A hero is caring and thoughtful. | Agree | Disagree |
| 3. A hero is selfish. | Agree | Disagree |
| 4. A hero is never frightened. | Agree | Disagree |
| 5. A hero wants to be rewarded for his or her actions. | Agree | Disagree |
| 6. A hero makes mistakes. | Agree | Disagree |
| 7. A hero is never silly. | Agree | Disagree |
| 8. A hero is dishonest. | Agree | Disagree |
| 9. A hero puts others before himself or herself. | Agree | Disagree |
| 10. A hero stands up for himself or herself. | Agree | Disagree |
| 11. A hero never gets angry. | Agree | Disagree |
| 12. A hero is always a popular person. | Agree | Disagree |

Use your own words to finish the sentence. In my opinion, a hero is someone who:

WHAT MAKES A HERO?

DIRECTIONS: *Directions: Read the statements below. Circle the word agree next to each statement that matches your opinion of what makes a hero. Circle the word disagree if the statement does not fit your opinion of what makes a hero.*

- | | | |
|--|-------|----------|
| 1. A hero is brave and strong. | Agree | Disagree |
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| 11. A hero never gets angry. | Agree | Disagree |
| 12. A hero is always a popular person. | Agree | Disagree |

Use your own words to finish the sentence. In my opinion, a hero is someone who:



Compassion Reading Lessons Grades K-3

Grade: K-8

Brief Description: Students create a special event or an award to honor a hero in the school and/or community.

Lesson Plan

- Discuss the kinds of jobs that people often associate as being heroic, such as police officer or fire fighter. Discuss the characteristics and actions of a hero.
- Ask students to think about people in their school and community who they think fit the characteristics of a hero or who have acted in heroic ways. List students' responses on the board or on a sheet of paper.
- Ask students to choose one of the people on their list. Have students create an event or an award to honor that person. Some suggestions:
 - Create a plaque for the person.
 - Invite the person to a special breakfast or lunch.
 - Develop a special program to honor the person. Hold the program in your classroom or other room in the school.
 - Write "thank you" letters to the person.
 - After students decide how they want to honor the person, let students work together to develop the event or award.



Compassion Reading Lessons

Grades K-3

The Story “Who is the Dalai Lama?”

The 14th Dalai Lama, Tenzin Gyatso, is both the head of state and the spiritual leader of Tibet. He was born on 6 July 1935, to a farming family, in a small hamlet located in Taktser, Amdo, northeastern Tibet. At the age of two the child, who was named Lhamo Dhondup at that time was recognized as the reincarnation of the 13th Dalai Lama, Thubten Gyatso. The Dalai Lamas are believed to be manifestations of Avalokiteshvara or Chenrezig, the Bodhisattva of Compassion and patron saint of Tibet. Bodhisattvas are enlightened beings who have postponed their own nirvana and chosen to take rebirth in order to serve humanity.

Education in Tibet

He began his monastic education at the age of six. The curriculum consisted of five major and five minor subjects. The major subjects were logic, Tibetan art and culture, Sanskrit, medicine, and Buddhist philosophy which was further divided into a further five categories: Prajnaparimita, the perfection of wisdom; Madhyamika, the philosophy of the middle Way; Vinaya, the canon of monastic discipline; Abidharma, metaphysics; and Pramana, logic and epistemology. The five minor subjects were poetry, music and drama, astrology, metre and phrasing, and synonyms. At 23 he sat for his final examination in the Jokhang Temple, Lhasa, during the annual Monlam (prayer) Festival in 1959. He passed with honors and was awarded the Geshe Lharampa degree, the highest-level degree equivalent to a doctorate of Buddhist philosophy.

Leadership Responsibilities

In 1950 he was called upon to assume full political power after China's invasion of Tibet in 1949. In 1954, he went to Beijing for peace talks with Mao Zedong and other Chinese leaders, including Deng Xiaoping and Chou Enlai. But finally, in 1959, with the brutal suppression of the Tibetan national uprising in Lhasa by Chinese troops, he was forced to escape into exile. Since then he has been living in Dharamsala, northern India, the seat of the Tibetan political administration in exile.

Since the Chinese invasion, he has appealed to the United Nations on the question of Tibet. The General Assembly adopted three resolutions on Tibet in 1959, 1961 and 1965.

Democratization Process

In 1963 he presented a draft democratic constitution for Tibet that was followed by a number of reforms to democratize our administrative set-up. The new democratic constitution promulgated as a result of this reform was named "The Charter of Tibetans in Exile". The charter enshrines freedom of speech, belief, assembly and movement. It also provides detailed guidelines on the functioning of the Tibetan government with respect to those living in exile.

In 1992 he issued guidelines for the constitution of a future, free Tibet. He announced that when Tibet becomes free the immediate task would be to set up an interim government whose first responsibility will be to elect a constitutional assembly to frame and adopt Tibet's democratic constitution. On that day he would transfer all his



Compassion Reading Lessons

Grades K-3

historical and political authority to the Interim President and live as an ordinary citizen. He also stated that he hoped that Tibet, comprising of the three traditional provinces of U-Tsang, Amdo and Kham, would be federal and democratic.

In May 1990, the reforms called for by Dali Lama saw the realization of a truly democratic administration in exile for the Tibetan community. The Tibetan Cabinet (Kashag), which till then had been appointed by His Holiness, was dissolved along with the Tenth Assembly of Tibetan People's Deputies (Tibetan parliament in exile). In the same year, exile Tibetans on the Indian sub-continent and in more than 33 other countries elected 46 members to the expanded Eleventh Tibetan Assembly on a one-man one-vote basis. The Assembly, in its turn, elected the new members of the cabinet. In September 2001, a further major step in democratization was taken when the Tibetan electorate directly elected the Kalon Tripa, the senior-most minister of the Cabinet. The Kalon Tripa in turn appointed his own cabinet who had to be approved by the Tibetan Assembly. In Tibet's long history, this was the first time that the people elected the political leadership of Tibet.

Peace Initiatives

In September 1987 he proposed the Five Point Peace Plan for Tibet as the first step towards a peaceful solution to the worsening situation in Tibet. He envisaged that Tibet would become a sanctuary; a zone of peace at the heart of Asia, where all sentient beings can exist in harmony and the delicate environment can be preserved. China has so far failed to respond positively to the various peace proposals put forward.

The Five Point Peace Plan

In his address to members of the United States Congress in Washington, D.C. on 21 September 1987, he proposed the following peace plan, which contains five basic components:

1. Transformation of the whole of Tibet into a zone of peace.
2. Abandonment of China's population transfer policy that threatens the very existence of the Tibetans as a people.
3. Respect for the Tibetan people's fundamental human rights and democratic freedoms.
4. Restoration and protection of Tibet's natural environment and the abandonment of China's use of Tibet for the production of nuclear weapons and dumping of nuclear waste.
5. Commencement of earnest negotiations on the future status of Tibet and of relations between the Tibetan and Chinese peoples.

Strasbourg Proposal

In his address to members of the European Parliament in Strasbourg on 15 June 1988, he made another detailed proposal elaborating on the last point of the Five Point Peace Plan. He proposed talks between the Chinese and Tibetans leading to a self-governing democratic political entity for all three provinces of Tibet. This entity would be in association with the People's Republic of China and the Chinese Government would continue to remain responsible for Tibet's foreign policy and defense.