

Activate Compassion Mode

Compassion has the ability to reduce anxiety and dissolve conflict. Let's teach our children to supercharge this innate skill.

Watch this!

Play *The Nock and the Treeples*

- In this film, Nock has come upon the Treeples playing ball. She joins in, but this leaves everyone upset. What happened?



Talk about it!

	This story is done without any dialogue. Did your students understand it? Ask them!	How can your students relate this film to their own lives? Ask them!
Emotions	<ul style="list-style-type: none"> How did the Treeples feel when they first saw Nock? (scared/nervous) Why do you think that they felt that way? Was it because of the way she looked? Why would the way she looked be scary to them? 	<ul style="list-style-type: none"> Have you ever been scared or nervous because of the way someone looked? Was that person really scary or were they actually nice? How do you think that it would feel if someone was scared of the way you looked?
Reasoning	<ul style="list-style-type: none"> Why did Nock throw the Treeple up into the air? Was she trying to play or trying to hurt them? How do you know? 	<ul style="list-style-type: none"> Have you ever felt left out? When? How did that make you feel? Have you ever been part of a game where someone else was left out? Why were they left out? Was that fair?
Actions	<ul style="list-style-type: none"> Why did the Treeples change their mind and let the Nock play with them again? What did the Nock do with them in the end? 	<ul style="list-style-type: none"> What can you do if someone is being left out of a game? If you invited someone who was sitting alone to be part of a game, how would that make them feel? How would it make you feel?

Try this!

Act it out!

This film was done without using any words! How do we use our face and body to show our feelings and ideas?

- Ask a student to come to the front of the room.
- Whisper an action/feeling word into their ear. Choose from action words and feeling words below.

Action Words	Feeling Words
Dancing	Happy
Running	Angry
Laughing	Sad
Hammering a nail	Scared/worried
Driving a car	Excited
Drawing a picture	Confused

- Instruct the student to act it out in front of the class without using any words.
- Can the class guess what they are doing or feeling?
- Ask the class what the student did to help the others understand the action/feeling.
- Repeat this activity numerous times until all of the students received a turn to participate.

What's your Perspective?

It is important to understand another person's point of view before deciding on the situation.

- Get two puppets, one for each of your hands. Choose a student from the class and ask him/her to help you. He/she should hide behind an object and when instructed with a nod, jump out and scream "Boo!"
- Keep one puppet behind your back and have the other walk along humming.
- Nod to the student helper. When he/she jumps out and screams "Boo!" have your puppet gasp and jump and then laugh and say "Wow, you really scared me. That was so fun! Let's do it again!" Do this same thing one more time.
- Now, have the other puppet appear and ask the first puppet if they can play together. Have the puppet agree and nod for the child to jump out. When the child jumps out and screams "Boo!" have the 2nd puppet start crying and say that it was mean that the student scared it. The puppets can disagree, one saying it is a game and the other saying that it is not a game.
- Ask the class which puppet is right. Was the crying puppet being silly or was it okay for them to be scared?
- Was the student who said "boo" being mean or just playing?
- What can the student do when she/he gets the response from the puppet that they didn't like the game? Discuss ways that they can show compassion for the puppet that was upset.

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Talk about it!

	What was their perception? Ask your students!	How can they relate this film to their own lives? Ask them!
Emotions	<ul style="list-style-type: none"> What did the Treeples think of Nock at the beginning of the film? Were they nervous because of the way she looked? What did they think of Nock later when they found out their friend liked the game? Did the way Nock looked matter? 	<ul style="list-style-type: none"> Have you ever been scared or nervous because of the way someone looked? Was that person really scary or were they actually nice? When is it okay to trust your instincts about someone and when should you give them the benefit of the doubt? (i.e., adult stranger vs. new child at school)
Reasoning	<ul style="list-style-type: none"> Why did Nock throw the Treeple in the air? Was she being a bully or trying to play? How do you know? The the treeples yell at Nock. Were they standing up to a bully who hurt their friend, or were they being mean and yelling at her for not playing the right way? 	<ul style="list-style-type: none"> Have you ever been in a situation where someone judged you before they knew you? How did that make you feel? Have you ever been misunderstood? How did that feel? What did you do about it?
Actions	<ul style="list-style-type: none"> Why did the Treeples change their mind about Nock? Did they apologize because they felt bad for yelling at her or because they wanted to play the game her way? Did their motivation for apologizing matter, as long as they did apologize? 	<ul style="list-style-type: none"> Have you ever felt misunderstood like Nock? Have you ever done something and unintentionally hurt someone else? How did you or could you resolve these situations?

