

# REVIEW SKILL #15

## SACRIFICING/SERVING OTHERS

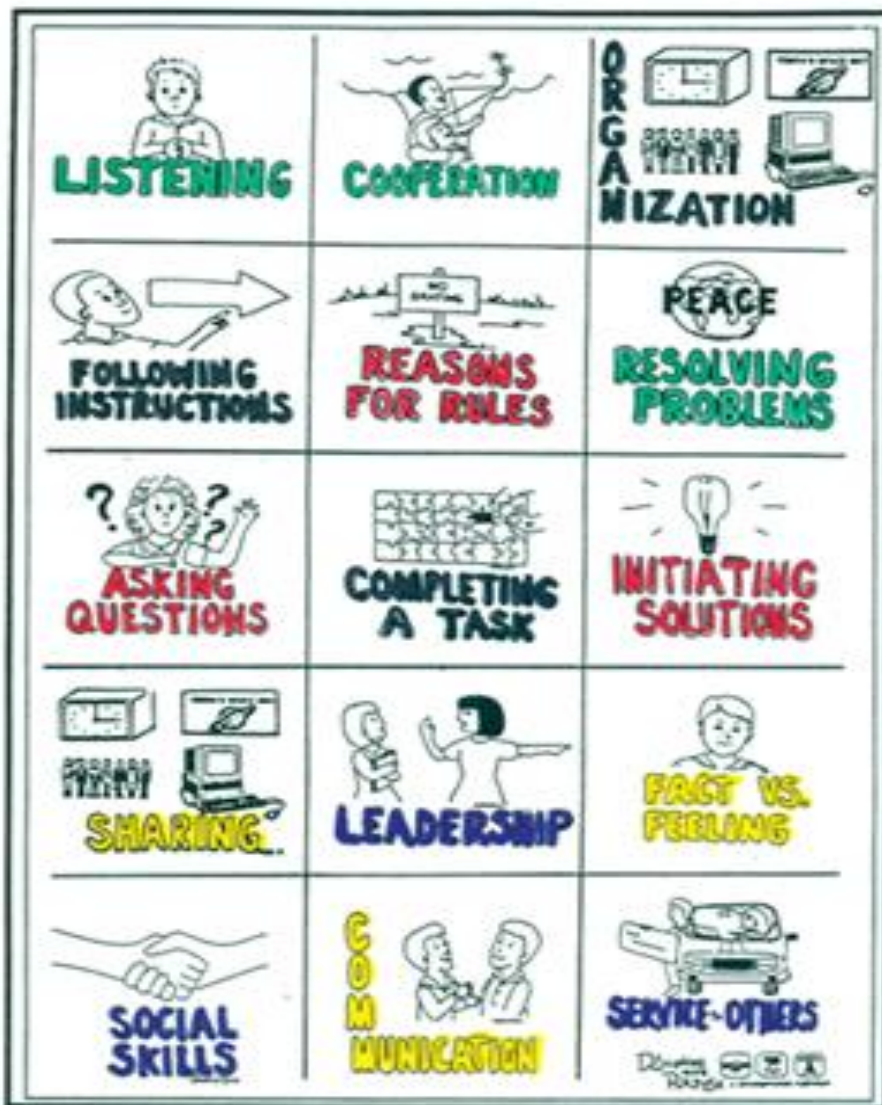
**15.**

Give something up in order to gain something equally as good or better. Focus on the satisfaction of the choice made for the greater good or for the benefit of someone other than myself.



SERVICE To OTHERS

# Teaching Self-discipline: 15 Essential Skills



The skill of Sacrificing/Serving Others is related to the ability to exhibit Social Skills and Leadership.

# **Skill #15**

## **Making Sacrifices/Serving Others**

**A Sacrifice is an act of giving something up in order to gain something equally as good or better.**

### **PEOPLE WHO MAKE SACRIFICES:**

- **WAIT to have their needs or desires met and put the needs and/or desires of another first.**
- **THINK:** What am I willing to let go of so life will be better for others?
- **Understand that two or more valuable things can come in competition with one another.**
- **Compare the values in terms of needs of others, what is best for the most people, etc.**
- **Decide which value to keep and which to let go of.**
- **Focus on the satisfaction of their choice.**
- **Live with their decisions and avoid nurturing regrets.**
- **Accept compliments that may come from others who appreciate what they have done.**

# Skill Illustration

# 15.



Give something up in order to gain something equally as good or better. Focus on the satisfaction of the choice made for the greater good or for the benefit of someone other than myself.

## SERVICE To OTHERS

**Skill gesture: Pretend you are giving to another.**



# WAYS STUDENTS CAN PRACTICE SKILL #15

1. I can try to notice when two valuable items come in competition. Example: I want to go out with my friends but my Mom needs me to watch my baby brother.
2. I can be mature and let go of thinking everything has to be 'fair.'
3. I can perform random acts of kindness not for a reward, but to become a better person.
4. I can recognize that not everyone will choose to practice this skill. I might be the only one.
5. When I volunteer, I will follow through with my commitment even if something more attractive comes up.
6. When I think of the needs of others, my needs may not get met.

The most precious  
gift you can give  
someone is the  
gift of your TIME  
and ATTENTION.  
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One fifth grade class helped the teachers tell parents about the 15 self-discipline skills by creating a set of 15 bookmarkers.



*Dear Mom or Dad,*

I'm on my way to improving my listening skills. When I follow the six steps of listening, I am practicing a very special kind of listening-**FOCUSED LISTENING**. Please ask me about my progress each day, and help me review the following steps so I can continue to improve, and we can be proud together.

