

GROWING COMPASSION

LESSON PLAN

Mrs. **MEYER'S**
CLEAN DAY

+

kids
GARDENING.ORG
HELPING YOUNG MINDS GROW



Introduction

We're gardeners at Mrs. Meyer's Clean Day. We grow things like BASIL and LAVENDER and PEONIES. We know the power of growing something tiny into SOMETHING BEAUTIFUL. And with the world the way it is these days, well, we put on our garden hats and asked, what if we could GROW SOMETHING BIGGER and lovelier than even sunflowers? What if we could grow... UNDERSTANDING? KINDNESS? EMPATHY? The things we want in a FRIEND and a NEIGHBOR. The things we try to cultivate in ourselves.

Well, with our Compassion Flower, we sure tried. And maybe it won't change the world, but it could change a little patch of your own backyard. Which is as good a place as any to start.

Now we want to share our seeds with you. We thought, who knows more about the importance of spreading kindness and understanding than our teachers who are dedicating their lives to growing the next generation of compassionate citizens? What better place to plant these seeds than in the classrooms and gardens in our schools?

We invite you to be part of our Compassion Flower Project, an initiative to teach kids about kindness by growing Compassion Flower plants to donate to individuals in your community. Through the growing process, students learn how to care for and nurture another living thing and then witness the power of kindness as they bring joy to others by gifting their plants to community members in need of a little love. Together, let's plant compassion in our communities — one seed, one student at a time.

Not to worry if you do not have Compassion Flower seeds; there is a host of other great plants you can grow. Alternative flowering plant possibilities include zinnias, cosmos, petunias, pansies, and nasturtiums. Is your school challenged with low-light conditions? You may want to try growing foliage plants like colorful herbs or lettuces that can be planted from seed and grow okay with a little bit less sunlight.

Growing your Compassion Flowers from planting to gifting will take an estimated six to eight weeks of time (if you are using an alternate type of plant, you can check the back of the seed packet to find an estimated growing time). With our friends at KidsGardening, we have created a series of lesson plans to help you incorporate activities into your classroom curriculum throughout the project. The following guide offers five lesson plans to teach about compassion, empathy, responsibility, cooperation, and kindness. Each lesson provides you with background information and plant-based activities to help students learn about these important topics while also engaging in basic science, math, and language arts instruction. The lessons are designed to walk you through the growing process from planting to distribution, but are not dependent on each other, so you can complete one or all five—whatever best fits into your schedule.

Here is a **BRIEF SUMMARY** of **EACH LESSON**:

LESSON 1 COMPASSION

Summary

Students will learn about the basics of seed germination and plant their Compassion Flower seeds. They will be introduced to the Compassion Flower Project and determine what they will grow and how to use their plants to show kindness in their community.

LESSON 2 EMPATHY

Summary

Students will learn about the purpose of flowers and explore how the characteristics flowers developed to attract pollinators also engage our senses. They will investigate the power of plants to foster positive feelings and enhance our environment.

LESSON 3 RESPONSIBILITY

Summary

Students will explore basic plant needs and learn what gardeners do to help plants grow strong. They will create a care guide to give to the recipients of their plants.

LESSON 4 COOPERATION

Summary

Students will discover the value of teamwork as they study the relationship between plants and pollinators. They will decorate special pots for their Compassion Flower plants.

LESSON 5 KINDNESS

Summary

Students will learn about the joy of giving as they prepare their Compassion Flower plants for their selected recipients. They will make cards from pressed flowers to accompany their gifts.



LESSON 1 COMPASSION

Summary

Students will explore ways to show compassion to others while also learning about the conditions seeds need to sprout.

Objectives

- Students will:
- ① Learn about compassion.
 - ② Explore seed germination through experimentation.
 - ③ Plant their Compassion Flower seeds.

Definitions

Here are two ways to define compassion:

Sympathetic consciousness of others' distress together with a desire to alleviate it. *Merriam-Webster Dictionary, 2018*

A feeling of wanting to help someone who is sick, hungry, in trouble, etc. *Merriam-Webster Learner's Dictionary, 2018*

Links to Standards

Next Generation Science Standards Performance Expectation: 2-LS4-1.

Make observations of plants and animals to compare the diversity of life in different habitats.

Common Core English Language Arts:

Literature: CCSS.ELA-Literacy.RL.: K-2.1, K-2.2, K-2.3

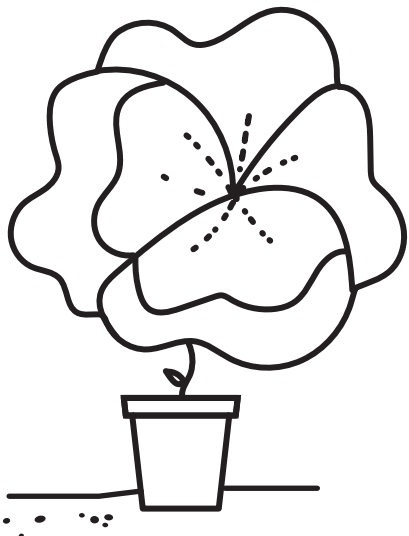
Speaking and Listening Standards:

CCSS.ELA-Literacy.SL.:K-2.1, K-2.2, K-2.3

Time:	Laying the Groundwork:	30 minutes
	Exploration: Initial activity:	1 hour
	Continued observation:	3 to 7 days
	Making Connections:	30 minutes
	Digging Deeper:	30 minutes

Materials:

Bag of dried soup beans (including lima beans)
Paper towels
Clear plastic drinking cups
Potting soil
Water
Pots
Compassion Flower Seeds



Teacher Background Information

Seeds contain a baby plant (also known as the embryo) along with a starter package of stored food and nutrients. Although seeds come in all shapes in sizes, from tiny petunia seeds to the sizable coconut, they all include similar parts. These include:

A seed coat, which protects the young seed and keeps it from growing until conditions are right. The endosperm, which is stored food for the plant to use to kick-start its growth. And the embryo, which is the tiny baby plant. It is made up of the radicle (which will become the root), the hypocotyl and epicotyl (which will become the stem), and one or two cotyledons (the first leaves that contain stored energy and nutrients to fuel the plant until it can start photosynthesis and make its own food).

In order to begin growing, the seed must experience certain conditions. For most seeds, that includes the right moisture and temperature. Some types of seeds need additional conditions — such as the presence or absence of light — before they'll grow. These requirements are important adaptations that prevent the seed from sprouting until the environment is right for successful growth.

Laying the Groundwork

Read and discuss the book *A Place to Grow* by Stephanie Bloom

You can use the following questions to guide your conversation:

In the book, the Tiny Seed is on a journey looking for a place to grow.

How is Tiny Seed feeling on his journey? Scared, worried, anxious, frustrated.

Does anyone try to comfort him along the way? The Big Tree, The Wind.

How do they try to help? The Big Tree assures him he will find a place to grow and to enjoy his journey. The Wind carries him away from the places where he does not belong and also provides words of encouragement to him.

Does anyone treat him poorly along his journey?

The ant thinks he is a pebble, the cow tries to eat him, the vegetables are mean because he is not exactly like them.

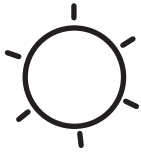
How did the seed feel when the vegetables were mean to him? He was very sad and beginning to lose hope that he would find his place.

What kind of things did the meadow provide for the Tiny Seed? Sunlight, water, moist soil.

Explain to your students that compassion is wanting to help when someone needs it. Which of the characters in this story were compassionate? The Big Tree and The Wind.

How did they show their compassion? Through their words and actions.

Conclude your discussion by brainstorming ways that you can be compassionate to others too. Record your ideas on chart paper and hang in the classroom as a constant reminder.



Exploration

1. In *A Place to Grow*, the Tiny Seed is looking for his perfect space to grow. Talk about the different things seeds need to grow from the list in the Teacher Background Information.
2. From a bag of dried bean soup mix, pick out enough lima bean seeds so that you have at least one for each student. Soak them in water for 4 hours to overnight.
3. On a paper towel, give each student a soaked lima bean seed to explore. Ask them to gently remove the seed coat and look inside. Do they see the new baby plant? Have them draw their findings.
4. Explain that by soaking them in water, the seed began the process of sprouting, also called germination. Conduct a few experiments using beans from your dried soup bean mix to test what conditions the seeds need to begin growing. Although you are free to come up with many different combinations of growing conditions as time and resources allow, make sure to include at minimum the following:

Plant some seeds in a clear plastic drinking cup full of moist soil, positioning them along the sides of the cup so that you will be able to watch them grow. Place the cup in a warm space like a windowsill. If you do not plan to grow your seeds to maturity, you can also just fill your cup with bunched-up, moist paper towels.

Plant some additional seeds in cups of moist soil or moist paper towels, but place this batch in a cool/cold location like a refrigerator or freezer.

Plant some seeds in dry soil or bunched-up, dry paper towels and place in the same warm space as the first batch.

Plant some seeds in dry soil or bunched-up, dry paper towels and place in the same cool/cold space.

5. Observe your seeds and look for signs of germination. First the seed coat should come loose, followed by the emergence of a tiny root. The shoot will follow. Record your results in a chart on a classroom board or chart paper like the following:

Conditions

Did the seed germinate? _____

If yes, when did it germinate? _____ Warm and moist
_____ Warm and dry
_____ Cold and moist
_____ Cold and dry

6. Discuss your findings. Based on the results, what conditions did we confirm that bean seeds need to germinate?
7. To extend the learning, continue to watch the seeds that germinated as they develop roots, stems, and leaves. Students can record observations each day for one or two weeks in a journal as a sketch or in words.

Making Connections

Watch the Compassion Flower video *Sharing the Sun*

In this video, which of the characters is experiencing distress? Basil; he does not have enough sunlight. How do the other characters show him compassion? Honeysuckle moves so he can get more sunlight. How does that make him feel? Happy, grateful, and valued.

Use the following prompts to think of ways students can be compassionate in different situations:

1. What can we do if a new student joins our class to help them feel welcomed?
2. How should we react if we see someone teasing another student on the bus?
3. What can we do if someone spills their food or drink at lunch time?
4. What should we say if we bump into someone at recess by accident?
5. How can we help if someone loses their scissors or glue?