Try this!

Group Discussion

- Ask the students think back to when they first saw the film. How many of them felt that the film featured Nock as the victim who was treated unfairly. How many felt that Nock was a bully and treated the Treeples wrong? How many felt both ways? Record the number of students for each group.
- Randomly break up the class into two groups and have them sit on opposite sides of the room.
- Tell one group to watch the film again with the thought that Nock is a bully. Ask them to discuss and write down what Nock did wrong and what the Treeples did right.
- Tell the second group to do the same but watch the film with the thought that the Treeples treated Nock unfairly. Have them discuss and write down their thoughts.

Debate!

- Each group should select one member of their group to debate their point of view as to why Nock or the Treeples were treated unfairly.

Act it out!

- Choose 2 volunteers from each group. One will play Nock and the other the Treeples. Play the film again but muted. Have the children pretend to be the characters but instruct them to use words to convey the story.

Class Discussion

- Poll the class again and record how many felt that the Treeples were in the wrong, Nook was in the wrong, and how many felt both ways.
- Did this statistic change? How many students changed their response from the beginning. If age appropriate, consider graphing the change or representing the statistics in fractions or percentages to understand the change from a mathematical perspective. See example below.

	Nook Right	Treeples Right	Both Right
Pre-discussion	10/18	7/18	1/18
Post-discussion	3/18	6/18	9/18

- How would language have changed the film? Would it have helped to know what each of the characters were saying?
- Discuss the old saying “It is less important *what* a person does but *why* they do it that makes all the difference.” How would that have been true with this film?

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Talk about it!

	This story is done without any dialogue. Did your child understand it? Ask him/her!	How can your child relate this film to their own lives? Ask them!
Emotions	<ul style="list-style-type: none"> How did the Treeples feel when they first saw Nock? (scared/nervous) Why do you think that they felt that way? Was it because of the way she looked? Why would the way she looked be scary to them? 	<ul style="list-style-type: none"> Did you think that Nock looks scary? Do you think that the Treeples look scary? Do you think that anyone ever thought you looked scary? How would you feel if someone said you look scary?
Reasoning	<ul style="list-style-type: none"> Why did Nock throw the Treeple up in the air? Was she trying to play or trying to hurt them? How do you know? 	<ul style="list-style-type: none"> Have you ever played a game and left someone out? Why? Have you ever been left out of a game that you wanted to play? Why do you think that they did that?
Actions	<ul style="list-style-type: none"> Why did the Treeples change their mind and let the Nock play with them again? What did the Nock do with them in the end? 	<ul style="list-style-type: none"> What can you do if you feel left out of a game? How could you invite someone into a game who looks like they are sad and left out? What would you say?

Try this!

Play it!

- Pull out some toys and place them in a pile in front of your child. Tell them that you are going to play a game where they get to figure out who gets to play with which toys.
- Look for a color of clothing that you are wearing that your child isn't. Tell him/her: "The person who is wearing ___ gets to choose the first toy." Then choose the toy.
- Continue this rulemaking with using physical descriptions that only you fit, but your child doesn't (i.e., tallest person in the room, hair color, eye color, longest hair, etc.) until all of the toys are in your pile and only one of them are in their pile.
- Ask your child how it felt to play this game. The game of getting prizes was based on the way he/she looks. Does that seem fair?
- Discuss why is it not fair to decide things based on how people look.

Act it out!

- Choose one of your child's dolls or plush toys.
- Have your child choose any toy to play with and ask them to start playing with it.
- Take your doll and, without saying anything, have the doll take the toy away from your child.
- Ask your child what he/she thinks of what your doll did.
- Do this activity again, but this time use nice words and have your doll gently tell your child that it is going to play with the toy and then give back in a few minutes.
- Ask your child what he/she thinks of what your doll did.
- Do the activity a third time but this time use harsh words and have the doll gruffly tell your child that it is going to play with the toy and will give it back in a few minutes.
- Ask your child what he/she thinks of what your doll did.
- Discuss and point out to your child that he/she like it most when the doll used a gentle tone to communicate rather than using a harsh tone or no words at all.
- Explain how communication is really important when joining others and asking others to join you, and it is both the words, look on your face, and actions that make a difference.