

SAMPLE LESSONS

QUESTIONS:

Rituals for each session??? E.g., how are you feeling right now? (MAYBE students point to pictures on mini-poster??)

AS THE 7 TEXTS ARE READ ALOUD TO THE STUDENTS, THE SCHOOL COUNSELOR (SC) WILL DO THE FOLLOWING:

* Prepare the students by inviting them to listen for FEELINGS. (one finger silently raised)

** After the concepts have been introduced and defined, also invite them to listen for HARM done (2 fingers silently raised) demonstrations of COMPASSION (3 fingers silently raised), and/or RESTORATIVE JUSTICE (4 fingers silently raised).

* Read the book through one time, perhaps inviting students to silently put up a finger if they believe they have heard FEELINGS named --- or perhaps included in a "between the lines" fashion.

NOTE: That concept of "between the lines" can be explained as follows:

At times, the author comes right out and tells us how a character is feeling--- for example,

"When he heard that, he was angry!"

Or, the author may require us to "read between the lines"--- that is, be detectives and put clues together to figure out how a character is feeling--- for example,

"When he heard that, he immediately scowled, slammed his fist on the table, and stormed out of the room, slamming the door with a loud BANG as he stomped out."

* As the book is read, the School Counselor will be mindful of helping students see illustrations--- whether using a Document Camera, or showing the book around the circle so that all can see. In the cases where class sets of the books are available at the Instructional Media Center, each child could simply follow along in his/ her own copy.

* During the first reading, the School Counselor may also choose to offer numerous "Think-aloud's" which will be comments and/or rhetorical questions to help the students focus on being "tuned in to" FEELINGS (and/or COMPASSION/ RESTORATIVE JUSTICE).

* After finishing the first reading (which may take all or most of a class session), the SC will remind the students that they had been asked to (and perhaps gave evidence of noticing, with silently raised fingers).

* The SC will then re-read the text, inviting students to contribute their observations about what they noticed in the text re: FEELINGS, HARM done, COMPASSION, and/or RESTORATIVE JUSTICE (depending upon the question the SC is using to guide the conversation).

**** REMINDERS:**

---> Always have students provide the proof or evidence from the text that lead them to their answers/ conclusions.

As you have your conversations, encourage students to refer to the mini-posters provided, which will be in their binders and on the classroom wall:

- Feelings words/ illustrations **WHICH ONES??**
- 5 Key Questions
- Definition of Compassion
- Definition of Restorative Justice
- Apology resources (Powerful Apologies + 3 R's: Regret/ Responsibility/ Remedy)
- Unmet Needs

5 KEY QUESTIONS

Q #1: Feelings? (of various characters in the book; SC may choose just one, or more, upon which to focus)

Q. #2: Harm done?

Q. #3: Compassion shown?/ Restorative Justice employed to repair harm?

Q. #4: WWYD? = What Would You Do?

How would you show compassion and/or employ Restorative Justice?

REMINDER: Have students refer frequently to the APOLOGY resources posted (and in their binders).

Q. #5: Underlying Unmet Needs that gave rise to feelings?

---> Always be ready for students to respectfully disagree and debate about their answers to any of the questions above; always refer them to the text to search for evidence to support their answer/ argument.

NOTE: If the answers are not stated in the text, encourage them to use their best critical thinking and persuasive speech skills to clarify their position for their classmates.

TEXTS PROVIDED:

How are you Peeling?

Foundation text: FEELINGS WORDS

Q 1: How feeling?

Q 3: Compassion/ RJ in text? -- There are a few examples of Compassion being demonstrated in the book

Q 5: Unmet needs?--- perhaps explore this with "Use your imagination! What could have happened? and/or, applying to students experiences with those emotions, via

Text-to-Self Q's: WORDING??

Stand in my Shoes

Foundation text: COMPASSION/ EMPATHY

Q 1: How feeling? for multiple characters

Q 2: Harm done? -- in a couple/ few cases

Q 3: Compassion/ RJ in text? -- Emily demo'd compassion/ empathy by...

Q 4: If not, WWYD? --- or, rather, what ELSE could/ would you do (besides what Emily did)

Q 5: Unmet needs? yes, can explore these at some level

ADD--- Text-to-Self Q's: WORDING??

Sorry!

Foundation text: RESTORATIVE JUSTICE

Q 1: How feeling? for multiple characters

Q 2: Harm done? -- yes, in several cases!

Q 3: Compassion/ RJ in text? -- Finally, when teacher required it: "making right your wrong"

Q 4: If not, WWYD? --- could go back to the un-addressed wrongs earlier in the book AND explore what else could have been done to right the wrong re: the science project

Q 5: Unmet needs? Yes! Can explore these for a number of characters (especially WHY Jack became Charlie's friend)

ADD--- Text-to-Self Q's: WORDING??