Digging Deeper

Introduce the Compassion Flower to your students using the video at: <https://www.mrsmeyers.com/our-story/compassion-flower/>

Explain to students that they are going to have the opportunity to grow seeds, too, and brainstorm ideas for how you might be able to use your plants to make your community a better place. Who will you give your Compassion Flower plants to? Create a class list of all the suggestions.

Next, allow your students to vote on their favorite idea on the list. Once you decide on the final home for your plants, begin your Compassion Flower Project by planting your seeds.

If you do not have Compassion Flower seeds, not to worry; there is a host of other great plants you can grow. Alternative flowering plant possibilities include zinnias, cosmos, petunias, pansies, and nasturtiums. Is your school challenged with low-light conditions? You may want to try growing foliage plants like colorful herbs or lettuces that can be planted from seed and grow okay with a little bit less sunlight.

Share the following planting instructions with your students:

1. Fill pot with moist potting soil, leaving 1/2 inch of room from soil level to the rim of the pot. Make sure to moisten your soil before putting it into the pot. To check to see if you have added the right amount of water, gently squeeze a small ball of soil. If it drips water, add additional dry potting soil until it feels like a wet sponge.
2. With your finger or the tip of a pencil, make a small hole about 1/3 of an inch deep (about the size of half of your finger nail).
3. Place seed in the hole.
4. Cover seed with soil and gently pat to settle into place.
5. Spray gently with water. Keep the soil moist without overwatering.
6. Place in sunny window or under grow lights.



LESSON 2 EMPATHY

Summary

Students will learn the importance of understanding how others are feeling and thinking in order to be compassionate and kind.

Objectives

Students will:

- 1 Learn about empathy.
- 2 Explore ways plants and flowers can impact how people are feeling.
- 3 Find ways to use plants at their school to improve how people are feeling.

Definition

Here are two ways to define empathy:

The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another — of either the past or present — without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner.

Merriam-Webster Dictionary, 2018

The feeling that you understand and share another person's experiences and emotions. *Merriam-Webster Learner's Dictionary, 2018*

Links to Standards

Next Generation Science Standards Performance Expectation:

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Common Core English Language Arts:

Literature: CCSS.ELA-Literacy.RL.: K-2.1, K-2.2, K-2.3

Speaking and Listening Standards: CCSS.ELA-Literacy.SL.:K-2.1, K-2.2, K-2.3

Common Core Mathematics:

Counting and Cardinality: K.CC.4c, 6

Measurement and Data: 1.MD.4; 2.MD.10

Time:	Laying the Groundwork:	30 minutes
	Exploration:	4 days
	Making Connections:	15 minutes
	Digging Deeper:	Ongoing

Materials:	A couple of flowering potted plants
	Potting soil
	Planting container

Teacher Background Information

The job of a flower is reproduction; that is, to produce the fruit and seeds to ensure the species continues. A flower's reproductive parts, the pistil and stamens, are located in various places depending on the type of flower. They might be located in the center of a ring of petals, for example, or at the base of a tubular-shaped bloom. For pollination to occur, pollen must first move from the stamens to the pistil. Next, the pollen moves down the ovary to fertilize the egg at the bottom. Then, voila—seeds form.

Sometimes flowers need assistance moving the pollen from one place to the other, and so they developed characteristics to attract helpers called pollinators. For instance, flowers' brightly colored and patterned petals, distinctive scents, and tasty nectar all shout out to pollinators, "Here I am, stop by for a bite to eat and inadvertently move my pollen to my neighbors."

Although people are generally not pollinators, we also reap the benefits from this evolutionary package. For thousands of years, flowers have pleased our senses and brightened our world. We have used flowers to decorate our houses, celebrate our holidays and special occasions, show our love and gratitude to others, and offer sympathy in times of sorrow. Research has shown that being surrounded by plants, especially flowering plants, lifts our spirits and provides a connection to the natural world.



Laying the Groundwork

Read and discuss *The Shadow Garden* by Cherie Foster Colburn

In *The Shadow Garden*, the main character's grandmother is not feeling well and cannot go out into her garden because being in the sun made her feel sick. What did he and his grandfather try to do first to make her feel better? They gave her cards and letters, read books to her, and made her tea.

What did they decide to try next? They decided she missed her garden and so they planted a garden that she could enjoy at night.

What kind of things did they include in the garden? Plants that bloom at night. Lights on the trees.

In addition to plants, what also lived in the shadow garden? Birds, crickets, moths, a raccoon.

How did his grandmother feel about her garden? It made her very happy.

Ask your students, did the young child and his grandfather know how to help his grandmother at first? No, they tried many things.

How do you think they came up with the idea of a shadow garden? Perhaps they tried to think about her favorite things before she got sick and then came up with an idea on how to adapt them considering her new limitations.

Ask students if they can remember when they have felt like other people have taken the time to understand how they were feeling. Begin by sharing an example from your own life and then see if anyone else would like to share. After each example, ask, "How did that make you feel?"

