




BC-HMWB Lesson Planning Template

<p>Subject: What is compassion? <i>In this lesson, students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. In doing so, students strengthen Heart-Mind qualities: Compassionate & Kind, Gets Along with Others, and Alert & Engaged.</i></p>	<p>Grade(s): K-3</p>
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Big Ideas	HMWB Qualities	Core Competency	Curricular Competencies
<p>Physical and Health Education:</p> <ul style="list-style-type: none"> • Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. <p>English Language Arts:</p> <ul style="list-style-type: none"> • Through listening and speaking, we connect with others and share our world. 	 Compassionate and Kind  Gets Along with Others  Alert and Engaged	<ul style="list-style-type: none"> • C: I can understand and share information about a topic that is important to me. • T: I can analyze my own assumptions and beliefs and consider views that do not fit with them. • PS: I can participate in classroom and group activities to improve the classroom, school, community, or natural world. 	<p>(Grade-dependent)</p>

Tasks:		
ALL can do:	SOME can do:	FEW can do:
<ul style="list-style-type: none"> • Engaging with others to share and develop ideas • Draw their ideas on a post-it note • Partner turn-and-listen 	<ul style="list-style-type: none"> • Write their ideas on a post-it note • Share their ideas with the class 	<ul style="list-style-type: none"> • Make complex connections between concepts taught during the lesson, the video clips, and real life

Learning Activities	Supports
<p>Activate Learning:</p> <p>1. Co-constructing ideas:</p> <ol style="list-style-type: none"> a. Ask students to contemplate: What is compassion? What does it mean to be compassionate? What does it look like? Invite learners to think about the word <i>compassion</i> and what it means to them. b. When students have an idea to share they can draw or write it on a post-it note. 	

- c. **Whole group sharing:** Students are encouraged to put a 'thumb-up' at their ribcage indicating they are ready to contribute. Invite and record shared ideas (teachers will jot down, acknowledge and discuss student contributions).



Compassionate
and Kind

Activities:

2. Establishing a need to know:

- a. Share the video clip "*Crow Rescue*" (2:12). Purpose for viewing: Is compassion a word you would use to describe animal behaviour? (be mindful of concealing the clip title)
- b. **Partner Turn-and-Listen:** Guiding questions – What concerned you in this clip? What surprised you? What small acts of compassion did you notice in this short clip?

3. Digging deeper:

- a. Share the YouTube video: "*You poked my heart.*" (2:02).
- b. Purpose for viewing: Looking for evidence of compassion. What does **compassion** look like? What is the evidence of compassion in this short clip? And what is the evidence of **courage** that is tangled up with compassion? Invite students to frame their thinking with a notice, a think or a wonder. Guiding questions – What small acts of compassion did you notice in this short clip? (There are several).
- c. **Partner Turn-and-Listen:** Guiding questions – What evidence of compassion, both verbal and non-verbal, did you notice in this short clip? What did you notice, think, wonder? How did the clip make you feel? Who do you connect to in the short clip? (e.g.- The one twin sister intervenes, saying "I'll stand 'hind you..." and physically separates the two children from their disagreement.)
- d. Whole group sharing: Next, invite students to share their findings with the whole group, and teachers will jot down student contributions on the big Notice/Think/Wonder chart.

4. Making connections:

- a. Read the book *The Smallest Girl in the Smallest Grade* by Justin Roberts.
- b. Establish a purpose for viewing/listening: Share the image of the front cover with students, along with the title. Have students consider and predict what the story might be about.
- c. Before reading, share guiding questions: What does Sally McCabe pay attention to in the story? What does she notice? What does Sally do, and how does her one small action, create change?
- d. **Partner Turn-and-Listen:** using the guiding questions that were shared before reading (in 4c).

5. Showing understanding: Inferring from pictures/identifying kindness in photographs.

- a. If we were to Google the word *compassion*, and then click on the images link, what images do you think we would find? Select and share photographs that are posted and ask, "Why or how does this photograph represent kindness?" "Why is this image posted here?"
- b. Invite learners to brainstorm and share their thinking using the frame: What do you notice? What do you think? What do you wonder?

6. Paying super extra special attention: Visual Thinking Mats

- a. Share a visual thinking mat (see example below; an image from

2a – ["Crow Rescue" Video \(2:12\)](#)

3a – ["You poked my heart" Video \(2:02\)](#)



Gets Along
with Others



4a – Book: [The Smallest Girl in the Smallest Grade](#) by Justin Roberts



Alert and
Engaged



Compassionate
and Kind

<p>the compassion image search in 5a, pasted on a large piece of white paper, with the phrases “What do I notice?” and “What do I wonder?” printed along the top) and model how to identify, unpack and talk about a photograph.</p> <ol style="list-style-type: none"> Invite learners to work in partners to respond to the captures of compassion using the frame “I notice _____, I wonder _____” Offer students one colour of post-it to record their notices, and a different colour to colour to record their wonders. 	 <p>Alert and Engaged</p>
<p>Closure:</p> <p>7. Tying it all together:</p> <ol style="list-style-type: none"> What does it mean to be compassionate? What does it look like? (Like young Sally McCabe, paying super-extra special attention...and taking action to make a positive difference.) Share the YouTube clip: <i>What is it that you desire most?</i> (3:05) Purpose for viewing: Investigating for compassion: What does compassion look like? Where can we find opportunities to show compassion in our daily lives? 	<p>7a – What is it you desire most? Video (3:05)</p>  <p>Compassionate and Kind</p>



Visual Thinking Mat Example