Month: November

Level of Delivery: Classroom

Title of Initiative: Learning Respect and Compassion: The Case of Sam

Goals:

* Students will understand the lasting effect on others when they are not shown respect and compassion.
* Students will identify ways in which they can show respect and compassion, as well as individuals whom they can show respect and compassion towards.

Standards:

ASCA Personal/Social Development:

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Materials:

* Drawing of Sam
* Pretest/Posttest pages
* Extra pencils

Methods:

Introduction:

The activity will take place in the gym or the students’ classroom (depending on the counselor’s and teacher’s preferences). I distribute the pretest and pencils as needed. I ask the students to complete the pretest as best they can and to raise their hands when they complete it. Once the students complete the assessment and I collect the papers and pencils, I review what the students learned the prior week about citizenship and what qualities make up citizenship. I ask the students what they remember about respect and compassion and review the meanings of both.

Activity:

1. I introduce Sam to the class and explain that he is a first grader from another school that isn’t well-liked by his classmates.
2. I will ask the students to give examples of comments they might hear that could hurt Sam’s feelings.
3. With each example, I have the student crumple part of the drawing of Sam.
4. After many of the students have taken a turn, we look at Sam and discuss how bad he must feel, as well as how the students would feel if someone said those hurtful things about them.
5. I explain to the students that the comments they share that they might hear are not compassionate or respectful, and I ask the students what they could say to Sam that would show that they respect him and feel compassionate toward him.
6. With each example, I have the students smooth out sections of the paper.
7. I ask the students how Sam looks now, how he might feel now, and how they might feel if the same thing happened to them. I explain to the students that saying sorry and showing respect and compassion after you have been mean to someone helps a lot, but it doesn’t always make everything better.
8. I ask the students who they could show respect and compassion towards so that these individuals do not end up like Sam.

Conclusion:

I distribute the posttest and pencils as needed. I ask the students to complete the posttest know that we have completed the lesson to show what they have learned. I ask the students to raise their hands when they are done, and I collect the papers and pencils (if the students are in the gym I have them leave their papers and pencils where they are and get in line to go back to their rooms).

Assessment:

After I have collected the completed pretests and posttests, I will use EZ Analyze to evaluate the knowledge gained from the lesson.

Follow-Up:

I will consult with the counselor and possibly the teacher in later weeks to infer whether or not the students appear to be putting what they learned into practice.

Reference

Brantley, A. (2011). *Classroom Community*. Retrieved from http://imbloghoppin.blogspot.com/2011/09/classroom-community.html