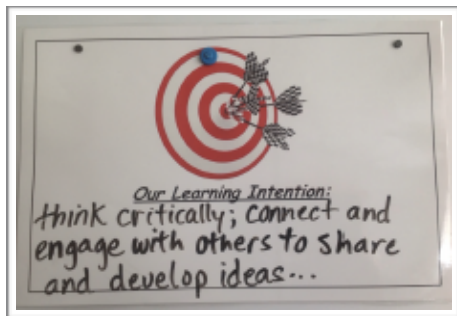


Lesson 1

Driving Question: How can what we learn about Residential Schools help us to be more compassionate in our daily lives?



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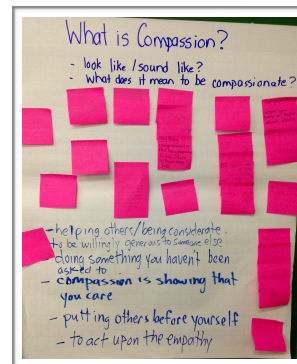
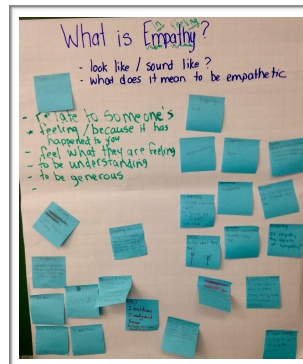
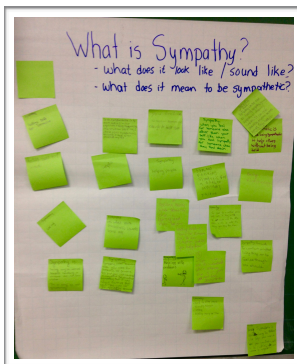


Learning Targets: What does it mean to be compassionate? What does it look like? Sound like? Feel like?

Thinking critically; making meaningful personal connections; inferring from photographs; connecting and engaging with others to share and develop ideas...

Co-Construct Criteria/Seek feedback from learners: 3 chart sized post-it notes- What is sympathy? What is Empathy? What is compassion? What does it mean to be compassionate? What does it look like?

Invite learners to think about and write their responses on small post-its and then post them to the large charts... *Describing it as “an invitation to respond” helps to bring it away from being a demand and opens it to possibilities. Students can begin with “I think...”, “Maybe it’s...”, “It could be...”, “I wonder if it might mean...”*





(3 post-it notes for each learner to jot down their thinking – one for each key word – sympathy/empathy/compassion. Invite learners to then post their 3 definitions on each of the chart-sized post-its..)

Next, split large group into 3 small groups (one for each lead question). Invite these small teams to read the contributed ideas/definitions, sort them for common language and themes and share dialogue..

Next, invite small groups to rotate to each of the three charts to explore the shared thinking...

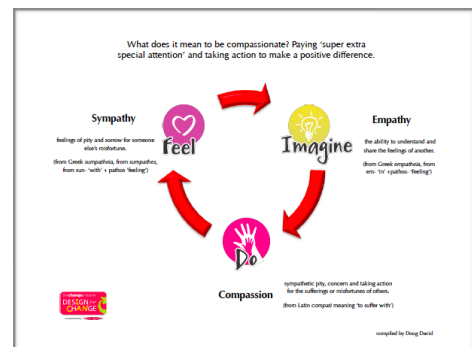


Establishing a need to know: Watch YouTube video: “You poked my heart.” Purpose for watching – Looking for evidence of compassion? What does compassion look like?

https://www.youtube.com/watch?feature=player_embedded&v=3sKdDyyanGk

Partner Turn-and-Listen: guiding questions- What did you notice? How did the clip make you feel? Who do you connect to in the short clip? What small acts of compassion did you notice in this short clip? (an example- The one twin sister intervenes, saying “I’ll stand ‘hind you...” and physically separates the two children from their disagreement.)

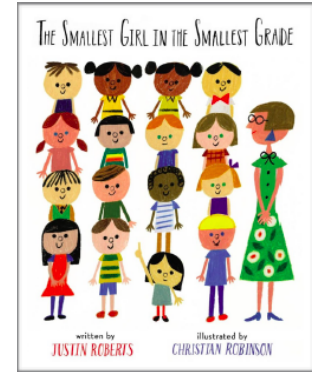
Share the Feel/Imagine/Do: Sympathy/Empathy/Compassion visual and explore/talk about how sympathy, empathy and compassion are connected/entwined...



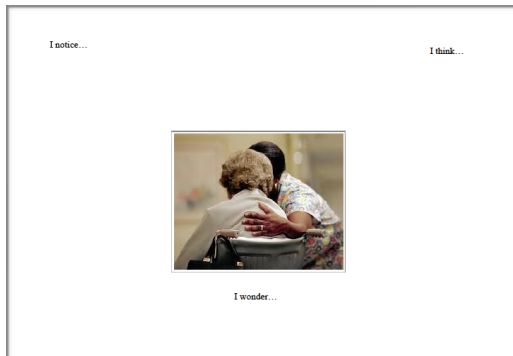
Read the book *The Smallest Girl in the Smallest Grade* by Justin Roberts.

Establish a purpose for listening/viewing: Share the image of the front cover with learners, along with the title. Have learners predict what the story might be about.

Share Guiding Questions before reading: What does young Sally McCabe pay attention to in the story? What does she notice? What does Sally find the courage to do, and how does her one small action, create change? How does Sally's perspective shift?



Post-story partner Turn-and-Listen: using the guiding questions that were shared before reading, talk about the story.



Performances of understanding: What would you find if you Googled the word compassion and clicked on images? Introduce the Photograph Boxing Strategy. (Front-loading for Lesson 2) Teachers explicitly model and invite students to think critically and respond to photograph mats, with a lens of compassion. What do you notice? What do you think? What do you wonder?

Closure: What does it mean to be compassionate? What does it look like? (Paying super-extra special attention... and taking action to make a positive difference.)

Share the video clip *Crow Rescue* Purpose for viewing: Delving deeper: What does compassion look like? Where can we find it in our daily lives?

https://www.youtube.com/watch?v=gJ_3BN0m7S8

Revisiting the Driving Question: How can what we learn about Residential Schools help us to be more compassionate in our daily lives?

Exit task: Paying extra special attention. Being like Sally McCabe. Noticing... and finding ways to be compassionate; ways to model compassion/ways to create the conditions for compassion; finding ways to make a positive difference.

