**Social, Emotional, and Ethical Learning through Shades of Compassion**

This three-part learning experience offers students the opportunity to define compassion on a personal, social, and academic level. Through inquiry-based learning students will define compassion, engage in photography analysis, construct personal narratives, identify characteristics and traits, and synthesize their exploration of the topic of compassion into a personal definition of compassion. This free learning experience is accessible for students 9-18 years old (3rd-12th grade) with the goal of helping students attune to the innate capacity they have to express and embody compassion.

**Overview of SEE Learning and Shades of Compassion**

SEE LearningTM stands for Social, Emotional and Ethical Learning, and is a global education program developed by Emory University that seeks to build awareness, resilience, and compassion in students through engaging learning experiences offered in free curricula for educators at the elementary, middle, and high school levels. SEE LearningTM affiliates in over forty countries around the world are helping students develop trauma and resilience-informed practice, ethical and compassionate discernment, training in awareness and attention, and cultivate an appreciation for systems thinking. For more information, visit seelearning.emory.edu

Shades of Compassion is a traveling photography exhibition that strives to promote effective, sustained engagement in acts of compassion among a diverse population worldwide, for the purpose of enhancing the health and well-being of our planet and all her inhabitants. If a trip to the Shade of Compassion exhibit is not possible, you can create an exhibit in your classroom or your school. Images can be displayed as a slide deck. Alternatively, images can be projected around the room in different locations, allowing students the experience of walking the exhibit. This may work better in a larger room such as a gym, auditorium or cafeteria. Multiple classes can participate and pull resources to make projectors available. **Shades of Compassion**

**Overview of Art Integration Program**

The integration of SEE LearningTM within the Shades of Compassion exhibition is intended to foster compassionate responses through art-based experiential learning. The **first learning experience** engages students by having them construct a definition of compassion. Students will apply this definition to personal examples from their own life to make visible the compassionate responses that guide the everyday experiences they engage in. This first lesson will also help students to gain experience with art analysis. Students will participate in a guided activity in which they analyze two images from the Shades of Compassion exhibition.

The **second learning experience** involves students analyzing a set of photographs from the Shades of Compassion exhibition. It enables students to collaborate in small groups and as a whole group to explore how compassion is portrayed within the photo series. Through this analysis students will develop a list of traits or characteristics regarding compassion. This lesson can occur within the museum exhibition space or a range of onsite and remote classroom settings through a guided photography slideshow.

The **third learning experience** provides students with an opportunity to apply any new insights gained following their analysis of photographs to establish a refined collaborative and personal definition of compassion.

**Extension activities** can be done after the learning experiences. These could include students describing a recent compassion-in-action experience by using cell phone pictures, drawings or a written description of their encounter. Students could then display their photographs/drawings on a wall or in a digital portfolio. Additional photographs from the Shades of Compassion exhibition can be used to revisit concepts explored during the 3 learning experiences.

**Lesson Plan 1**

Defining Compassion through SEE Learning

3rd-12th grades

**Overview**

In this lesson, students will be guided to create a definition of compassion that is grounded in personal lived experiences and engage in photograph analysis through the thematic lens of compassion. Students will practice photography analysis first in a whole group as guided by the teacher and then students will engage in their own analysis in small groups following the same protocol that the teacher guided them through. They will analyze two images from the Shades of Compassion Exhibition using the [Photo Analysis Worksheet](https://drive.google.com/file/d/1JZpyvutHlQymhQlE2nLprB66TL43-0A3/view?usp=sharing)**.**

**Big Idea**

* Define compassion using examples from one’s personal life
* Analyze themes within photographs

**Essential Questions**

* How do you receive and offer compassion in your daily life?
* What is your personal definition of compassion?
* How do we analyze photographs for different meanings?

