**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 2**

Analyzing Compassion and Making Connections

3rd-12th

**Overview**

This lesson will engage students in conducting analysis of the different photographs contained within the curated Shades of Compassion set that is selected for the students. Students will be provided with another guided experience in which the teacher provides an example of photography analysis through the thematic lens of compassion. Then students will break into either pairs or groups of 3 to conduct a photography analysis using the protocol that the teacher demonstrated. Students will be provided with a template they can use to do this.

**Big Idea**

* Analyze themes within photographs using a protocol
* Identify traits and characteristics of compassion
* Record insights onto an established template

**Essential Questions**

* How is compassion represented in different contexts and settings?
* What patterns, traits, or characteristics of compassion can you identify in the photographs?
* What evidence supports your claims?

**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

**Materials Needed**

* Copies of the photo analysis worksheet (one for each student). The worksheet is also available as a fillable pdf so students can make multiple copies if using a computer. Please remind them to save each worksheet as a separate fill and upload it to their shared class submission folder. You can do more or fewer photos if you wish given time constraints.
* Copies of the artists’ statements for each student - these are located here and in the slide deck.
* Lesson 2 Slide Deck
* Pens or Pencils for students
* Clipboards if possible

**Learning Objectives**

## Students will:

* Identify how compassion is represented in different contexts and settings.
* Analyze photographs to construct a set of traits, characteristics, and features that provide evidence of compassion.
* Evaluate media to determine evidence that supports their claims.

**Key Concepts**

* Critical Thinking – Provide overview of analysis, synthesis, and evaluation
* Making Claims – Develop experience with analyzing media, identifying evidence, making claims, and evaluating those claims based on the evidence gathered
* Determining Traits and Characteristics - Through evaluation, traits and characteristics will be determined that support conclusions

**Procedure**

This lesson will take place while visiting the Shade of Compassion exhibit or digitally in a classroom setting. Students will utilize the analysis process they learned in lesson one to engage with more photos in the exhibit. During this process students should begin to uncover new ways of understanding compassion and what that might look like. The Shades of Compassion Exhibit has three areas of focus: Humanity, Environment, and Spirituality. Students, especially young students, will likely have an easier grasp on how compassion relates to Humanity. In this way, the images chosen for group reflection start with several in the Humanity theme, then two are focused on the Environment, and have images of animals which may help to make that connection. The last image is of Spirituality. This may be harder for students to grasp. It may be that they simply recognize compassion for those whose culture or beliefs are different than their own.

**Procedure**

**Logistics**

Allow students time to individually engage with the photos and the[photo analysis worksheet](https://drive.google.com/file/d/1JZpyvutHlQymhQlE2nLprB66TL43-0A3/view?usp=sharing), then allow them to share in pairs. Depending on your time and the space you may have a group discussion at each photo, or at the end of exhibit.

**Images Explored**

1. PHIL BORGES -Ipipa 7, Lamalia 70+, Maralal, Kenya [Borge’s Caption](https://docs.google.com/document/d/1rmk6nieYi8dHM0GwqoeyYp9XX7l_fNap/edit)
2. ANTONIO ARAGON RENUNCIO – Kindness [Renuncio’s Caption](https://docs.google.com/document/d/1mbSEARkTl17v3z46KmSMMy0sT8YMfQot/edit)
3. TJ DIXON & JAMES NELSON - Our lives Here Are Good [Dixon and Nelson Statement](https://docs.google.com/document/d/1mPT1XAHLQKRVkBAFNEncrjVxLpL5Iqqq/edit)
4. WOLF ADEMEIT - True Love
5. ALICE ZILBERBERG - Bear With It, 2019 [Zilberberg’ Statement](https://docs.google.com/document/d/15L4JrLEy2qk2Hw9keja7PzmgoAE3bl2q/edit)
6. CHRIS RAINIER - Timbuktu Man Reading Koran

**Exploring the Exhibit**

* Each of us will individually explore the Shades of Compassion Art Exhibit. As you visit each photograph, pause and write a response to the guided questions below
  + Guided Questions: How is compassion represented in the photograph? What evidence do you see to support your claim?
* Once students analyze the photo on their own, they can then review the artist’s statements or captions if available (linked above) for the photo to further inform their reflection on compassion.
* After visiting all of the photos and answering the guided questions, pair up and share your findings with a classmate share insights and explore what you have in common with their partner and what new things you have discovered from their partner

**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.

**Reflection/Debrief**

Answer one or more of the prompts below and share your findings with the group.

* Where did you see compassion in this photo?
* What feelings came up for you? What might that tell you about compassion?
* What did you learn about what it means to have compassion from this photo?
* How was this photo different or similar from the others?
* Did you find that compassion extends to others that you weren’t initially aware of?

**Assessment**

* Evaluate students’ ability to notice and articulate ideas in art.
* As students engage with questions, ask them to explain their thought process.
* In this lesson, notice if students are beginning to expand ideas they had about compassion. Some students may need guidance to explore ideas further. This may be particularly true for younger children.

**Possible Adaptations/ Extensions**

If a trip to the Shade of Compassion exhibit is not possible, you can create an exhibit in your classroom or your school. Images could be displayed as a slide deck. Alternatively, images could 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 could participate and pool resources to make projectors available.

**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.\**