

Animating Matters

'Tune In' to the feelings of others

GRADES
K-7



This lesson will enable students to walk in others' shoes to help them understand their feelings. Taking others' perspectives and recognizing and honouring their feelings will help students develop empathy and encourage them to act compassionately towards others.

Lesson Created by Brenda Lepine and Angela Brown



Estimated Time: 90 minutes (3 class periods)



Goals

- ✓ To recognize and describe others' feelings in a range of situations.
- ✓ To develop empathy and act in ways that are kind, caring and compassionate
- ✓ To use appropriate strategies for communicating effectively with others
- ✓ To treat others fairly and respectfully, including those who are different in some way.
- ✓ To understand the parties involved in a hurtful incident and learn how to be an Active Witness ('Stick up' for others when injustice is perceived)



Prep/Materials

- DVD player; Youth MADE Animation: *Tune In*
- Remote Control
- Two pairs of big shoes or large paper cut-outs of shoes
- Witnessing Triangle and Four Kinds of Witnessing (see end of document)
- Large Witnessing Triangle drawn onto chart paper
- masking tape
- Signs with the names of the parties of the Witnessing Triangles
- *One* by Kathryn Otoshi



Energizer (10 minutes)

Read the picture book *ONE* by Kathryn Otoshi. This story uses colours and numbers to teach children how to stand up for others when they come up against people who try to intimidate or hurt them. RED likes to pick on all the colours, especially BLUE but they don't know what to do until ONE comes along and shows all the colours how to speak up and COUNT. Ask students to make predictions throughout the story.



Debrief Questions:

- What happened in this story?
- How do you think Blue felt? Why?
- How do you think Red felt? Why?
- What did the other colours in the story do when Red was treating them in a hurtful way?
- What happened when Red joined the colours?
- Have you ever been treated like the colours in this story? if so, How did it make you feel? what did you do?
- What did you learn from the story?



Tell students that they will now watch an animation that will teach similar lessons that they learned in the book *One*.

Part 1 (30-35 minutes)



1. Introduce the Witnessing Triangle

hang up the chart paper of the Witnessing Triangle and create a giant triangle on the floor using masking tape and marking it with signs for the Witness(es), Receiver(s), Offender(s) and External(s)/Outsider(s). Introduce the Witnessing Triangle by telling students that these are the five main groups involved in an unfair or hurtful incident:

1. Self as a WITNESS: you, who sees a hurtful incident and may use words and/or actions to help.
2. The CO-WITNESS(ES): others who see a hurtful incident and may use words and/or actions to help.
3. The OFFENDER(S): The person(s) who uses hurtful words and/or actions towards another in an incident.
4. The RECEIVER(S): The person(s) who receives the hurtful words and/or actions in an incident.
5. The EXTERNAL(S)/OUTSIDER(S): Those who are not present at the time of an incident but may be asked for help.

2. Think, Pair, Share

Ask students to reflect on the story *One* and think of which characters may be the Offender(s), Receiver(s), Witnesses(es) and External(s)/Outsider(s)? Have students turn to a partner and share their ideas. Invite a few students to share with the class.

3. Screening of *Tune In*

Tell students that they will now watch an animation that will teach similar lessons that they learned in the book *One*. Ask students to think about how the characters in the animation relate to the parties in the Witnessing Triangle.

Play the DVD of *Tune In*. Name a character from *Tune In* and ask students to think about whether the character is a Witness, Offender or Receiver and to share their answers with their partners. After a couple minutes, ask them to walk over to the giant Witnessing Triangle with their partners and to stand on the part of the triangle that they think matches the character (record their responses on the Witnessing Triangle chart paper). Give a few more examples so that students have a strong understanding of the various parties involved in a hurtful incident.



Debrief Questions:

- What did the witnesses do in *Tune In*?" (Record their responses beside the 'Witness/ Co-witness' part of triangle on the chart paper).
- What would you do if you witnessed this incident?" (Record their responses on a different piece of chart paper).



NOTE: If students share that they would 'ignore' or 'walk away' from the situation, thank them for their honesty and validate their actions by telling them that it is very natural to not want to be involved in these kinds of situations. Ask the class how many students have ignored or walked away after seeing a hurtful incident and brainstorm all the reasons why and record them on the chart paper (e.g. "I was scared, confused, shocked", "I didn't know what to do", "He's/She's wasn't my friend", "I thought someone else would help" etc.). Explain that although it may be very hard, it is important to speak up so that everyone feels safe at school.

- How was the story *One* similar to the story in *Tune in*?
- What did you learn today?

Ask students to write or draw about a time when they witnessed a situation at school (e.g. classroom, playground, hallway etc.) that related to the story *Tune in* or *One* in their journals or drawing books.

Part 2 (40-45 minutes)



Review the book *One* and review the giant Witnessing Triangle on the floor using the characters from the book. Have students discuss the character with a friend and walk over and stand on the part of the triangle that they think matches. Review the chart of the Witnessing Triangle.

1. Re-screen the animation *Tune In*.

2. Put out a pair of shoes or a cut out of the feet and tell the students that the shoes or cut-out represent the Receiver who is about to be silenced with the remote control in *Tune In*. Ask students:

- ☆ How do you think the Receiver is feeling?
- ☆ Have you ever been treated this way or have been silenced? If so, what did it look like, sound like and feel like?
- ☆ If not, have you witnessed a family member or a friend being silenced? How did they feel? How did you feel?
- ☆ Pretend that you are 'in the shoes' of the Receiver and quietly think about what he is thinking and how he is feeling.

3. Invite a few students to volunteer to step into the shoes or cut-outs and take on the receiver's role. Have the students share how they are feeling.
4. Now ask a student to step out of the shoes and into another pair of shoes and give him/her the remote and ask him/her to share how he/she is feeling. Ask the class:
 - ☆ How would you use the remote?
 - ☆ Have you ever silenced anyone? If so, how did it make you feel?
5. Introduce the Four Kinds of Witnessing and discuss what kind of witnessing each character in *Tune in* is demonstrating.

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|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dis-witnessing (Joining or Ignoring): | Joining in with the Offender(s) or walking away and ignoring the situation "Not hearing, Not seeing, Not doing". |
| Passive Witnessing (Watching): | Seeing the situation and feeling confused but not doing anything. "Hearing, Seeing, