What do you see?
(Language Arts/Social Studies/Film)

Grade: Middle/High School

Personnel: Teacher

Materials:
- Handout from the book “Coloring Without Borders”-Binoculars-What do you see? Que ves? (page 12-13)
- iPads, tablets, laptops, desktop computer, or phone
- paper/pencil/art supplies

Length of Lesson: 3+ class periods (depending on the number of students and length of each class)

Standards:
- Direct to SmartBoard or visual support for presentation
- Students will need the above materials
- Students will work in partners and as a whole group

Anticipatory Set:
Learning: Students learn and articulate what it is to be compassionate. Students learn perspective. Students learn the importance of compassion and turning it into action.
**Purpose:** To help students become more aware of their voice, choice, and power to help make our country a better place. To empower them to be agents of change at their level by showing compassion.

**Transfer:** Students become aware of others, their community, their country as things aren’t always what they seem. We all interpret things differently, so this raises their consciousness to what’s happening in our society.

**Methodology:**
- Teacher directs students to the board to build background on “tolerance” vs. “compassion” by definition and example.
- Teach or review “said” vs. intended (subtext). Subtext is the implicit or metaphorical meaning. So what are they really trying to say? This will help students understand the subtext of the binocular handout.
- Teacher creates a quick four column vertical chart (see below for example):
  - **Statement/Subtext (Chances are they are trying to say...)/Subtext (This likewise could be saying....)/Subtext (This could even be saying....)**
- Under the “Statement” column teacher chooses subtext to use in class or use the following:
  - Parents say: You are going to wear THAT to the dance?
  - Students say: Are we going to get a grade on this?
  - Friends say: This mint is delicious. Want one?
  - Choose an advertisement like “Got Milk” Ad or Nike Ad or Dignity Health
  - Choose a magazine (Vogue or Time) cover
- Students can work independently for the first column of the subtext chart and in partners for the last two.
- Teacher holds discussion/debate about the subtexts of each statement with students to get them thinking about social media posts, videos, movies, musicians and their album/magazine covers (Pharrell) etc. that they are watching.
- Students should create/find their own subtext to share with the class and add to their chart.
- Use the “What do you see?” image on the board to start the conversation of ...What do they see?
- Students write down their initial thoughts.
- Students share them with a peer.
- Teacher asks for feedback and records it on a new four column vertical chart.
- Teacher uses slideshow to images of their community (homelessness)/photographs and videos (Families Belong Together site) /etc. to show perspective and subtext.
Teacher shows the binoculars again.
What do they see now? Subtext? Discuss/debate?
What can they do to help everyone see the good in life by having enough food, homes, safety, books, school supplies, etc.?
Teacher further explains that a wonderful lady by the name of Jennifer Sofio Hall wanted to help children/families like them that have been separated at the U.S. borders. She wanted to do something to help them reunite and find peace with their families. So she created a compassion project of making a book that people can buy and use at schools or home to spread kindness, love, and the message that families belong together. Mrs. Hall’s friends and family jumped in to help by donating artwork, time, and more. Mrs. Hall and many others found a way to try and help others who need our support.
Teacher explains that they will work in partners/small groups/independently to create a Compassion project to help make a change in our world.
Teacher explains the Compassion project:
1. Students will turn in a proposal plan (which can be pre-copied by teacher or handwritten by students on the back of their binocular sheet) with student(s) names, title of project, steps to completing project, length of time, materials needed, goals/hopes for outcome
2. It should be helping the school and/or beyond
3. Students may begin when the teacher gives back the proposal back with his/her approval and/or suggestions
Teacher may suggest the following ideas to help students pick a project....
School: Character posters (friendship, sharing, love, etc.), tutoring peers after school, kindness club, environmental club to help the campus, make a compassion book and read it to younger grades, make a poem to share with school (loud speaker), create music/lyrics promoting compassion, photo montage of students/teachers/parents helping, brochure to explain compassion and ideas to making our world better, iMovies with a message on compassion, commercial with message of friendship/kindness/unity/paying it forward,
gathering food and making dinners or lunches in a bag for those who need it, write an article in the school newspaper highlighting the various compassion acts and promoting more!

**Beyond:** Choose an approved organization from below and find out what they need. Such as collecting jackets or blankets for children who are separated from their families and will need them as the months get cold. Or gather basic comfort supplies for children when they are reunited with their families like toys, books, cards to show love, stuffed animals, clothes, etc. Choose a school or after school programs that need sports equipment, school/art supplies and hold a fundraiser to donate money to the organizations. Raise money through school bake sale, lemonade stand, create friendship bracelets for sale, spare change jars, chores for money, babysitting, and more), create an Instagram page and post the acts of compassion challenging others to do it too, share their acts of compassion on other social media sites .

- Teacher gives students a list of the following organizations that need help if they want to help beyond the school:
  - Families Belong Together

**Closure/Assessment:**
- Students will complete a “Compassion Project” in partners/small groups/or independently to show their learning.
- Teacher will assess students not by style, but by effort and follow through of proposal.
- Students will present their outcomes with the class (invite other grades and parents to come) or even at a school assembly after they finish their projects (times to finish may vary depending on the project chosen)
- Teacher will have 3 peers (or teachers and parents) per group write short compliment cards (cards can be made from stickie notes) for the presenters about what they learned, appreciated, and connected with.

Chart sample:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Subtext (Chances they are saying....)</th>
<th>Subtext (This likewise could be saying....)</th>
<th>Subtext (This could also be saying.....)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents say: Is your music up loud enough?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student says: I’m FINE!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends say: This mint is delicious. Want one?</td>
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What do you see?

¿Qué ves?