



Compassion in Action

a proposed common core-based program for
kindergarten through sixth grade for the
Anaheim Elementary School District

by Laura Castrejon
Stoddard Elem. School

lcastrejon@anaheimelementary.org

Hi, my name is
Laura.

Feel free to ask
me questions
during my
presentation.



**Skip to Slide #16 for
digital links to the
compassion curriculum.**

Use it in your classroom tomorrow.

Charter for Compassion

Click on the link above to watch a short video.

“...to ensure that youth are given accurate and respectful information about other traditions, religions, and cultures...to cultivate an informed empathy with the suffering of all human beings, even those regarded as enemies.”

To learn more, go to <http://www.charterforcompassion.org/>

“Compassion is not religious business, it is human business, it is not a luxury, it is essential for our own peace and mental stability, it is essential for human survival.”

- H.H. Dalai Lama XIV, Tenzin Gyatso

[Dalai Lama's Message for the Youth \(3 min.\)](#)

Why Our Students Need Social-Emotional and Character-Based Development Programs Today

- digital natives, Internet exposed to world violence, adult content
- parent-child interaction has declined ↓40% since 1990, 71% of moms work full time
- Common Core, accountability, test prep have been main focus in recent years
- rise in world violence, less tolerance
- increase in mass school violence

What is the difference?

Compassion
is a verb.

~Thich Nhat Hanh

Empathy

- To recognize and understand how a person feels
- To pity

Compassion

- To act upon the feeling of empathy
- An act of service of some kind

Compassion Can Be Taught

- compassion is an innate trait
- it can also be taught and developed
- studies have proven changes in brain with MRI after compassion training
- studies show compassion is contagious
- compassion should be modeled to youth

Benefits of Social-Emotional Character-Based Education Programs in Public Schools

- improved social-emotional learning
- higher academic achievement
- a more positive school climate, less office referrals
- less discipline issues in classroom
- increase in teacher morale
- enables students to cope with violence when it does happen low-income, minority males most vulnerable and benefit the most from character ed.
- greater tolerance for those who are different (near or far)
- promotes the greater good rather than giving in to the negative



What would your classroom climate look like if students embraced this idea?

What would your school climate look like?

What would your community look like?

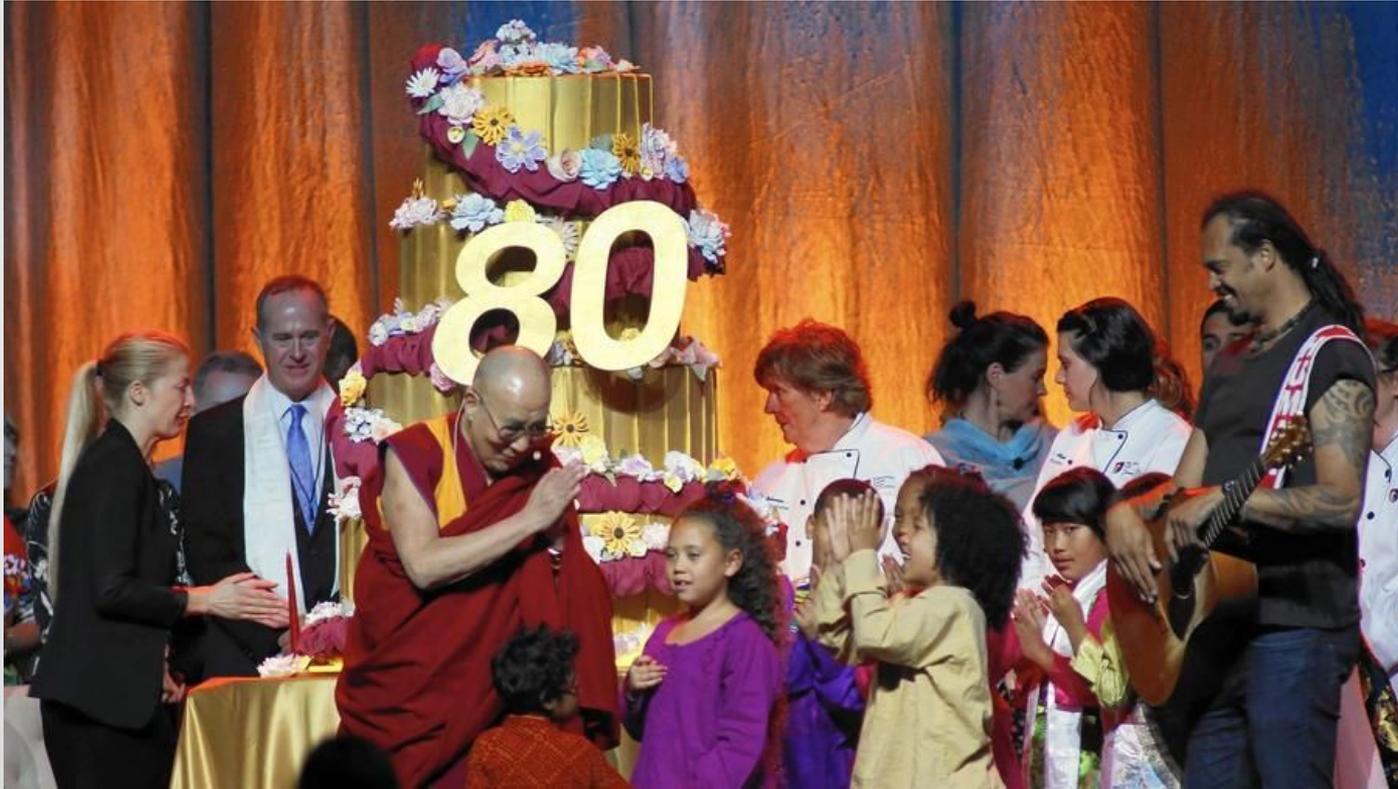
Compassion education can teach children to be more in touch with their humanness, and thus lead to a deeper understanding of others.

American public schools focus on curriculum that stimulates students' *intellectual* development.

It's time to broaden the focus to include a curriculum that awakens students' innate sense of compassion and tolerance.



On July 5, 2015, the Dalai Lama celebrated his 80th birthday in Anaheim, and urged Anaheim's public schools to implement a structured compassion program beginning in kindergarten and continuing through twelfth grade. He stressed that the children are the ones who can truly make Anaheim the "City of Kindness."



The *Compassion in Action* Program

- contributes to students' social development and stresses human relations
- stresses learning with emotion, imagination, and wonder
- encourages students to participate in a community
- encourages students to formulate a perceived individual and social good
- introduces students to experiences beyond the ordinary or “traditional school experience”

Ideas adapted from Abraham Maslow and James Moffett
(Ornstein & Hunkins, 2013, pgs. 168-169)

Compassion in Action Objectives:

Students will:

- reflect on the nature of their humanness
- transcend their current levels of knowledge and action pertaining to compassion
- become more aware of and deepen their empathy toward those who are suffering and less fortunate (within the community and globally)
- recognize their potential as individuals to make changes to benefit society
- read and learn about individuals and organizations who have demonstrated compassion in action
- complete a compassion action project each trimester

Abraham Maslow and James Moffet's Ideas
(Ornstein & Hunkins, 2013, pgs. 168-169)

***Compassion in Action* Outline:**

Each trimester, students learn about a Nobel Peace Prize laureate, candidate, or other organization that works to benefit humanity, for a total of three each year. By the time a kindergartener leaves the sixth grade, he or she will have experienced twenty-one compassionate individuals or organizations and completed twenty-one projects.

Each lesson consists of a teacher-friendly curriculum guide with the following links:

1. **Google Slide Presentation** with background information (w/internet links) that teachers present to students
2. **Close Reading passage** with TDQs for teachers (Text Dependent Questions)
3. **Action Project** – such as art, presentation (digital or oral), or community-based project (students can choose which one to carry out)
4. **Writing prompt/Reflection** (on paper or KidBlog)

**Individuals and Organizations who have Demonstrated Compassion in Action
(Nobel Peace Prize laureates or candidates)**

	1st Trimester	2nd Trimester	3rd Trimester
K	The Humane Society (USA)	Henry Dunant (1901, Switzerland)	Mother Teresa (1979, India)
Grade 1	Dr. Martin Luther King, Jr. (1963, USA)	UNICEF (1965)	Tenzin Gyatso 14 th Dalai Lama (1989)
Grade 2	Desmond Tutu (1984, South Africa)	Medecins Sans Frontieres Doctors Without Borders (1999)	Jimmy Carter (2002, USA)
Grade 3	Nelson Mandela (1993, South Africa)	Rigoberta Menchu (1992, Guatemala)	Mahatma Gandhi (India)
Grade 4	Muhammad Yunus (2006, Bangladesh)	Kailash Satyarthi (2014, India)	Liu Xiaobo (2010, China)
Grade 5	United Nations Peace-Keeping Forces (1988)	Jody Williams (1997, USA)	Malala Yousafzai (2014, Pakistan)
Grade 6	Elie Wiesel (1986, Romania/USA)	Shirin Ebadi (2003, Iran)	Tunisian National Dialogue Quartet (2015, Tunisia)

Sample Curriculum Guides for Compassion in Action:

Grade 4, Trimesters 1, 2 & 3 Curriculum Guides

Click on the blue links below to access the curriculum guides.

[Meet Muhammad Yunus](#)

[Meet Kailash Satyarthi](#)

[Meet Liu Xiaobo](#)

[Meet Nelson Mandela](#)



The students in room 12 are compassionate individuals, and enjoy learning about Nobel Peace Prize laureates.



Name

[Redacted] # 15

Nobel Peace Prize Laureate:

Liu Xiabo



Big Ideas

Why did this person win the Nobel Peace Prize?

Liu Xiabo won the Nobel Peace Prize because Liu shows compassion to his country.



Across Disciplines



What does this remind me of?

This reminds me of Mahammad Yunus because Mahammad shows compassion and Liu also shows compassion.

What are some other perspectives?



What did I learn that makes me think that?

I think that the citizens of China thinks Liu Xiabo is a caring man and that he deserves the Nobel Peace Prize for the Freedom of Speech.



How does this make me feel?

I learn that Liu Xiabo has no hatred or enemies.

He is kind, nice, and a caring man even if he goes to jail.



Unanswered Questions

How does the chinese government feel about putting Liu Xiabo in jail? What would happened if Liu Xiabo didn't protest with the other chinese people?



Ethics

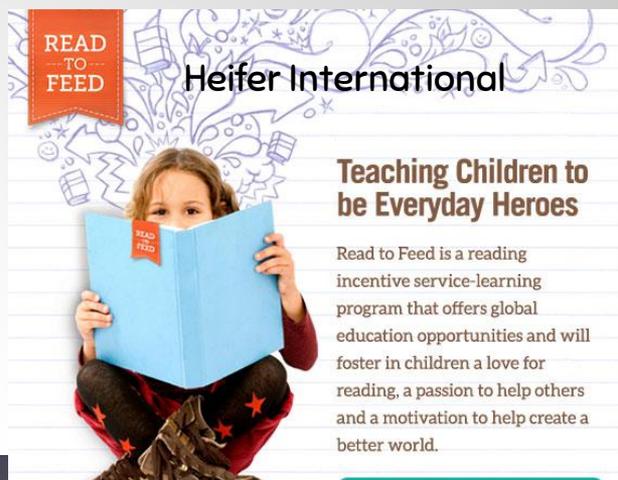
This makes me angry and sad because the chinese government has no mercy for the chinese people.

Feel free to use the back of this sheet for more space.



We make origami, then donate the \$

Involve your students in as many service-learning projects as possible! Yes, it's a ton of work and extra hours, but well worth the effort.



Read to Feed is a reading incentive service-learning program that offers global education opportunities and will foster in children a love for reading, a passion to help others and a motivation to help create a better world.

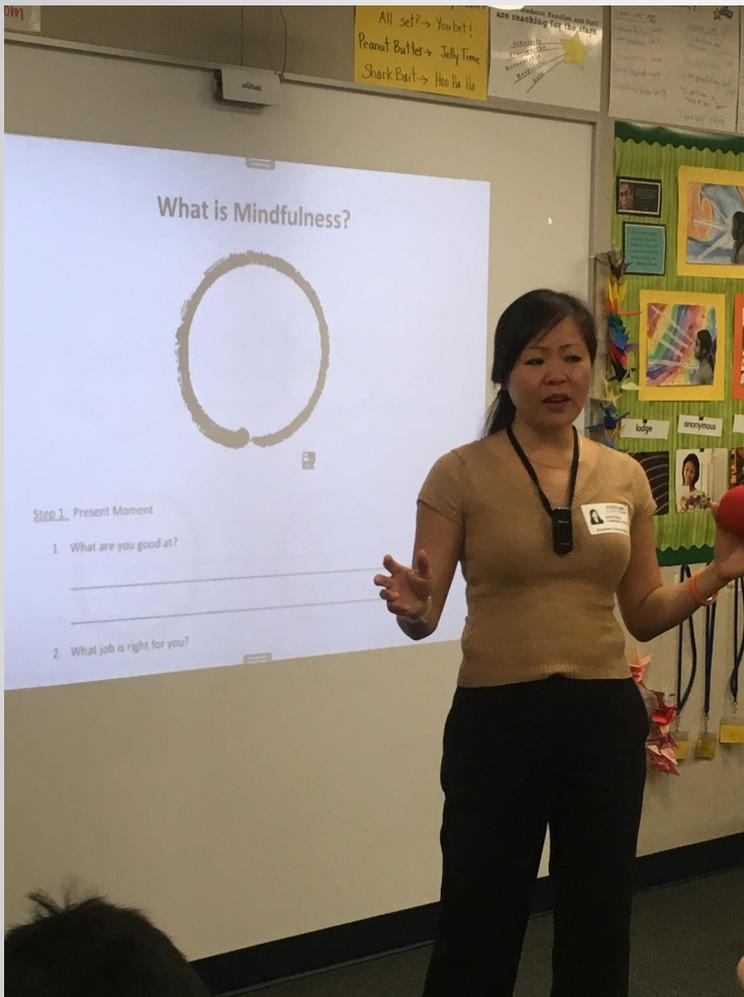


Do a 5K Walk for a good cause



TEAM Stoddard Elementary School - Anaheim Donating \$755.00 C.H.O.C. WALK 2016 October

CHOC Children's Foundation June 13, 2016 FROM STODDARD S.T.E.A.M. ACADEMY \$1,012.00 Philanthropy Club Anaheim Elan School District



Teachers, don't be shy! Take a risk and invite guest speakers to come to your classroom! You WILL NOT REGRET IT!

You will be surprised at how willing people are to share their knowledge with children in public schools (free of charge)!

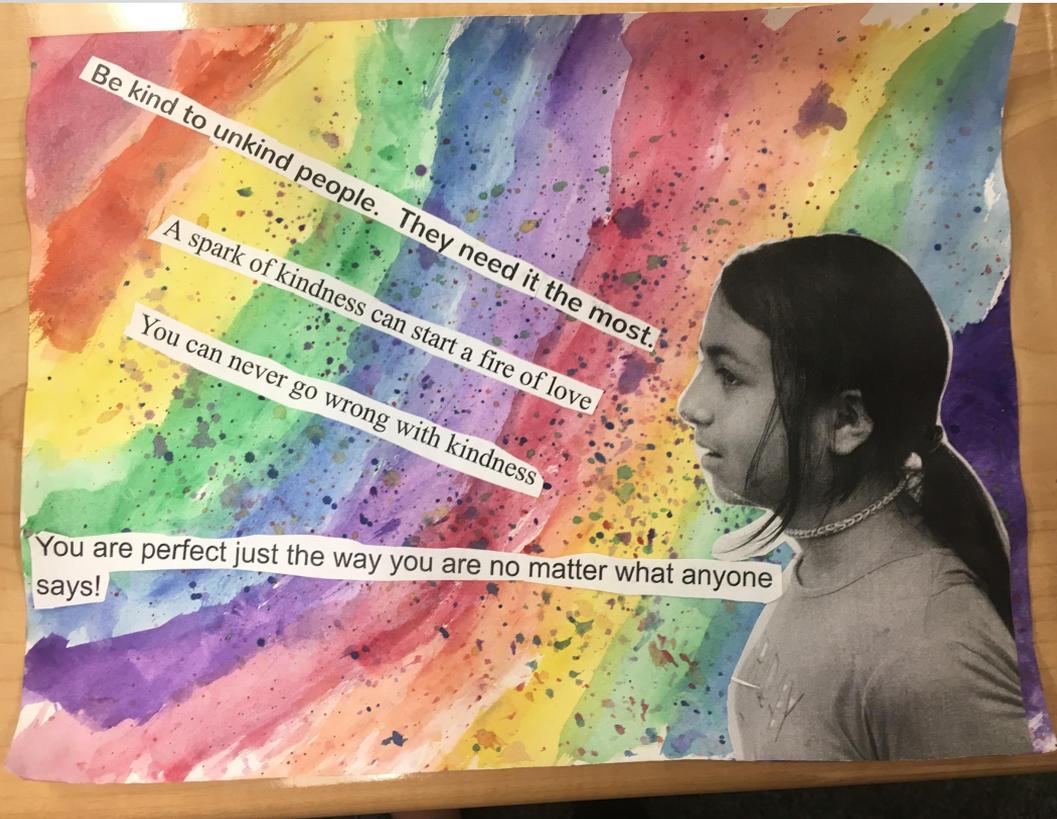
← Julie Diep from New Hope Therapy Center taught us how to live in the present moment (important for focusing on instruction in class too).

Sadaf Ahmed taught us about Pakistan after we participated in the Pennies for Peace Program.

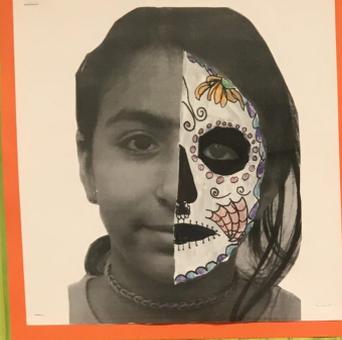


Education shatters stereotypes.

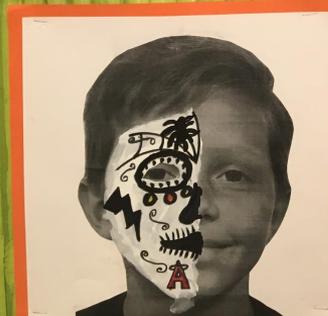
Don't forget about the power of art to teach compassion and educate about other cultures.

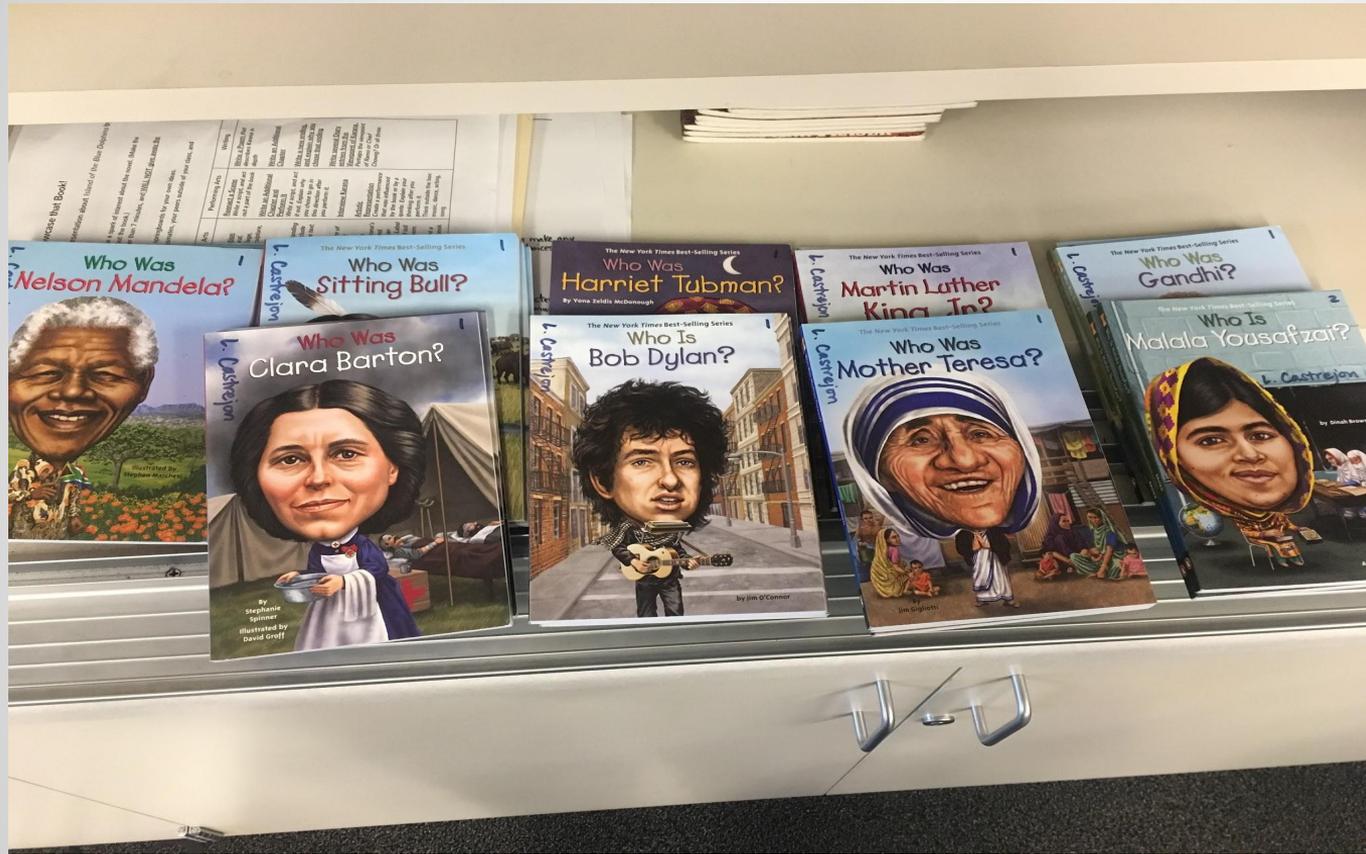


Daniella's Kindness Art



Dia de los Muertos Art





This is a great series of books for the classroom. Consider them for literature circles. Many of the Nobel Prize winners are featured.

WHO WAS....

Summary

- students today need character development on a regular and long-term basis
- character development can improve students' social-emotional well-being, academics, and tolerance for others
- improved school climate and teacher morale
- Compassion in Action is an all digital common core-based structured compassion program for grades K-6th

Final Thought

Neuroscientist, Jordan Grafman, from the National Institutes of Health used MRIs to prove that the pleasure centers of the brain are equally active when we observe someone giving money to charity as when we receive money ourselves.

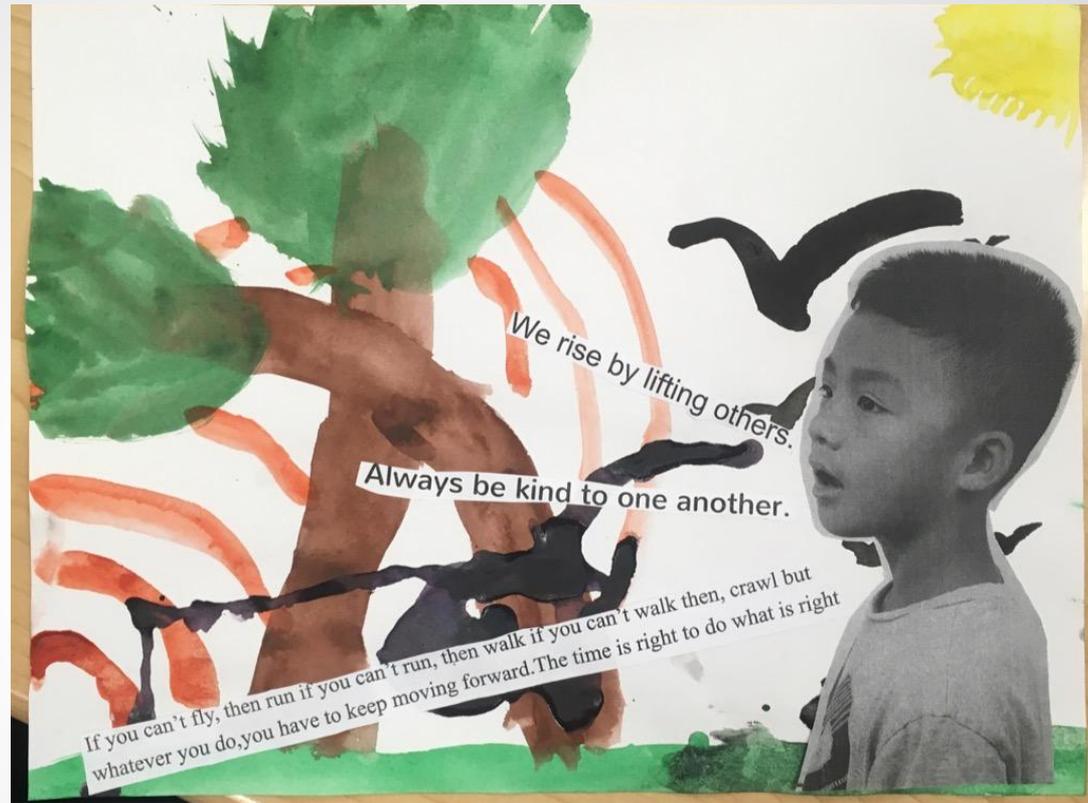
This hints that compassion can be contagious, (Seppala, 2013, p.2) and can also be cultivated.

Consider having your class sign the
Charter for Compassion
[The Charter for Compassion](#) (video)

Thank you!

Laura Castrejon
lcastrejon@anaheim elementary.org

References



Jimmy's
Art

Ornstein, A., & Hunkins, F. (2013). Curriculum: foundations, principles, and issues. (6th ed.). Boston: Pearson.

Seppala, E. (2013). The compassionate mind. Retrieved August 6, 2015, from

<http://www.psychologicalscience.org/index.php/publications/observer/2013/may-june13/the-compassionate-mind.html>

Part Two

SCHOLARLINESS in the GATE CLASSROOM

Incorporating Intellectualism and Nobel Peace Prize Laureates

Scholarly Traits & Icons

A brief lesson to help you introduce the Scholarly Traits & Icons to your class with an emphasis on Nobel Peace Prize Laureates.

Laura Castrejon
4th Grade GATE Teacher
Anaheim Elementary School District
lcastrejon@anaheimelementary.org

Scholarliness developed by Dr. Sandra Kaplan, USC

Why Should I Teach the Scholarly Traits and Icons?

We want our students to internalize the scholarly traits, and apply them to everyday life.

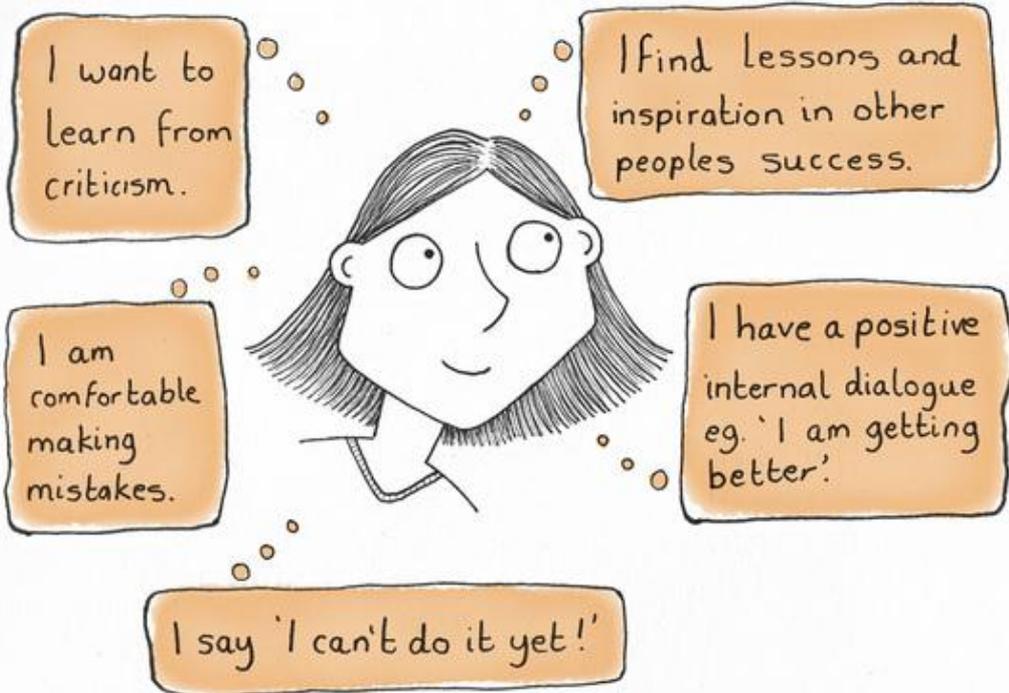
FIXED MINDSET

THE BELIEF THAT YOUR POTENTIAL WAS DETERMINED AT BIRTH.



GROWTH MINDSET

THE BELIEF THAT WE CAN WORK HARD AND IMPROVE.



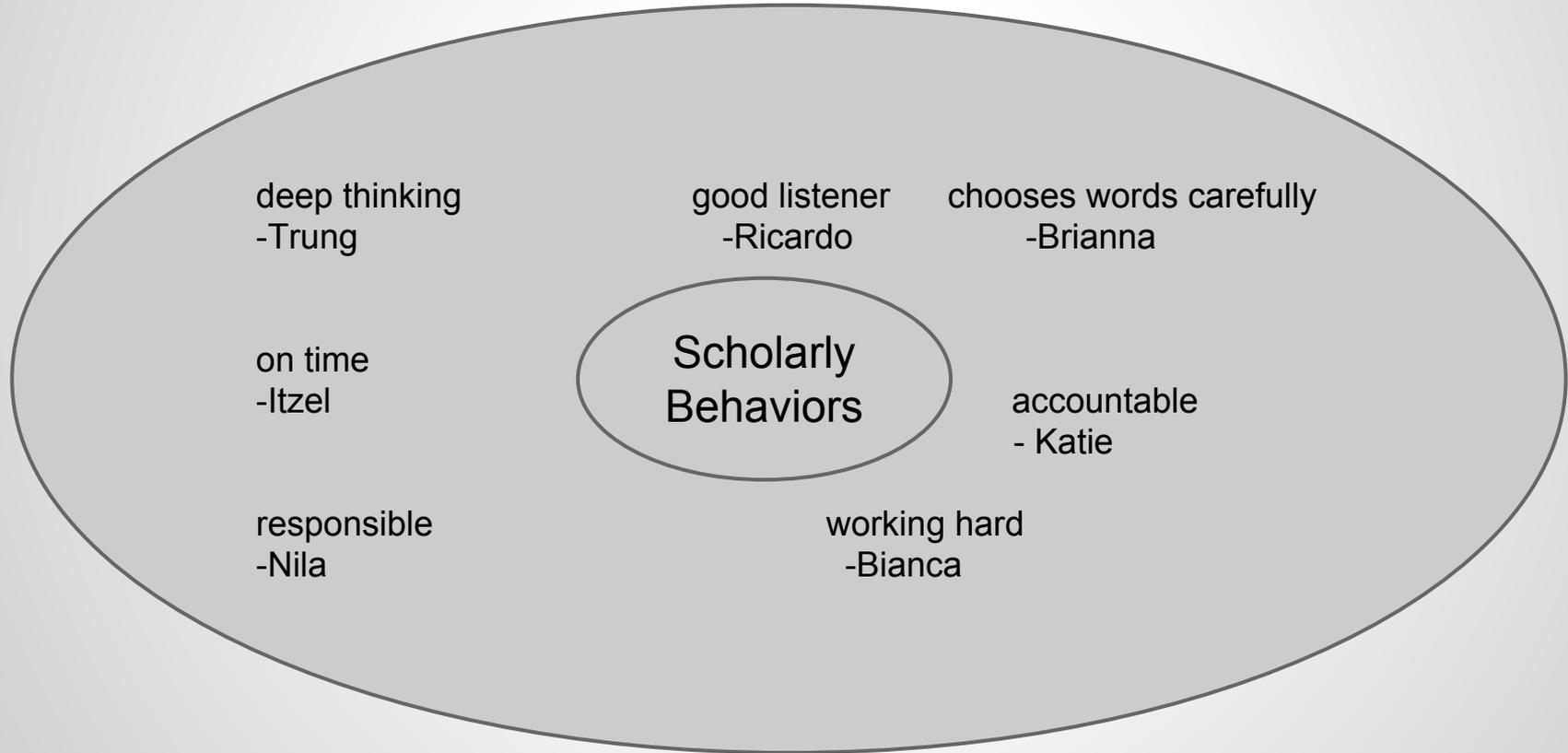
Scholarliness Sample Lesson (Day 1)

Okay Class,

Let's talk about scholarly behaviors. What is the first word that comes to your mind when you hear the words, scholar or scholarliness?

Write responses from students on circle map. List names of students next to responses. (Example on next slide)

Circle Map Example: Day 1 of Scholarliness Lesson

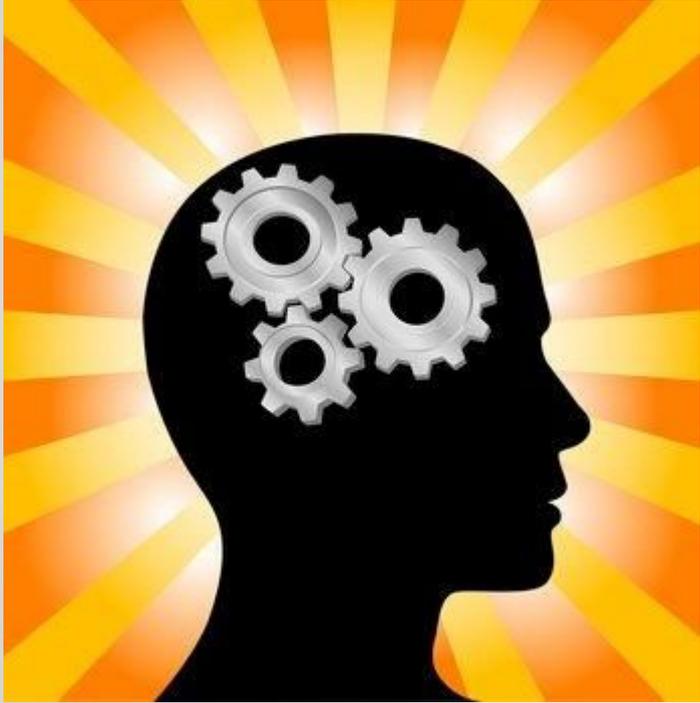


Scholarliness Lesson (Day 1 cont'd)

- Show symbols that represent scholarly traits. (located on the next 11 slides)
- Students and teacher discuss real life examples of different traits of scholarly behavior that coincide with the symbols. Students take notes on sheet as you review the slide show. [Scholarly Icons Student Fill In Sheet \(click here for sheet\)](#)

For example: Answering questions in complete sentences, in writing and when speaking, is an example of the scholarly trait of **excellence**.

There are 11 Key Habits of a Scholar



1. **PONDER IDEAS**

Scholars take the time to think about what they are learning. Scholars know that quality thoughts take time to develop and take time for reflection.

Habits of a Scholar

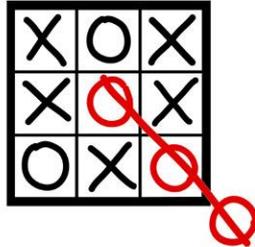
2

INTELLECTUAL RISK-TAKING

Scholars take intellectual risks. They think “outside of the box.” They engage in activities outside of their field to stay challenged.