1. To **STOP** what you are doing or saying.
2. To **CLEAR AWAY** distractions.
3. To **LOOK AT** at the person speaking.
4. To be able to **ASK QUESTIONS** about what you didn't understand.
5. To be able to **TELL** the person what you heard.
6. To be able to **DO THE TASK** that was requested.



*Dear Mom or Dad,*

I am learning to ask better questions. When I pay attention and listen carefully, I am proud of my questions

Good questions are:

- Ones that haven't been asked before.
- Ones the speaker hasn't already told us about.
- Ones other people might also need answered.
- Ones that make the speaker feel comfortable.
- Ones that help people think.

Please ask me about my progress each day, because this is a very important skill.



# RANDOM ACTS OF KINDNESS

## CRITERIA:

- a) Random acts can be done before school, during recess, after school, in the classroom and throughout the school.
- b) When you do a random act of kindness draw as little attention to yourself as possible.
- c) Don't tell others what you do, just draw or write about it on this handout.
- d) In five days we will measure your progress.

I think I will do \_\_\_\_\_ acts of kindness in five days.

Day \_\_\_\_\_ What I did is \_\_\_\_\_

\_\_\_\_\_

Day \_\_\_\_\_ What I did is \_\_\_\_\_

\_\_\_\_\_

Day \_\_\_\_\_ What I did is \_\_\_\_\_

\_\_\_\_\_

Day \_\_\_\_\_ What I did is \_\_\_\_\_

\_\_\_\_\_

Day \_\_\_\_\_ What I did is \_\_\_\_\_

\_\_\_\_\_

My score: \_\_\_\_\_ Total \_\_\_\_\_

# PASS IT ON

## Give of your time and talent

**Ask a teacher in the lower grades to allow you to teach one of the DWP lessons created for their students with you or develop your own.**

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

1. What is the skill you plan to teach? \_\_\_\_\_

2. What do you want children to KNOW about this skill?

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3. What game or activity will students do to PRACTICE the skill?

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4. What poem, short story or children's literature will you use to highlight the skill for children?

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# PASS IT ON - Continued

5. How will you measure what the student has learned?

(A quiz, a finished product, something written or illustrated, will you send them mail, phone call, etc.)

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## ADDITIONAL INFORMATION

(Circle one after each statement)

a) What grade would you like to teach if you are selected?

Kind.      1                  2                  3                  4

b) Do you want to do this alone or with a partner?

Alone      Partner

c) Do you want to teach:

1-3 students                  4-8 students                  an entire class

d) If you are not selected this time would you like to do this at a later date?                  Yes                  No

# MOTIVES USED WHEN GIVING

## Maimonides

- a) Give but give grudgingly.
- b) Give less than is fitting, but give willingly.
- c) Give only after being asked to.
- d) Give before being asked.
- e) Give in such a way that the giver does not know to whom he or she is giving.
- f) Give in such a way that the one who receives does not know who has given to him or her.
- g) Give in such a way that neither the giver nor the one who receives knows the identity of the other.
- h) Give to those in need to help them become self-supporting by lending money, taking them into partnership, or giving them work, for in this way there is no loss of self-respect.



# USE SKILL VOCABULARY

*“What are you willing to give up? What will you gain?”*

*“That action was ‘super fair’.”*

*“Not everyone will be able to practice the skill of sacrificing.”*

*“I need a volunteer.”*

*“The kind of volunteer I need is someone who won’t get the giggles when they get in front of the room; who likes to role play; who can take this task seriously, etc.”*

*“This isn’t a matter of fairness. I’m asking you to think about the needs of others now.”*

# USE QUOTES

Love is not about how much you say "I love you," but how much you can prove that it's true.

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- *No virtue is higher than love, and there is no loftier aim in life than to do good to all men. – Confucius*
- *A good exercise for the heart is to bend down and help another up.*
- *Kindness is a language which the deaf can hear and the blind can see.*
- *Love is the only force capable of transforming an enemy into a friend.  
– Martin Luther King, Jr.*

# Homework Assignments

## Making Sacrifices or Serving Others

- Pick one person in your family. Each day do something special for them without letting them know who you are. Keep a record of what they say and/or do as nice things begin to happen to them. At the end of the week bring your findings to class.
- Spend one afternoon picking up debris found in a neighborhood park.
- Find three websites that explain the work that is done to help others. Explore the site and then answer these questions.
  - a) Which site was most effective and why?
  - b) What cautions should we use when giving money to groups or organizations?
  - c) How do we know someone is being honest about the need they are describing?
  - d) What cause would you like to help? What can you do besides give money?

# Assessing Progress

- Use a rubric to assess progress.
  - Show students the rubric after the skill is introduced
    - Lacks knowledge or willingness
    - Needs assistance
    - Basic mastery
    - Proficiency
  - Let them self-evaluate at the end of the three weeks practice
  - Share this information with parents.
- (See sample rubrics from Assessment Made Easy – Tara Kassi)

# REFLECTIONS

1. List three facts about the skill of serving others you can share with students.
  2. Name one action step you will try each of the next three weeks.
- Discuss with students one or more of the quotes on slide 12. Invite them to create their own quote to illustrate the skill of sacrificing or serving others.
  - When you invite students to volunteer for a task, describe the type of volunteer that is needed.
  - Design a rubric so students can self-evaluate their progress in distinguishing facts from feelings.
  - Give a homework assignment that requires students to talk about Skill #15 with parents.
  - Assign students the task of creating a lesson plan to pass along knowledge about Skill #15 to younger students.