Exploration

1. Explore how plants can affect people's mood by conducting a simple experiment in your classroom and a neighboring classroom. Obtain a collection of flowering potted plants. First, place them in locations around your classroom without bringing it to the attention of your students.
2. Record the number of students that mention something about the plants to you over the next day.
3. At the end of the second day, conduct a simple survey of the students. Ask, do you notice anything different about our classroom?

How many of you noticed the plants/flowers?

How did they make you feel?
4. Record your results. Ask, did the plants make our classroom a better place to learn? Do you think they it made our classroom more positive?
5. Explain that you were doing an experiment to see if the plants had an effect on how they felt. Next, tell students it is their turn to be the researchers. Have them help you sneak the plants into another classroom (make sure they know not to say anything to their friends). Ask the teacher to once again make note of how many people ask about the plants. At the end of two days, have them visit the classroom and ask the other class the same questions.
6. Compare your results. Did the other class use some of the same words to express how the plants made them feel? Can you think of other ways to explore how plants and flowers can affect our mood?

Making Connections

Watch the Compassion Flower video *Sharing the Sun*

In this video, how do the characters determine Basil is not happy? Miss Peony gives everyone a hint.

What advice does Compassion Flower give to help us notice when someone is not feeling well or needs help? Sometimes you have to stand in someone else's topsoil to understand how he or she is feeling.

As a class, brainstorm a list of ways we can uncover what people are thinking and how they are feeling. There are many possible answers; however, make sure the list includes the basics of, "We can ask them," "We can observe their facial expressions," and "We can listen to them."

Digging Deeper

Plant the flowering plants you used in your experiment into one large container garden. Place your new container garden in a public space for all students and teachers to enjoy, such as a main entrance, library, or cafeteria. Keep track of any comments or complements you receive about your garden and post in your classroom to remind students of the impact of their work.



LESSON 3 RESPONSIBILITY

Summary

Students will learn about responsibility as they take care of their Compassion Flower Project plants.

Objectives

Students will:

- 1 Discuss what it means to be responsible.
- 2 Learn what plants need that gardeners must provide so plants stay healthy.
- 3 Participate in experiments to explore plant needs.

Definition

Here are two ways to define responsibility:

The quality or state of being responsible; accountability.
Merriam-Webster Dictionary, 2018

The state of having the job or duty of dealing with and taking care of something or someone. *Merriam-Webster Learner's Dictionary, 2018*

Links to Standards

Next Generation Science Standards Performance Expectation: K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Common Core English Language Arts:

Literature: CCSS.ELA-Literacy.RL.: K-2.1, K-2.2, K-2.3

Writing: CCSS.ELA-Writing.W.: K-2.2

Speaking and Listening Standards: CCSS.ELA-Literacy.SL.:K-2.1, K-2.2, K-2.3

Common Core Mathematics:

Measurement and Data: K.MD.1-2; 1.MD.1; 2.MD.9-10

Time:	Laying the Groundwork:	30 minutes
	Exploration: Initial activity:	30 minutes
	Observation:	2 weeks
	Making Connections:	30 minutes
	Digging Deeper:	1 hour

Materials: 6 to 12 basil plants in 4" pots

Teacher Background Information

Plants have five basic needs:

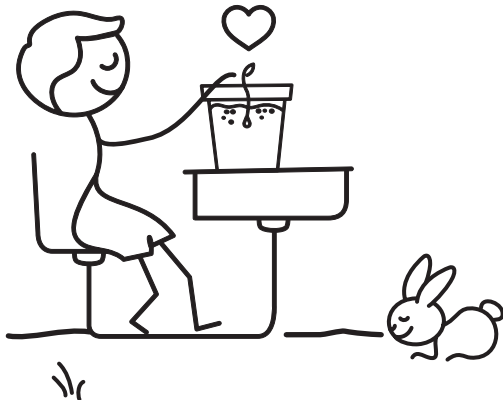
Water – Water is required for photosynthesis (production of food) and transpiration (evaporation of water from leaves into the air, cooling the plant and creating pressure to move water from roots to leaves). It also aids in the absorption of some nutrients from the soil.

Light – Plants capture light energy for use in photosynthesis, the process by which plants make food. They can get light from the sun or from artificial light sources.

Nutrients – Similar to people's need for vitamins, plants require certain minerals for proper function and growth. They get most of their necessary nutrients from the soil.

Air – Plants take in carbon dioxide (CO₂) and oxygen (O₂) to use during photosynthesis.

A place to grow – Plants need somewhere to grow. Although most plants grow in soil, some are adapted to grow without soil.



Laying the Groundwork

Read and discuss *Tops and Bottoms* by Janet Stevens

Ask the following questions:

In *Tops and Bottoms*, what is Hare's first proposal to Bear? He tells Bear he will plant the field and split the crop between the two of them. He lets Bear decide whether he wants to keep the top or the bottom of the crop.

What does Hare's family do to plant the field?
They plant the seeds, water, and weed.

What did Bear do while Hare's family worked? He slept.

