



**TEACH
ONE TO
LEAD
ONE®**

ANEW

MENTOR CURRICULUM



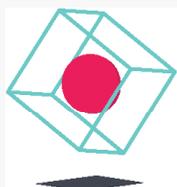
SESSION 6

COMPASSION

Main Objectives

After this session, students will...

- Understand that compassion is more than a feeling; it's an action.
- Understand the experiences and feelings of their peers.
- Learn how to be responsive in meeting the needs of others.
- Identify practical ways to show compassion.



Develop the Core
Understanding



Take the Lead
Responsiveness



Live It Out!

See the need and do something about it.

SESSION SNAPSHOT

Section	Activity	Person or People Leading	Time
Trailhead	Review		8
	 Video Clip: Blind Side		4
	Large Group Discussion		3
Develop the Core	If You Really Knew Me...		25
	Large Group Discussion		5
Take the Lead	Compassion Role Play		10
	Large Group Discussion		4
Live It Out!	Challenge		1
Break It Down	Small Group Discussion		25
Field Guide	Field Guide		5

Materials Needed

- candy for participation (recommended)
- Self-Control wristbands
- Compassion visual aid poster
- pencils
- plain white paper
- Blind Side video clip
- tv with dvd player or laptop with projector
- If You Really Knew Me... cards
- Compassion Role Play cards
- field guides

Reminder

This session will be emotional for students and mentors. Prepare yourself ahead of time to receive the stories that will be shared by students with love, compassion and understanding.



Trailhead

Review 8 MINUTES

Divide the class group into four teams. Give a sheet of paper (provided in kit) to each team. This review is designed to help students recall all the components they have learned in previous sessions. Tell the students they have 5 minutes to write down everything they remember since the start of the program (i.e. Universal Principles, different activities, video clips, discussions, stories, etc.) At the end of 5 minutes, have one student from each team stand up and individually read their team's list. Have a mentor draw tally marks on the board for each team as the student correctly identifies a component they have learned. The team that correctly identifies the most components wins.

After the review activity is complete, ask the students this question:



Who took the challenge from the last session? The challenge was to recognize the temptations that try to lure you and respond instead of react in those situations. Tell us about the situation you encountered and how you responded.



Video Clip: The Blind Side 4 MINUTES

FRAME UP:

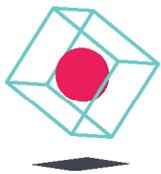
To help introduce you to the next Universal Principle, we are going to show you a video clip. In this video clip, Leigh Anne's conscience hits her when she realizes she has everything in the world to give to Michael, an abandoned teen, who had next to nothing. But knowing she needed to take action was only half the battle—she literally had to turn around, change the direction she was headed, and embrace a whole new way of life. Watch the clip and try to guess which Universal Principle we will be discussing today.

Large Group Discussion 3 MINUTES

- Based off this video clip, which Universal Principle do you think we're discussing today?
- What do you think compassion is? (*Love, caring for others, having sympathy for another person's suffering*)
- Why do you think it's so easy sometimes to move on with our own lives when we see so much need right in front of us?



“Compassion is a Universal Principle that we all want to receive but have a hard time doing for others. To show compassion to someone, it takes two things: Understanding and Responsiveness.”



Develop the Core

Understanding



“Let’s talk about understanding first. Understanding means to be sympathetic to someone’s hurt. You are aware of other people’s feelings.”

If You Really Knew Me...



Hand each student an “If You Really Knew Me...” card and a pencil (both provided in kit), including mentors.



“I want everyone to close their eyes. With all eyes closed, I want you to think about who you truly are deep down inside. Not the person that you might pretend to be in front of others, but the person whom you wish others knew. (Give the students one minute to think silently). Now open your eyes. On your card, I want you to write what people would know if they really knew you. You may write as little or as much as you would like to write. Do not put your name on the card. After everyone is done writing, I will collect your cards and I will read them aloud anonymously.”

After all of the cards have been written and collected, read each card aloud. Let the students know that if they would like for the students to know which card is theirs, they may silently raise their hand after their card is read.

Bad Example: “If you really knew me, you would know that I like dogs. If you really knew me, you would know that my favorite color is purple.”

Good Example: “If you really knew me, you would know that my father died last year and I still cry at night thinking of him. If you really knew me, you would know that I don’t make friends easily because I feel like I don’t fit in.”

Mentor Note

This activity works best with a large group. When working with a smaller group, please refer to the alternative “If You Really Knew Me...” activity found at the end of this session.

Large Group Discussion 5 MINUTES

- What do you now think about the people in this group?
- What were your thoughts as you were hearing what your peers are experiencing or have experienced in their lives?
- Can you identify any similarities in your life and the people in this group? Would you like to say which similar situations you have in common with others in the group?
- While you were listening, was there something you wanted to say to the student whose story was being shared or read? What did you want to say?
- How will this activity help us in understanding the lives of others better?