* Weekly Read-Aloud lessons (at least 30 min. ea.) include answering the 5 Key Questions and Activities from the 4 selected books. Each Read-Aloud text is used over a 3-4 week period, as per schedule to be provided.

TEXTS PROVIDED:

Cooper's Tale (Homelessness/ Fitting In)

Q 1: How feeling? for multiple characters

Q 2: Harm done? -- The "harm done" could be defined as (p. 9) the way the woman and her cats made fun of him and told him he had to pay to live there now-- which resulted in him becoming homeless/ the 3 children are never shown compassion by the others at school (p. 16 not playing with others/ at all "We don't feel different, but here at school they say we are")

Q 3: Compassion/ RJ in text? -- Compassion, yes (the 3 children who live in a homeless shelter... beginning on p. 15)--- however, the 3 children are never shown compassion by the others at school. Also, beginning on p. 25, Cooper shows compassion by teaching the children how to read

On p. 32, the man demonstrated compassion by working out an arrangement for Cooper's new friends--- and Cooper--- to run the cheese shop and live above it (I'M CONFUSED BY THE FINANCES/ LEGALITIES OF THE PLOT!-- Oh, well...???)

RJ, no, not in book

Q 4: If not, WWYD? --- How could the other children at school have shown compassion to the 3 who lived in the homeless shelter? How could the woman in the cheese shop have shown compassion to Cooper? No RJ occurred; perhaps students can suggest actions...?

Q 5: Unmet needs? Yes! Can explore these for a number of characters

ADD--- Text-to-Self Q's: WORDING??

The Quiet Place (English Language Learners/ Hispanic/ Immigrants)

Q 1: How feeling? for multiple characters

Q 2: Harm done? NOPE, not really, from my point of view!

Q 3: Compassion/ RJ in text? Isabel's family demonstrates compassion to her-- and so do her teacher, people at the houses where they take birthday cakes, and their neighbors--- but no RJ (no need for any!)

Q 4: If not, WWYD? Or---What ELSE would you do to demonstrate compassion to Isabel and her family? No RJ/ Not applicable

Q 5: Unmet needs? yes, can explore these at some level -- although not very deeply (?)

ADD--- Text-to-Self Q's: WORDING??

Oliver Button is a Sissy (Gender identification/ LGBTQ)

Q 1: How feeling? for multiple characters---including Oliver plus Oliver's dad, who said, "Don't be such a sissy!" (!!!!!!) --- other characters throughout book, as well (e.g., team captain ...) After the Talent Show, Papa says he's so proud of Oliver (Mama and Ms. Leah-Dance Teacher- agreed).

Q 2: Harm done? Hurtful things were said and done to Oliver, but the book doesn't clearly tell readers how he is being impacted (info not given in words; a mildly sad expression on his face). The saddest he is depicted as being is when he doesn't win the Talent Show ("tried not to cry"), and then doesn't want to go to school the next day.

Q 3: Compassion/ RJ in text? No RJ at all (though many opportunities for it, with the name-calling and hurtful words and actions throughout the book). It could be called "compassion" when his parents enrolled him in Ms. Leah's Dancing School (students might want to debate this), and when someone crossed out "SISSY" and wrote "STAR" on the school wall. Question: Why didn't the school see to it that the original message was immediately removed??--- It was left there for weeks!!

Q 4: If not, WWYD? Lots of room for additional compassion to be shown, AND for some RJ to happen!!

Q 5: Unmet needs? Include Oliver, Oliver's dad...

ADD--- Text-to-Self Q's: WORDING??

Amazing Grace (Racial issues/ Diversity/ Respect)

Q 1: How feeling? Can be asked of Grace throughout the book--- also, her mom and grandma, and, to some extent, her classmates.

Q 2: Harm done? ONLY "harm done"= when 2 classmates told her she couldn't be Peter Pan in a class play: 1 "...that's a boy's name", 2 "He isn't black." Grace kept her hand up, and the picture shows no hurt on her face. However, later, she was sad about those comments at home, and when she heard the one about "He isn't black," Ma "looked angry."

Q 3: Compassion/ RJ in text? Grace's Ma and Nana told her that those 2 classmates didn't know anything, and that Grace could be anything she wanted. Nana took Grace to see a black ballerina, to help reinforce her dreams.

Q 4: If not, WWYD? What would you have said to the 2 classmates?

Q 5: Unmet needs? HMMMM.....???

ADD--- Text-to-Self Q's: WORDING?