**National Art Standards & Common Core ELA Standards**

* Visual Art - CR.AL.1, CR.AM.1, CR.AL.1.1, CR.AL.1.2, CR.IH.2.1, CR.AL.2.2; P.IH.3, P.IH.3.1; R.IL.5, R.IH.5, R.IL.5.1, R.IM.5.1, R.AL.5.1, R.IL.5.2, R.AL.5.2, R.AM.5.2; C.AM.6; C.AH.7.1

English/Language Arts -C 1.4, 1.6; LCS 8.1, 9.1

**Materials Needed**

## [Lesson 1 - Slide Decks with the Photos](https://docs.google.com/presentation/u/0/d/17qB_Fd3ynJ-8F6rUy5dFesb_JHMmWjQB9S-nwf_-zw0/edit)

* [Photo Analysis Worksheet](https://drive.google.com/file/d/1JZpyvutHlQymhQlE2nLprB66TL43-0A3/view?usp=sharing) for Students

**Learning Objectives**

## Students will:

## Create a personal definition of compassion

* Analyze photographs for thematic meaning

**Procedure**

This lesson has three parts. In the first part, the teacher will use a photograph to explain the photo analysis and contemplation technique we will use during both the first and second lesson plans. In the second part, the teacher will guide the students in the analysis, with an added focus on looking for themes of compassion. In the third part, students will brainstorm together about what they think compassion means and construct a preliminary definition.

**Procedure**

**Step 1**

Teacher Guided Analysis

* Display the image by NASA / WILLIAM ANDERS (© NASA)

All of You on the Good Earth, Apollo 8, Rising Earth from the Moon, December 24, 1968

* Explain:Today we are going to learn about how to look at photographs and understand the message that the artist was trying to convey. We’ll be using a worksheet as a guide. I’ll walk us through the first photo together then we’ll try another one as a group.
* This photograph is called “All of You on the Good Earth, Apollo 8, Rising Earth from the Moon” by William Anders. It was taken from the moon on Dec 24th 1968 during the Apollo 8 mission. Take a few moments to look at the image overall. (pause and point out what you see).
* Now let's look at the individual items we see in the photo. [Point out individual parts of the photo, naming them].
* Now I am going to divide the photograph into smaller sections and we will look VERY closely. [use your hands or a cover sheet to cover parts of the photograph, leaving visible only a smaller section, one at a time. Look closely and point out anything new you notice] Is there anything else we notice? [Record ideas on the board. This corresponds to the top square of the [worksheet](https://drive.google.com/file/d/1xlj1qvLvQw5yGrmN1Njxk8QBqk7upYOw/view?usp=sharing).]
* Next let's list any living things, objects, or activities we notice. [Take answers and write them in columns as on the worksheet]
* Based on what you’ve observed and felt when viewing this photograph, what stories might it be telling us? [Take answers. Write them in a new box on the board]
* Let's reflect a bit more. What questions come up for you when you see this picture? [Allow for discussion. Raise questions as needed]
* Great job! You just did your first Photo Analysis. Now we’re going to do another one, and you all will take the lead. This time we’re also going to look further at what this photo might show us about compassion.

**Step 2**

Small Group Analysis

* Display the image by RANIA MATAR - *Brigitte and Huguette, Ghazir Lebanon, 2014, from the series Unspoken Conversations*
* This picture is called “Bridgitte and Huguette” by Rania Matar. We’ll do the same process of photo analysis in small groups by following the steps below:
  + Take a few moments to look at the image overall. Discuss what you notice with your group.
  + Look at the individual items we see in the photo and discuss.
  + Divide the photo into quadrants and look VERY closely. [use your hands or a cover sheet to cover and make quadrants. Look closely and point out what you notice] Discuss what else you notice, if anything.
* Display and walk students through the first page of the[Photo Analysis Worksheet](https://drive.google.com/file/d/1JZpyvutHlQymhQlE2nLprB66TL43-0A3/view?usp=sharing).
* As a group, complete the first page of the graphic organizer

**Debrief**

* Now that we’ve looked at these pieces of the puzzle, what do you think the meaning of this photo could be? [Take answers. Write them in a new box on the board.]
* Those are great answers. Let's reflect a bit more. What questions come up for you when you see this picture? You can use the prompts “I like…. I notice… I wonder…” to share your thoughts [Allow for discussion. Model this mode of inquiry by saying “I like… I notice… I wonder” and pointing out things you like, notice, or wonder about.]