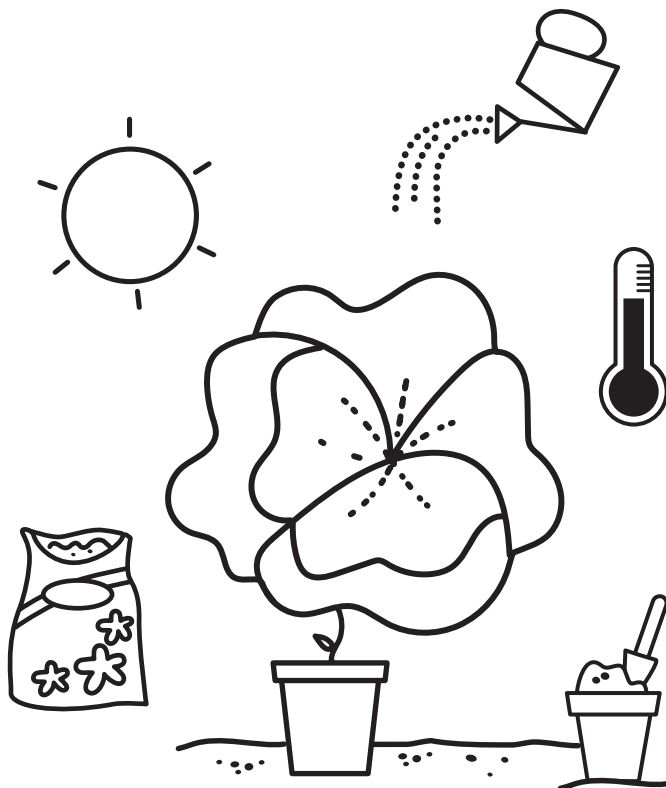
What was the second and third deal that Hare made with Bear? The second time he said he would plant the field again and this time Bear could keep the bottoms. The third time, he said Bear could keep the top and the bottom and he would keep the middle.

What does Hare's family do to plant the field the second and third seasons?
They plant the seeds, water, and weed.

What did Bear do while Hare's family worked? He slept.

What did Bear learn in the end? That if he wanted to enjoy the harvest, he needed to take responsibility for the work of planting, watering, and weeding.

Talk about responsibility with your students. Ask them to share some of the things they are responsible for at home and at school. How does it make you feel to be responsible? What happens when we do not take care of the things we are responsible for?



Exploration

1. In *Tops and Bottoms*, we learned about some of the things plants need to grow. Share the list from the Teacher Background Information with your class.
2. Brainstorm with the class ways to test whether or not plants really need all of these things you have listed. If your class does not come up with the idea, suggest that one way to test if they need them is to see what happens when they do not have them.
3. Using 6 to 12 potted basil plants (small 4" pots will work fine), see what happens when you take away one of the plant's basic needs for 2 weeks:

Place 1 or 2 plants on the windowsill, but stop watering them.

Place 1 or 2 plants in a dark closet, but continue to water as needed.

Place 1 or 2 plants in a vacuum-sealed bag and place on windowsill.

Remove 1 or 2 plants from their pots and remove all soil. Replant in a mix of peat moss that does not contain any added nutrients.

Remove 1 or 2 plants from their pots and remove all soil. Place on the windowsill.

Place 1 or 2 plants on windowsill and water normally.

4. Label all pots based on the treatment they are receiving (no water, no light, no air, no nutrients, no place, and control). Make predictions about what you think will happen to each of the plants.
5. At the end of 2 weeks, compare the growth of all of your plants. Make a chart to record observations of growth for each of the treatments. Can you see any differences in the plants' appearance and health? Are the results what you expected?

Making Connections

Create a class chart with all of the jobs related to caring for your Compassion Flower plants. This list may include:

Watering
Providing fertilizer
Monitoring light levels (if using grow lights, it may include turning the lights on)
Monitoring temperature

Assign students different jobs each week so that they all feel actively involved in caring for your plants.

Digging Deeper

Have each student create a "How to Care for Your Compassion Flower" new plant guide. Using pictures or words, have them list all of the things the plants need for healthy growth. Save these guides to hand out with the plants for your Compassion Flower Project.

LESSON 4 COOPERATION

Summary

By exploring the relationship between plants and pollinators, students will learn the value of cooperation.

Objectives

- Students will learn:
- 1 Teamwork is extremely important.
 - 2 Working together, we can accomplish more than we can alone.
 - 3 Pollinators are organisms that help many types of plants produce seeds.

Definition

Here are two ways to define cooperation:

The actions of someone who is being helpful by doing what is wanted or asked for. *Merriam-Webster Dictionary, 2018*

A situation in which people work together to do something. *Merriam-Webster Learner's Dictionary, 2018*

Links to Standards

Next Generation Science Standards Performance Expectation: 2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Common Core English Language Arts:

Literature: CCSS.ELA-Literacy.RL.: K-2.1, K-2.2, K-2.3

Speaking and Listening Standards: CCSS.ELA-Literacy.SL.:K-2.1, K-2.2, K-2.3

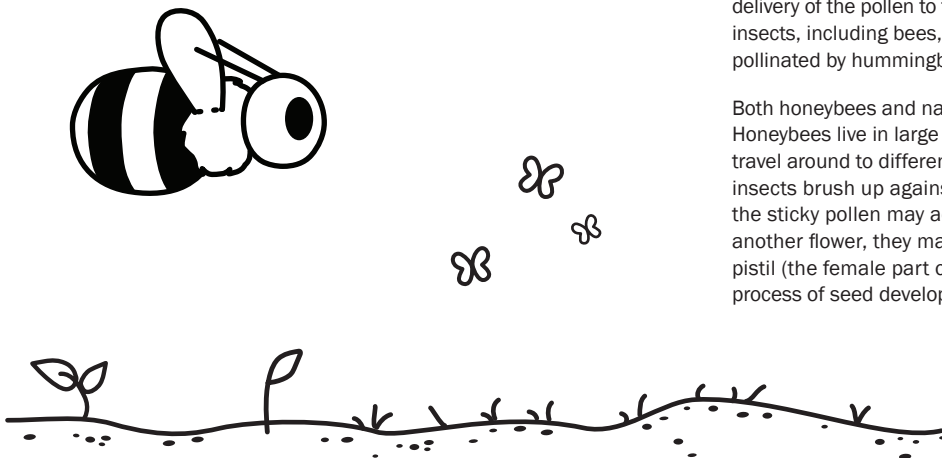
Time:	Laying the Groundwork:	30 minutes
	Exploration:	1 hour
	Making Connections:	30 minutes
	Digging Deeper:	1 hour

Materials:	Flowers:
	Buckets or tubs
	2-inch Styrofoam balls
	Craft materials including construction paper, tape, yellow paint, and glitter
	Honeycomb:
	Seven (or more) 8-oz. plastic drinking cups
	Tape

Teacher Background Information

Some plants rely on wind or water to move pollen from one flower to another. And some plants are self-pollinating, meaning the pollen in one flower pollinates the pistil of the same flower. However, many plants need help to move their pollen so they can produce their seeds. Pollinators get their name because the delivery of the pollen to the pistil is called pollination. Pollinators are most often insects, including bees, wasps, butterflies, flies, and beetles. Some plants are pollinated by hummingbirds, and some are even pollinated by bats!

Both honeybees and native bees are important pollinators of many food crops. Honeybees live in large colonies called hives and make honey. Forager bees travel around to different flowering plants to collect pollen and nectar. As the insects brush up against the anthers (the male parts of the flower), some of the sticky pollen may adhere to their bodies. When the bees then travel to another flower, they may deposit some of the pollen onto this new flower's pistil (the female part of the flower), thereby pollinating it and beginning the process of seed development.



Honeybees collect pollen in special sacs on their hind legs. Pollen is not used to make honey, but it is also stored in honeycomb cells so it can be used as an alternate food source to honey. Pollen provides the bees with protein, vitamins, and minerals.

How do they find the pollen and nectar? Forager bees go out in search of good food sources. When they find one, they will return to the hive and perform a “waggle dance.” This dance communicates to the other bees important information about the location of the food source, such as what direction it’s in, how far away it is, and even the quality of the food. The angle at which the dancing bee moves indicates direction, a figure-eight dance indicates the food source is far away, and a vigorous shake speaks to the quality of the food. The honeybee’s waggle dance is the only known symbolic language that exists among species other than humans and primates.

Laying the Groundwork

Read and discuss *Wanda’s Roses* by Pat Brisson

Answer the following questions:

Why did Wanda begin cleaning up an empty lot in her neighborhood? She wanted to make room for a “rosebush.”

How did all of the neighbors react to her cleaning the lot? They all pitched in and helped even though they did not think her plant was actually a rosebush.

What did Wanda do when her bush did not bloom? She made flowers from paper and invited the neighbors who had helped her to a tea to celebrate.

What happened at the tea party? Everyone brought rose bushes because they wanted to help and soon the lot was a beautiful rose garden.

In this book, the neighbors worked together to make a beautiful space. Ask students to share examples from their own lives where they have worked with others to get big projects done.

Exploration

1. Before class, make 5 to 10 “flowers” and “honeycombs.” To make a very simplified flower, decorate buckets or tubs with construction-paper petals. Inside, place yellow-painted, glitter-coated Styrofoam balls to represent pollen. To make honeycombs, attach 6–8 oz. plastic drinking cups to each other with tape. Although the size of the honeycomb can vary, using at least 7 cups will provide enough to resemble a honeycomb. Make enough honeycombs to hold all of your Styrofoam balls.
2. Scatter your flowers around your schoolyard or classroom and the honeycombs at your home base or “hive” for your student bees.
3. Begin your activity by telling your class that you are going to “Be the Bees” today. If you have time, you can craft wings and antennae so they can dress up like bees, too.
4. Line up all of your student bees at the “hive,” then send one child out to look for a flower (bucket). Once they find one, tell them to come back to the group and create a waggle dance to show the others where to find it. Repeat so that each child who wants to has the chance to be a scout.
5. Next send all the bees out to collect pollen (Styrofoam balls) and bring it back to the honeycomb (plastic cups). Your bees can work together to fill the honeycombs. Or students can be divided up into teams, each filling their own smaller honeycomb.
6. At the end of the activity, have students look at their hands and clothes. Do they see any of the glitter from the pollen? Do they see how bees could help move pollen from one flower to another? Who is cooperating in this activity? The bees are cooperating with each other and they are also teaming up with the plants. The bees help the plants make seeds and the plants help feed the bees.

