



Students explore different relationships in their lives, even difficult ones, and make drawings depicting each.



Paper; Pencils; Markers; Crayons.

Total Prep Time: 5 mins.



As this is the third Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's		SOCIAL & EMOTIONAL LEARNING		SERVICE LEARNING	
	Critical thinking	•	Self-awareness		Integrated learning
•	Communication	•	Self-management		High quality service
	Collaboration	•	Social-awareness		Collaboration
•	Creativity	•	Relationship skills		Student voice
		•	Responsible decision-making		Civic responsibility
					Reflection
					Evaluation

GOALS FOR THE WEEK

- **DISCOVER** what it means to be truly **COMPASSIONATE** toward others in order to alleviate suffering.
- **ENGAGE** with others in meaningful, unselfish, and **LOVING** ways.
- **UNDERSTAND** how **CURATE COMPASSION** is an important part of this month's theme, **MONDAY GETS LOVING**.



STUDENT ACTIVITY: **MOMENT OF GRACE**

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: MOMENT OF GRACE

2) CONSIDER ASKING 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY'S FOCUS:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What does the word COMPASSION mean?**

- Note: COMPASSION means having an awareness of the struggle or suffering of others, together with a desire to alleviate/reduce it. (You may want to write this definition or a paraphrased version somewhere students can refer back to it.)

- **Can you think of a time when someone was especially COMPASSIONATE toward you?**

- What was the circumstance?
- How did it feel to know that someone felt COMPASSION and LOVE toward you?

- **Can you think of a time when it was really difficult to be COMPASSIONATE toward someone?**

- Why do you think it was tough?
- What, if anything, helped you make room in your heart for COMPASSION?

- **Do you know anyone who is especially COMPASSIONATE, even to people who may be difficult to love?**

- **How does their example show others in a LOVING way, YOU MATTER?**

3) SET UP THE "MOMENT OF GRACE" ACTIVITY:

- **Explain:**

- This week, we have been talking a lot about COMPASSION.
- COMPASSION means simply that we try our very best to understand what someone else is going through, but unlike empathy or sympathy, we also try to make their burdens lighter through our LOVE.
- It's one thing to talk about COMPASSION and to know what it means, and quite another thing to practice it regularly.
- For example, what about the people in your life who are sometimes rude, annoying, or make inappropriate choices? How do we show COMPASSION for them?
- The truth is, we all have less-proud moments - you, me, family members, classmates, and the others who drive us crazy.
- But even then, each of us still needs that one person who is willing to show us COMPASSION despite our faults.

- **Ask:**

- Why do you think it is important to give COMPASSION to everyone, not just to those who we think deserve it?

4) START THE "MOMENT OF GRACE" ACTIVITY:

- **Explain:**

- Today we'll do an exercise that uses our creativity in order to understand COMPASSION, specifically for people that are tough for us to LOVE.
- We'll find ways to see them differently, and to give them a MOMENT OF GRACE (forgiveness, acceptance, understanding, or the benefit of the doubt) instead of being harsh with them.

- **Give each student a piece of paper and have them fold it into fourths (one fold horizontally and one fold vertically).**

- **Set out crayons, markers, and pencils.**

- **Walk students through the following steps, giving verbal instructions as follows:**

- "Box 1: Think of a person who you have a difficult relationship with. Without saying their name out loud,

think of how being around this person makes you feel. This might feel like: hugging a cactus, wrapping up in a wet cold blanket, sitting in a mud puddle, etc. How would you describe that relationship? Draw your description in Box 1”

- **Let students draw their descriptions in the first box.**
- **Continue with instructions, letting students draw after each verbal piece:**
 - “Leave the Box 2 blank.”
 - “Box 3: I want you to think of a person or people in your life who love you no matter what. Draw a picture of them in the third box. You may write their name.”
 - “4th Box: Draw how this person or persons make you feel. This could be something like: Standing in the sunshine, hot cocoa on a cold day, being outside during a sunset, being able to fly, being surrounded by warm blankets, etc. Draw your description in the fourth box.”
 - “Now return to the second box, thinking of the person who is difficult for you to LOVE or show kindness. In your mind, go back through your memories and try to find one positive interaction with them. Maybe they once said something nice to you. Maybe once you saw them do something kind for another person. If you can’t think of any positive moments with that person, make one up. Whatever it is, find a MOMENT, any MOMENT, where you can give GRACE and COMPASSION to that person, and write that MOMENT OF GRACE in the second box.”
- **If time permits, let students share some things they drew or wrote in the remaining boxes.**
- **Gather materials, have students tidy their areas, and gather them for reflection questions.**

5) AFTER THE ACTIVITY, CONSIDER ASKING 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What kinds of things did you discover about relationships today?**
- **Has your view of COMPASSION changed through this activity? In what ways?**
- **How could an exercise like this help you in future relationships?**
- **How can treating relationships with COMPASSION help you to become the person you are meant to become?**
- **In what ways did this activity help you see people in a new light?**
- **How does showing LOVE and COMPASSION to others remind them, YOU MATTER no matter what?**

6) THANK STUDENTS FOR USING “COMPASSION” TO UNDERSTAND AND HEAL A RELATIONSHIP. REMIND THEM THAT NO MATTER WHO WE ARE, WE ALL NEED A “MOMENT OF GRACE” FROM TIME TO TIME.

7) CHALLENGE STUDENTS TO APPLY WHAT THEY LEARNED TODAY, AND TO FIND OTHER WAYS BOTH TO GIVE “MOMENTS OF GRACE” TO OTHERS AND TO BE “LOVING” TOWARD THEM.

8) CONSIDER CONTINUING TO EXPLORE “CURATE COMPASSION” BY LEADING AN EXTENSION ACTIVITIES.



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) Picture Book Discussion:** Read aloud or listen to: *The Invisible Boy* by Trudi Ludwig at <https://bit.ly/2Qm12le> or *Hey, Little Ant* by Phillip and Hannah Hoose at <https://bit.ly/2FeOYSz> and discuss the message of the story/stories.
- 2) The List:** Let students separate so they have space to work, and let them make a list of people, without showing anyone else, who could use their COMPASSION this week.
- 3) Art Connection: Heart Map** - Let students create a “heart map” by drawing a large heart on a piece of paper and separating it into different sections. Have them think of the person from Boxes Two and Three and write different ways they can give COMPASSION to them in the various sections. (This extension activity can also be used with the “Newcomer Letters” activity in order for students to challenge their own biases and stereotypes, and can illustrate specific ways they can be kinder to a group of people they previously judged or misunderstood, etc.)
- 4) Social Studies Connection:** *A Compassionate History* - brainstorm with students where in our history have others shown compassion. Example: During WWII - Non-Jews who sheltered Jews and helped them escaped Nazi Germany. How the Dalai Lama continually promotes the message of love and compassion. Jane Goodall’s compassion for other animals and her work to create a sanctuary for chimpanzees and apes in Africa. There may also be community members who show compassion through their work with underserved populations.

**“ IN SPITE OF EVERYTHING,
I STILL BELIEVE THAT PEOPLE
ARE REALLY GOOD AT HEART. ”**

- ANNE FRANK, WRITER AND HOLOCAUST VICTIM