**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 3**

Embodying Compassion through Application

3rd-12th grades

**Overview**

In this lesson, students refine their original definition of compassion through an analysis of the traits and characteristics of compassion they developed in the photograph analysis. Students will revisit their personal definitions within their small groups to develop both a personal definition and a group definition of compassion. Each group will share their definition and how they developed it based on the traits and characteristics of compassion they identified in their photography analysis. The teacher will guide the class to create a unified definition of compassion. This will become the class definition of compassion and help to support a compassionate learning space for the rest of the year. Students will then integrate through reflection how they will apply the shared definition of compassion into their personal life and classroom experience.

**Big Idea**

* Refine the definition of compassion according to new insights and evidence
* Construct a unified classroom definition of compassion
* Engage in personal reflection to develop a plan for practicing compassion at home and at school

**Essential Questions**

* How does your understanding of something change through analysis and reflection?
* How might a shared understanding of an idea like compassion make it more impactful?
* What is the role of reflection in learning and personal transformation?

**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**

* Paper and art supplies
* [Lesson 3 Slide Deck](https://docs.google.com/presentation/u/0/d/1-6uAhvhn9CFA-VXuUfEhMPPNwZa9xu5rXeThi5ytd6Y/edit)
* White poster paper, marker

**Learning Objectives**

## Students will:

* Create a classroom-based definition of compassion
* Engage in personal reflection to apply compassion to their personal and school-based experience

**Key Concepts**

* Consensus - Create a shared understanding and definition of compassion
* Reflection- Engage in analysis using personal experience to engage in personal transformation

**Procedure**

**Revisiting the Definition of Compassion**

* Begin by having students read the definitions they wrote in lesson one. Then ask them to review their worksheets from the field trip or in class review of the photographs.
* Pair and Share: Have students pair with a partner to look at their notes and share what they see as new ideas about compassion that weren’t in their initial definition.

Possible questions to prompt:

* With your partner make a list of things you noticed about compassion in the photos that you didn’t include in your first definition?
* Does compassion extend beyond what you first thought it did? (example - to animals or the environment, to people we don't know)
* Were their things that surprised you in your notes from the photos?
* Redefining Compassion: In pairs, ask students to create a new definition of compassion that includes the new ideas they learned at the museum or in their classroom review of the photo slide decks.
* Share Out: Invite one or two groups of students to share their new definition with the group. Invite any students to post and display their definitions on the board for future reference.

**Putting Compassion in Practice**

* Now that students have explored compassion, invite them to explore what this will look like for their class. Depending on time, and whether you already have class agreements in place, you can do one or both of the following activities:

1. Class Intentions - Invite students to make a list of intentions that support their own and each other’s well-being. If you have an existing class agreement list, look at it again with students to see if it reflects intentions that support self-compassion and compassion for others. Sample intentions could be: to listen, to be kind, to help when possible, to suspend immediate judgment, to learn from one another, to share with one another, to apologize when appropriate, to respect each person in the classroom.
   * + Ask students: Intentions reflect what we want and how we want to be. What intentions would we like to share with one another that would support a safe, caring, compassionate and happy class? [Take suggestions and add them to a white paper]
2. Putting Those in Action - Explore this list further, ask students to give examples of what these intentions might look like in action and using the prompts below:
   * + What might this intention mean?
     + What might it look like in action?
     + What would happen if we all honored this intention and acted accordingly?
     + What would it look like if we *never* honored this intention?

**Envisioning Our Classroom**

* In small groups, students will draw a situation and create a visual that represents the practice of our shared intentions.
  + Teacher Script: We have spent a lot of time looking at art that shows us what compassion looks like. Now it is our turn to create our own art. I am going to divide you into groups to create a diagram, model, or descriptive piece of art that shows us what these intentions might look like in our class. Each group will take an intention, then draw a scene where students are putting that intention into practice and living it out.
    - Have groups share and describe their pictures
    - Repeat as needed to get through all the intentions
* Debrief - Let's take a moment to sit and think about what we just saw and felt.
  + Within the examples provided did you notice how you felt when you saw people helping or getting help?
  + Is there anything else that you learned that you might like to use in your personal life outside of school?

**Individual Photo Analysis Worksheet**

* Choose one photograph from the exhibit and complete the [photo analysis worksheet](https://drive.google.com/file/d/1JZpyvutHlQymhQlE2nLprB66TL43-0A3/view?usp=sharing)either individually or in pairs.

**Assessment**

## Evaluate students’ ability to connect the ideas of compassion to intentions, and the intentions to practical actions

**Possible Adaptations/ Extensions**

Older students who have smartphones or cameras may want to try and create photography rather than drawing. Other possible adaptations would be to create a comic strip, or photo collage in which pictures from magazines could be used. If students have a cell phone they can take a photograph of an image from the exhibition that they most closely associated with compassion, and use it as a screensaver on their phone and/or a computer.

**Resources**

## SEE Learning Chapter 1 Creating a Compassionate Classroom

* [Early Elementary - See Learning Chapter 1, Learning Experience 1](https://drive.google.com/file/d/1tE93LeUs7gOk6YcDL_51SpYIqKywcm-S/view?usp=sharing) “Class Agreements” and Learning Experience 3 “Practicing Kindness”
* [Late Elementary -See Learning Chapter 1, Learning Experience 1](https://drive.google.com/file/d/1wlHjXm8-IguhmUImEvFU04WI_-XFWVky/view?usp=sharing) “Class Agreements” and Learning Experience 3 “Practicing Kindness”
* [Middle School - SEE Learning Chapter 1, Learning Experience 3](https://drive.google.com/file/d/1TLkc0Ibp5qKAO78_9zTv6SyvkUqYKQNp/view?usp=sharing) “Class Agreements” and Learning Experience 4 “Practicing Kindness and Compassion”

**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.\**