Making Connections

Take a walk around your school and schoolyard and come up a list of ideas for ways you could make it a better place for everyone. Get approval from your principal on which projects you can complete, and then partner with other classes, a high school service group, or community volunteers on a cleanup day.

Digging Deeper

In preparation for handing out your Compassion Flowers plants, decorate 4” or 6” pots with craft materials or paint. Alternatively, you can make pot covers if you want to leave the flowers in the pots they are growing in for distribution. Create plant labels from wooden craft sticks or from the handles of cleaned plastic cutlery.



LESSON 5 KINDNESS

Summary

Students will have the opportunity to show kindness to each other and to members of their community.

Objectives

- Students will:
- 1 Learn what it means to be kind.
 - 2 Discover how to press flowers to make attractive notecards.
 - 3 Practice acts of kindness at their school and in their community.

Definition

Here are three ways to define kind/kindness:

The quality or state of being kind. Treating people with respect.
Merriam-Webster Dictionary, 2018

Kind: having or showing a gentle nature and a desire to help others; wanting and liking to do good things and to bring happiness to others.
Merriam-Webster Learner's Dictionary, 2018

Links to Standards

Common Core English Language Arts:

Literature: CCSS.ELA-Literacy.RL.: K-2.1, K-2.2, K-2.3

Speaking and Listening Standards: CCSS.ELA-Literacy.SL.:K-2.1, K-2.2, K-2.3

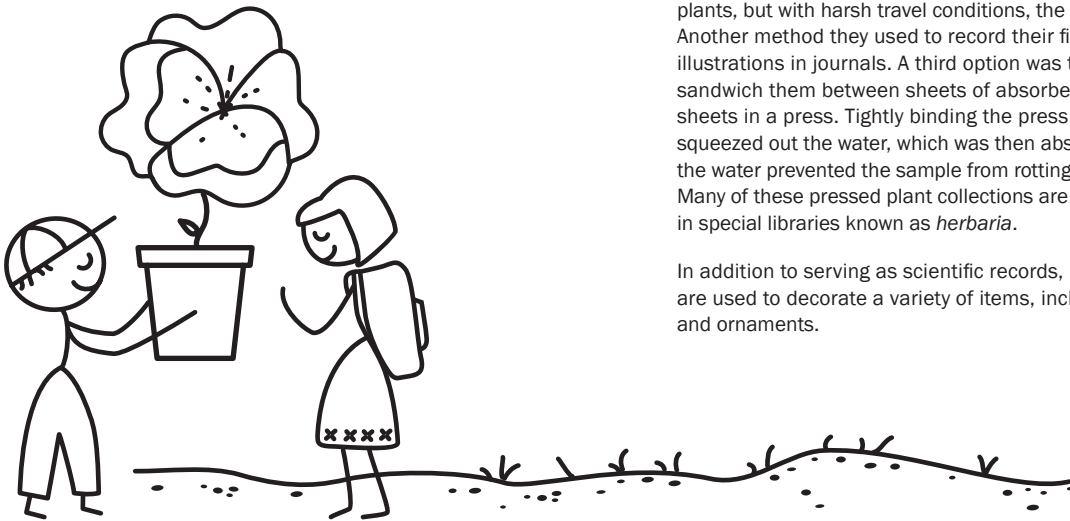
Time:	Laying the Groundwork	30 minutes
	Exploration: Preparation	1 hour
	Drying time	2 weeks
	Card making	1 hour
	Making Connections	30 minutes
	Digging Deeper	1 hour

Materials: Flowers and leaves for pressing
Tissues
An old phonebook
Card stock
Craft glue

Teacher Background Information

In early days of plant exploration, botanists would often travel long distances to locate new plant species. Sometimes they would try to bring back live plants, but with harsh travel conditions, the plants would not always survive. Another method they used to record their findings was to draw detailed illustrations in journals. A third option was to take samples of leaf parts, sandwich them between sheets of absorbent paper, and then place the sheets in a press. Tightly binding the press flattened the leaf parts and squeezed out the water, which was then absorbed by the paper. Removing the water prevented the sample from rotting and preserved it for later study. Many of these pressed plant collections are still around today and are kept in special libraries known as *herbaria*.

In addition to serving as scientific records, pressed flowers and leaves are used to decorate a variety of items, including bookmarks, notecards, and ornaments.



Laying the Groundwork

Read and discuss *If You Plant a Seed* by Kadir Nelson

Ask the following questions:

What do you get when you plant tomato, carrot, and cabbage seeds?

Tomato, carrot, and cabbage plants.

What happened when the rabbit and the mouse refused to share their harvest with the birds? They ended up fighting and ruining all the fruits and vegetables.

What happened when the rabbit and mouse shared their harvest with the birds? The birds were grateful and they helped sow additional plants for an even bigger harvest for everyone.

What does the author say is the sweetest fruit? The fruit of kindness.

Did the rabbit and mouse receive benefits from being kind? Yes.

Ask students to consider if they also receive benefits when they are kind. Share an example of when you were kind and received a benefit and then let them share examples if they want. Make sure to explain that the benefits do not need to be “things,” and that the best reward is feeling good because you were able to help.