Take the Lead

Responsiveness



“If all we do is see someone’s need, say to ourselves, ‘Wow, I really feel bad for that person’, and don’t do anything about it, does that change that person’s situation? If you were in their shoes, would you want someone to help you out? That’s what responsiveness is: doing something to help someone in need.”

Compassion Role Play 10 MINUTES

Mentors will take on one of four roles: student, sibling, driver, and peer. Eight students will also volunteer, two at a time. The students and mentors will be given a Compassion Role Play card (provided in kit) with the role they will act out. There are three roles being acted out per scenario, one mentor and two students. Give each scenario one minute to be acted out. Each scenario will be acted out in order.

Ask the students not participating in the scenario these questions immediately after each group performs:

- Which student in that scenario showed compassion by being responsive? How?

Large Group Discussion 4 MINUTES

- For the students who participated in the role play, how did it feel pretending to be somebody else?
- For the students that did not participate in this activity, what are other ways responsiveness could have been shown in those scenarios?
- By role playing, you are putting yourself in someone else’s shoes by trying to understand that person’s situation and feelings. Why might this be helpful in learning to show compassion towards others?



Live It Out!

See the need and do something about it.



“Our Live It Out! for Compassion is: See the need and do something about it. Feeling bad for someone is never enough. True compassion is not only feeling bad for someone who is hurting or in trouble—it’s doing something to help them out. We need to take action. This is something leaders do on a regular basis in their schools, families, and communities.”

Challenge



1 MINUTE



“Your challenge is to keep your eyes open for opportunities to show compassion by meeting as many needs as you can, until we meet again. This means to look for people or situations that make you feel bad and then taking action to meet that need. Compassion can also be displayed in the words that we say. Words are like seeds that you plant in the ground. They may not grow overnight but eventually you will see the results. Words either build people up or tear people down. I encourage you to use your words wisely when speaking with others. When we meet again, we will ask you how many needs you met or how many words of compassion you planted. We hope to hear wonderful stories of compassion from all of you.”



Break It Down

Small Group Discussion



25 MINUTES

Divide the students into small groups, one group per mentor. Keep the same small group from the previous sessions. Mentors will lead the students in the following discussion.

- Are there situations at home, at school, or in your community when putting yourself in someone else’s shoes, understanding their situation and feeling what they are feeling might be helpful?
- Have you ever received compassion from someone else? How did it make you feel?

- Compassion includes forgiveness towards people who have hurt you. Understanding another person’s situation or background helps us in the process of forgiveness. Although this does seem easier said than done, are there people in your life that you could show compassion towards by forgiving them? If so, who?
- What do you think would happen in your relationship with that person if you started being responsive and showing compassion towards them? *(They would be shocked or confused, they will realize that the way they are treating you is wrong, they might begin to treat you kindly)*
- Are there things in your life that you need to forgive yourself for or let go of?
- What would your life look like and how would you feel if you begin forgiving yourself right now?
- How does being compassionate make you a leader? *(People follow those who show compassion to others, one act of kindness can start a ripple effect, all it takes is one to start a momentum)*
- Compassion can move you to do amazing things. What are some amazing things compassion can lead you to do for others? *(Help a friend in need, feeding the hungry, volunteer for an organization, go on a mission trip, being there for a friend who is suffering or sad, stand up for someone who is helpless)*
- What are some ways you will show compassion at home, in your school, in your community? *(Hug your parents/guardians and tell them you love them, spend time with siblings, help others with homework, listen to someone in need, volunteer with an organization, volunteer your time at a children’s hospital, retirement center, shelter or rescue mission, start a club at school to promote a good cause)*
- How can being responsive and showing compassion to others help give you a new perspective on life?



Do not feel like you have to get through all of the questions. This isn't a to-do list. Take time to go deep into discussion with the students.



Field Guide

 5 MINUTES

Pass out the students' Field Guides and have them write in the section titled "Compassion". Keep the group focused during this time. Support the students in your small group by encouraging, providing guidance or answering questions if needed.

Additional Questions/Thoughts: _____

If You Really Knew Me... (Alternative)

Split the students into the same small groups they have had for the previous sessions. Each group needs to get into a circle, including mentors. Make sure you form a tight circle so that it creates a personal environment. The mentor will begin the activity by saying to their students, "if you really knew me, you would know that..." and fill in the blank. Then the mentor will ask the question, "what would I know if I really knew you?" and give each student an opportunity to answer. Allow each student up to one minute to answer the question as many times as he can in his allotted time.

The more real you are willing to be, the more safety you will create for your students and the more open they will be with their responses.

This could possibly be an emotional time for the students and mentors. If there is a student who is not taking this activity seriously and is responding with laughter, please pull them aside and talk to them about the importance of respecting the feelings of others.

Bad Example: "If you really knew me, you would know that I like dogs. If you really knew me, you would know that my favorite color is purple."

Good Example: "If you really knew me, you would know that my father died last year and I still cry at night thinking of him. If you really knew me, you would know that I don't make friends easily because I feel like I don't fit in."