

I feel for you

By the end of the lesson the learners will be able to:

- Identify the ways in which animals sometimes help others and analyse the reasons why this may be
- Write about or illustrate a situation as seen from an animal's point of view

Materials and preparation

- *I feel for you animal stories A3 resource*
- Have questions and examples of people needing help on the board before the lesson
- Write the word COMPASSION as an anagram (mix up the letters) before the learners walk into the classroom
- Use the *Information for the teacher* sheet (at the end of this lesson plan) to support learners with their writing task
- Pen and paper for the writing task. **N.B. The writing activity is important, and may take some time. It might be a good idea to divide this lesson into two parts to allow ample time to complete the activities.**

Key words

compassion

to feel sympathy, pity and understanding when others suffer or are in trouble, often including the desire to help.

He felt compassion for the injured bird.

kangaroo

An animal who lives in Australia and moves around by jumping.

When they are born, baby kangaroos stay in their mother's pouch for the next eleven months.

coyote

A type of wild dog native to North America. Coyotes look like wild dogs.

Starter

Think, pair, share
15 mins

1. Have the word COMPASSION written in jumbled-up letters on the board, for example: SOPOMCSANI. As the learners enter the classroom and as they are settling down, you can ask them to work out what the word is from the anagram.
2. Tell the learners that they should come up with the definition of the word as they go through the lesson, once they go through a few examples.
3. **Think-pair-share:** have the following questions on the board for learners to answer in pairs. In this activity, learners will **think** about these questions independently for two or three minutes. They will then **pair** up with a partner to discuss their answers. Finally, choose a pair/s to **share** their answers with the group.
 - Have you ever helped out a friend or family member? Why?
 - Have you ever helped out a stranger? Why/why not?
 - How does it make you feel to help someone?
 - Do you think animals also help other animals that they don't know? Why/why not?

Main activity

True stories +
questions
10 mins

Reporting
15 mins

1. Reading

Divide the class into groups of four and give each group a story sheet from the *I feel for you resource – animal picture stories A3*. Each group must answer the following questions about their example and prepare to report their answers back to the rest of the class:

- What animal did you read about?
- What other animal did it help and how?
- What do you think the helping animal was thinking when they helped?

2. Reporting

Ask each group to report back to the rest of the class, reading out the answers to their questions and making sure that one member of the group is holding the information sheet up so that the rest of the class can see pictures of the animal that is being talked about.

Tell the class that they have just seen examples of *compassion*. Ask them to explain what they think compassion is in their own words. You can then provide the definition yourself if you think the class's definition is incomplete: *to feel sympathy, pity and concern when others suffer or are in trouble, and the desire to help*.

3. Writing

Ask learners to select one of the examples that they have just discussed. They must write a description of the situation from the

saviour's point of view. (Refer to the teacher's information sheet to support learners with their writing.)

Plenary

Feedback
10 mins

Ask a few learners to read the beginning of their writing from an animal's point of view, and provide feedback for them. Ask the class to finish their writing at home or during the following lessons.

Learner support

Information for the teacher

Writing from an animal's point-of-view

1. Make sure you use 'I' when you write your report of what happened.
2. Explain what you were doing when you came across the animal in trouble.
3. What was going through your mind when you saw the animal in trouble: what did you think? (Remember to think about this from the animal's point of view).
4. Explain how the situation made you feel when you discovered the animal in trouble; choose adjectives from the list below.
5. Explain what made you want to help.
6. Explain how you felt once you helped the animal in distress.

Phrase bank

I was: looking for food; sleeping; watching my young; drinking; looking for a place to rest; playing with my brother; resting.

I thought: poor animal; that must hurt; I wouldn't want to be going through this; I must help; I can help; it would be easy to help; what is this animal doing?

I felt: sad; worried; strange; scared
curious; sorry for the animal; responsible.

I wanted to help because: I thought it might me or my young in this situation; I put myself in his shoes; I like to be useful; I knew this was a bad situation; I wouldn't like it if it happened to me; I wanted to see what would happen next.

In the end, I felt: nothing; relieved; proud; good; useful.

Example

I was relaxing in the backyard when I saw something fall from the tree onto the ground. I went to check out what that was and discovered a tiny hairless thing. It seemed alive and defenceless. I thought this living creature needed help and I felt sorry for it so I called my owner. I wanted to help because I like to be useful to others. It makes me feel good. In the end, I felt relieved to know that the little thing was going to be looked after.