**THINK
OUTSIDE
THE BOX**



Habits of a Scholar

3



PREPARATION

Scholars are prepared and ready to learn with all the tools necessary for the job.

“My mind is on and ready to learn.”

Habits of a Scholar

4

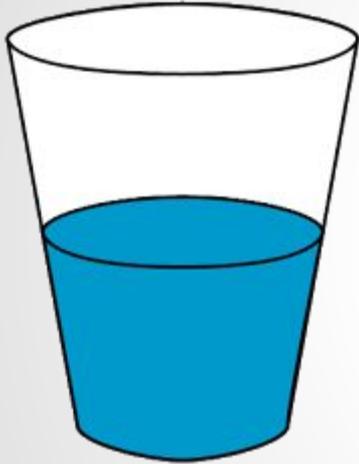


EXCELLENCE

Scholars take pride in their work and seek excellence in their finished products.

Habits of a Scholar

5



ACADEMIC HUMILITY

Scholars understand that no matter how much we learn, there is always more to learn.

Scholars have a thirst for knowledge.

Habits of a Scholar

6



CURIOSITY

Scholars are curious about learning and life and are willing to ask questions and seek answers.

Habits of a Scholar

7

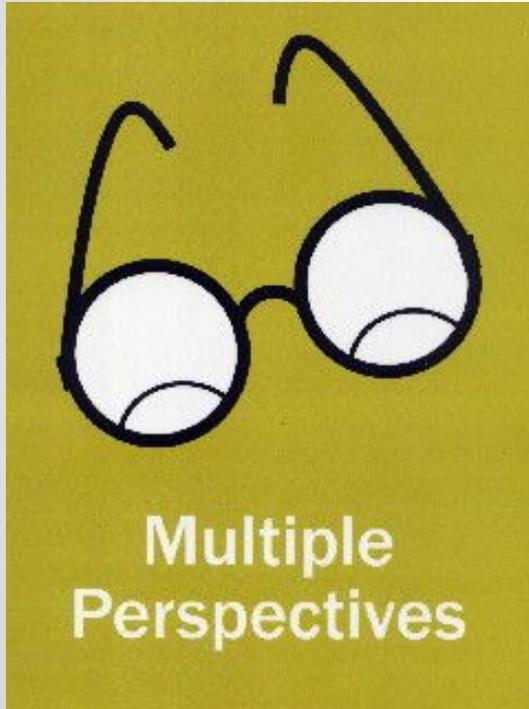


SAVE IDEAS

Scholars organize their learning and unfinished work, and find ways to save their ideas: digitally, journal, sketches, binders

Habits of a Scholar

8



MULTIPLE PERSPECTIVES

Scholars look beyond themselves and see how others view things. They understand that we do not have to agree to understand other perspectives.

Habits of a Scholar

9

Make sense of problems and persevere in solving them. Mathematical Practice 1



When given a problem, I can make a plan, carry out my plan, and check my answer.

BEFORE...

Think about the problem.

Ask myself, "Which strategy will I use?"

Make a **plan** to solve the problem.



DURING...

Stick to it!

Ask myself, "Does this make sense?"

Change my plan if it isn't working out.



AFTER...

CHECK my work.



Ask myself, "Is there another way to solve the problem?"

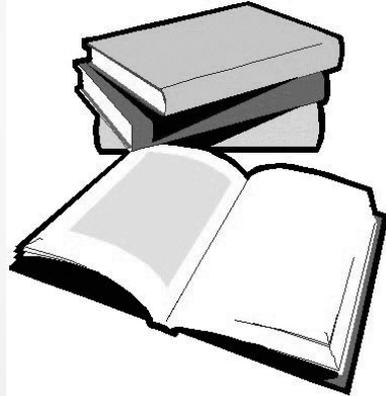
PERSEVERANCE

Scholars exercise their minds and learn to keep going, even when faced with hard work.



Habits of a Scholar

10



VARIED RESOURCES

Scholars use and look at many varied resources when learning.

Habits of a Scholar

11



GOAL SETTING

Scholars set goals in life and learning: both long-term goals and short-term goals. They know that having a goal is important.

Final Activity of Day 1 or save for Day 2

Teacher demonstrates a scholarly frame of herself.

In class or homework assignment:

Students use scholarly symbol charts and vocabulary to select and apply four or more of the scholarly traits to themselves and place them in a frame. Option: students can write an essay about themselves using four or more scholarly traits.

As a scholar, I always do my **best work**. I do not rush through tests, because it is not important to be the first one finished. It is important to be accurate.

Excellence

As a scholar, I take the time to **ponder ideas** before I act upon them. It is important to think things through. For example, if I have to teach a difficult math lesson, I take the time to think of what strategies I will teach the students.

Ponder Ideas

As a scholar, I **persevere** through my work. I don't turn in a project unless I am proud of it. I remember the video Austin's Butterfly, and how it took Austin six tries to get his work just right.

Perseverance

Laura Castrejon

Preparation

As a scholar, I come to school **prepared**. I have my tools with me such as my glasses, homework, sharpened pencils, and a water bottle. My mind is on!

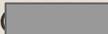


Varied Resources
When you have an assignment you use varied resources. That means you use many books and websites. For example, on an assignment I used many books and websites.



★ **Academic Humility**
A scholar has academic humility. That means they do not brag and say they are the smartest. If you have academic humility you say you still have much to learn and little by little you will fill up your glass. What I mean by that is like I have a glass of knowledge but it is half full and you need to fill it up but it will only fill up little by little.

Preparation
Scholars are prepared. Being prepared means having everything ready. For example, I need to come to school prepared.

Xitlali 



Perseverance
I am a scholar because I try, and I do not give up. Scholars persevere that means that they do not give up that easily.



This is an excellent example of being scholarly!

Scholarliness Lesson (Day 2)

Choose one or all of the options below. Students engage in academic discourse, and take notes. Keep it short and sweet, or click all three links for an in depth lesson.