Exploration

1. Make cards using pressed flowers to hand out with your Compassion Flowers.
2. First, collect flowers and leaves from your school garden or from home landscapes (with permission of course). Collect plants for pressing when they are dry, and use clean scissors to minimize damage to the plants. Small, flat flowers tend to give better results than large, bulky flowers. Pansies, violas, larkspur, and fern leaves are great specimens to try. If you have thicker flowers like zinnias or sunflowers, you can try pressing individual petals instead.
3. If you will not be pressing them immediately, place the flowers and foliage in sealed plastic bags out of the sun. You'll want to get plants in the press as soon as possible. If you need to keep them overnight, a wet paper towel in the bag will keep them from wilting too much (but do not keep them like that for long or they will rot).
4. Have your students lay the flowers in between sheets of facial tissues in an old phonebook or catalog. Once full, place the phonebook on a flat surface and stack heavy books on top.
5. Carefully check your specimens after two weeks. Although many plants will dry adequately in two weeks, some may take longer. If you find they are still moist when you check them, return them to phonebook and give them a little bit more time. If needed, you can use fresh tissues to speed up the process.
6. Once they are dry, carefully remove them from the phonebook. They will be somewhat fragile. Store them flat in a box until you are ready to use.
7. When you are ready to make your cards, use a thicker paper like card stock. Suggest that students create a mockup of their layout before they begin attaching the pressed plant material with glue because once attached they are difficult to move (even when the glue is wet).
8. Use white glue thinned with water or a special crafting glue like Mod Podge to attach. If a flower, petal, or leaf seems breakable, instruct them to put the glue on the paper and let it sit until it dries a bit and becomes tacky. Next, pick up the flower with a damp fingertip and press it gently onto the glue.
9. Have students add notes of encouragement for the recipients of your plants. If the cards are overly fragile, you may want to laminate or cover the final result with clear contact paper to protect them. (This is a job for teachers.)

Making Connections

Watch the Compassion Flower video Growing Kindness. In this video, Miss Peony is feeling sad. What does Compassion Flower suggest that she do? Be kind to someone else.

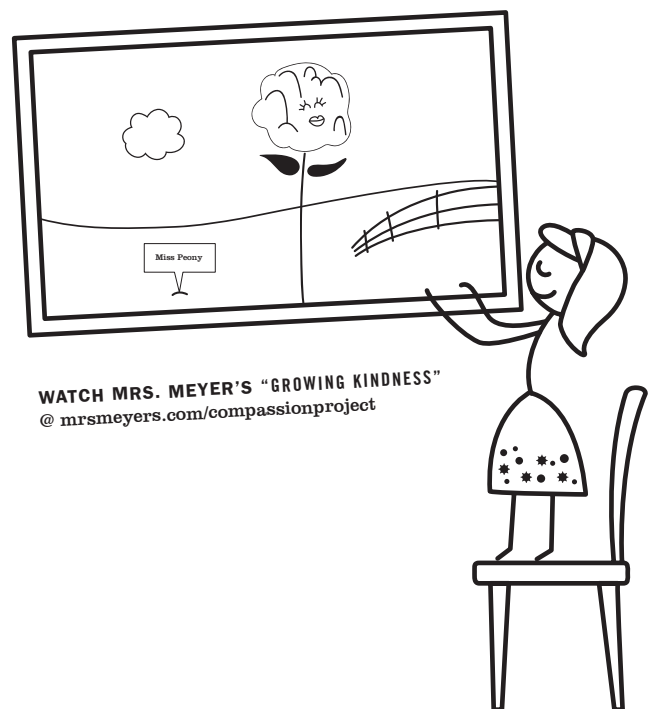
Does that make her feel better? Yes. Sometimes doing something for others helps you look beyond your own troubles and in turn helps you feel better too.

Introduce students to the concept of random acts of kindness and then brainstorm a list of small acts they could do around school. Put your ideas in a box and draw one out each day to complete. Examples of possible acts of kindness that might work well in a school setting include:

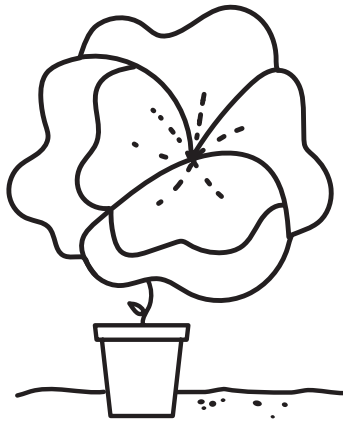
- Make thank you notes for the cafeteria staff
- Write encouraging notes on the playground in chalk
- Make bookmarks for the library
- Create fun posters reminding students to be kind, and display them above water fountains

Digging Deeper

Your Compassion Flowers should be ready to share in six to eight weeks after planting (this timing may vary if you are growing an alternate type of plant). Prepare your plants for gifting with your decorated pot or pot cover, growing instructions, and pressed flower cards with words of encouragement. Arrange time so that the students get to share the plants with their chosen recipients in person, so they can experience the joys of acting with kindness.



WATCH MRS. MEYER'S "GROWING KINDNESS"
@ mrsmeyers.com/compassionproject



Thank you