

Name \_\_\_\_\_ Date \_\_\_\_\_



One day in school, Justin's teacher shows the class some recorded news footage of a flood that happened only 150 miles away. Justin sees how people were affected by the disaster. These people have lost friends and family members, their homes, their belongings, and their jobs. He begins to imagine how he would feel if he had lived in that town, and now had no place to live, no school to go to, and little food to eat. Even worse, Justin imagines what it would be like to lose any of his family or friends. He thinks about this for the rest of the day.

At home, Justin's mother sees that he is distracted. She asks him what he is thinking about, and he tells her about the flood footage he'd seen. At the end of his description, Justin exclaims, "I wish that I could do something! I keep imagining myself as those people and wanting to do something for them!" His mother replied, "Maybe you can. What do they need that you can give them?" After a moment, Justin thinks of the abundance of food in their cupboards, and the blankets they hardly use, and the clothes they never wear anymore. All the way until bedtime, Justin imagines ways that he can help the people who were affected by the flood. "But how can I get this stuff to those people?" he wonders.

The next day, Justin goes to school and talks to his teacher. He tells his teacher about how sad he feels for the people who were in the flood, and how he wants so much to help them by giving them what he can. His teacher understands, and they talk to the whole class about Justin's ideas. As they talk, they formulate a plan. The teacher talks to the principal, who talks to the other teachers, and they begin a school-wide donation drive to collect things like food and clothes that will help the flood victims. They contact an organization whose purpose is to help the needy, and the organization arranges for a truck and driver to deliver the school's donations to the people who were in the flood.

That night at home, while Justin is collecting items for the drive, he still feels very sad for the people who were in the flood. At the same time, he's glad that he was able to find a way to help them.

Values

Name \_\_\_\_\_ Date \_\_\_\_\_

What value is reflected in this story?

Choose three values from the list below. Tell how **two** of them are **not** demonstrated in this story, and tell how **one** of them **is** demonstrated.

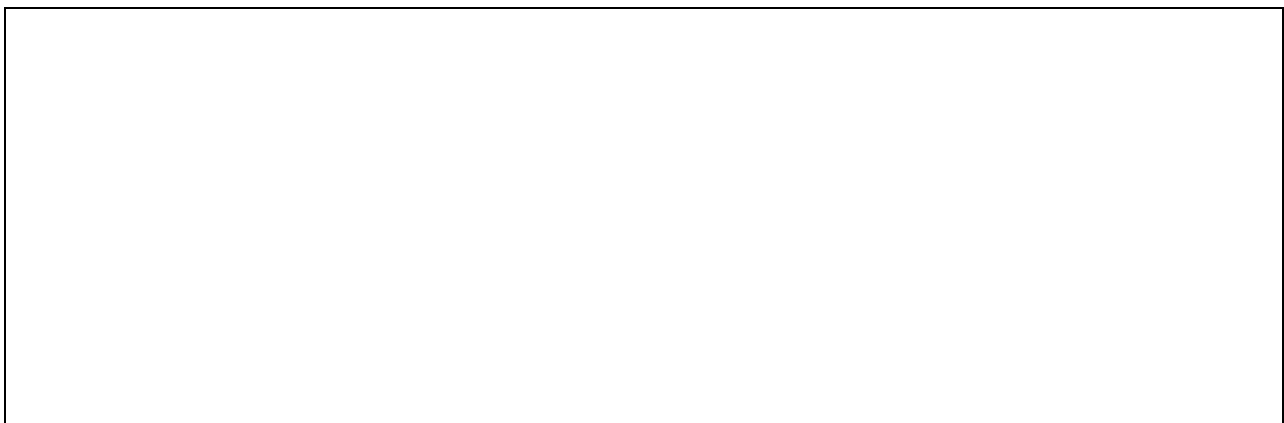
simplicity	punctuality	cooperation
optimism	compassion	loyalty

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Why do you think the value reflected in this story is an important one?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Draw a picture to illustrate this value:



Values

Name \_\_\_\_\_ Date \_\_\_\_\_

**Answers to COMPASSION:**

**Answers will vary and should reflect student understanding and ability. Answers should be discussed for clarity.**

**Answers to the first question may include some of the following ideas:**

**Simplicity** This value is not reflected in the story.

**Punctuality** This value is not reflected in the story.

**Cooperation** While the story shows how people can work together to find a solution and achieve a goal, this is not the main point of the story.

**Optimism** Although Justin, his mother, and the people at school may be hoping for the best for the flood victims, optimism isn't the main point of the story.

**Compassion** This is the main point in the story. Justin feels bad for those affected by the flood disaster, and after imagining himself in their place, he feels the strong desire to help them.

**Loyalty** Although Justin and the others who are helping with the school drive may be loyal to their goal and to the people they want to help, loyalty is not the main point of the story.

**Answers to the second question may include that compassion inspires us to try to understand other people's problems; that compassion makes people want to help those in need; that compassion brings people together for common goals; etc.**