**Integration of Compassion**

* Now we are going to reflect specifically on what this photo shows us about compassion. What do you think the word compassion means? (Allow answers, guide students as necessary by suggesting words like kindness, caring, empathy, helping, etc)
* Both of the photos you saw are part of a museum exhibit called “Shades of Compassion.” (If you will be making a field trip, say “We’ll be taking a field trip to see the whole exhibit soon.” Or if a field trip is not planned, “On another day we will take a look at more photographs from the exhibition.”) “Today, we’ll focus on what this photo tells us about compassion. After that, you will each make your own definitions of compassion. When we look at more photographs from the exhibition you will have an opportunity to use this same process and worksheet to look at the photos yourself! Let's try it together now.
* When you looked at this photo what was most impactful to you? (Record answers on the board)
* What emotions did that bring up for you? What lessons might this photo be teaching us?
* Now let's think about compassion. Do you see compassion in this photo? If so, where? Does this photo tell us something about what it means to have compassion? (Allow for discussion)
* Having looked at this work on our own, we can also look to the words that the artist has shared as she describes the photo, and in her own reflection on the elements of compassion:
  + [Rania Matar’s photo caption](https://docs.google.com/document/d/145LKNjwmcXHYzgSi5GCwP_tN6JRDjQrO/edit)
  + [Rania Matar’s Reflection on Compassio](https://docs.google.com/document/d/1KYHuV30q2ctUPNT_vv-pn1Tnj_d03NFt/edit)n
* What you think about the artist’s statements? You can use the prompts “I like… I notice… I wonder.” (Allow for discussion)

**Create individual definitions of compassion**

* You did a great job exploring these photos. Now, we are each going to write a definition of what we think compassion is. It doesn’t need to be perfect, since we are still exploring. Look at the ideas we talked about on the board and write a sentence that you think defines compassion.
* (Pair and Share, after time to write) Share with your partner what you wrote. Do you notice any similarities? What did they think of that you didn’t?
* Have a few students share with the whole group
* Craft a shared definition of compassion as a class or have small groups of four create their own definitions of compassion. The definitions might include the following elements:
  + Compassion is an emotion.
  + Compassion involves the wish to help those in need out of a genuine concern for their well-being and a sense of tenderness and care for them.
  + Compassion can be a way of relating to oneself, others, and humanity as a whole.
  + Compassion involves acts of kindness and concern for anyone who might benefit.
* Thank you all for exploring this today. We are going to keep these definitions and look at them again after viewing more photographs from the Shades of Compassion exhibition.

*\*Collect the definitions, either gathering them for yourself to keep, or instructing older students to keep them for themselves and bring them to future learning experiences \**

**Assessment**

* Evaluate the students’ ability to notice and articulate ideas in art.
* As students engage with questions, ask them to explain their thought process.
* Finally, review definitions of compassion and notice if a student needs further guidance. (This may be more necessary with young children.)

**Possible Adaptations/ Extensions**

Younger children may need more time, or more prompting to explore concepts of feelings, or to understand and create a preliminary definition of compassion. You may extend the time planned for the lesson. Alternatively, you could split this into two lessons, examining one picture in each lesson.

**Resources**

Compassion is defined by scientists as an emotion involving the wish to help those in need out of a genuine concern for their well-being and a sense of tenderness and care for them. It refers to a way of relating to oneself, others, and humanity as a whole through acts of kindness and concern for the well-being of anyone who might benefit. Self-compassion is an important form of compassion.

\**We recommend not reading this definition to students at this stage, but rather allow them to work through their own process. However, seeing this can be informative for the instructor in preparation for this lesson\**

**Next Steps: Continuing the Learning**

The goal of this program is to invite students into an ongoing journey of compassion. Teachers are encouraged to revisit the themes with students in an intentional and ongoing manner. Each classroom and community is different and will have different timing and capacity.

Engaging in a periodic follow-up activity can be a simple way to recall the themes of this experience. Those who have more time capacity could begin with two to four follow up activities each month for eight weeks, and continue once monthly after that. Others may wish to revisit the themes on a monthly basis. If this is the case, we would encourage scheduling the first check-in within two weeks of the last lesson. For settings where follow up is not possible, teachers can encourage students to continue their learning by engaging in the check-in activities with a friend or with their family.

**Suggested Follow Up Activity**

* Look for opportunities to engage in Compassion-in-Action each week. This could be by acting themselves in compassionate ways or noticing a compassionate act by a peer. Invite them to share what they saw or the action they took.
* Invite students to draw a representation of their Compassion-in-Action Moment.
* If possible, find a place in your classroom to display these pieces as a reminder during the week. The art can rotate and students may take them home the following weeks to keep as a resource for their own nurturance and a reminder to act with compassion.

*\*Allow for your own creativity as well. This activity is one suggestion of how to revisit the theme but certainly not the only way to check in with students.\**