[Muhammad Yunus Biography](#) (text)

[Google Slide Presentation on M. Yunus](#)

[Muhammad Yunus Video \(7 min.\)](#)

Preview this video before showing it to your class. You decide if you think it's appropriate, depending on the maturity level of your class. I've showed it to 4th graders. There are some images of poverty.

Another Option:

Students can choose one of the scholarly traits to focus on, and make connections to their own lives.

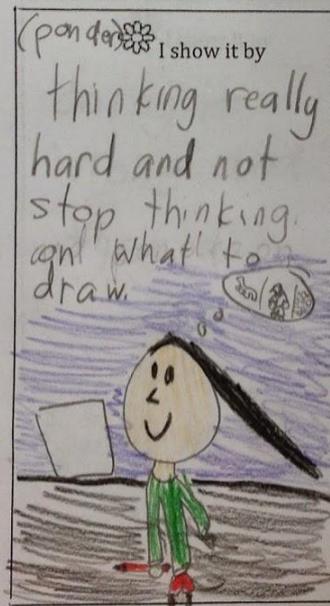
Click on the blue link below to access a blank copy of the sheet to the right.

[Digital Worksheet \(Blank\)](#)

Scholar: [redacted] # 9

Perseverance

Scholars never give up! Scholars exercise their minds by trying challenging tasks and sticking to them, no matter how difficult.



Scholarliness Lesson Day 3

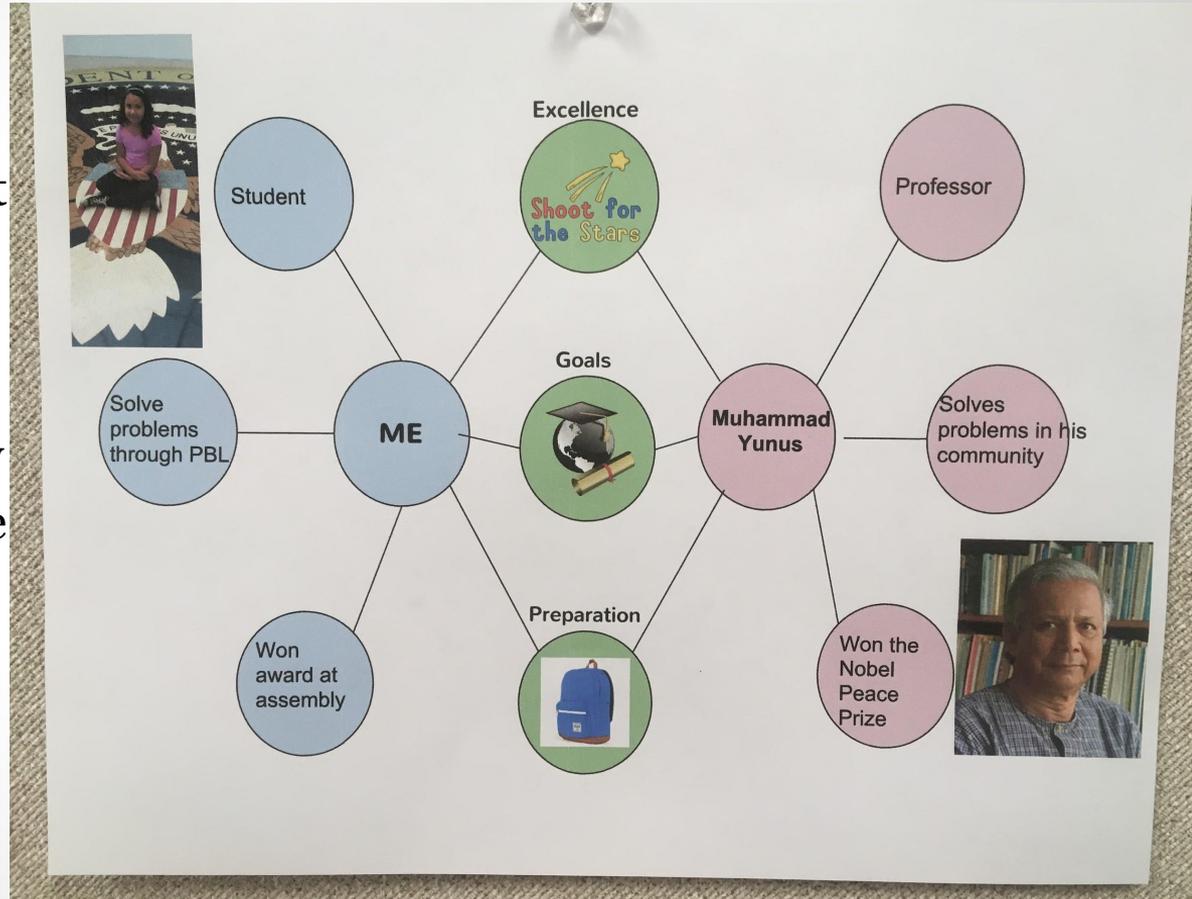
- review scholarly symbols
- share frames or essays from day 1
- new group assignment:

Students work in groups to research the biography of a scholarly individual. Why not check out the Nobel Peace Prize list?

Students apply the scholarly traits to their figure by making a GATE frame. Groups present their frames to the class.

Scholarliness Lesson Day 4

- Begin by reviewing the scholarly symbols.
- Whole group brainstorm a list of scholarly individuals they know or admire.
- Teacher models how to compare herself to a scholarly individual on a double-bubble thinking map.
- Students make their own and share with class. Peers comment.



Final Day of Scholarliness Lesson

Make a Class Mission Statement

Example:

Room 12 Scholarly Mission Statement

We, the scholars in room 12, agree to come to school prepared to learn. We will never stop asking thoughtful questions and will remain forever curious about the world around us. We will exercise our minds, spend time pondering ideas and problems, and will set short and long term goals for ourselves. As scholars, we will think outside the box and take intellectual risks. We will do professional work and shoot for the stars! Above all, we will consider ourselves half full because there is always more to learn.

Write the mission statement on chart paper to be posted in class all year. Everybody signs it.

Thank you!

Laura Castrejon

Anaheim Elementary School District

Stoddard Elementary School

Grade 4 GATE Teacher

lcastrejon@anaheimelementary.org



Vivian's Art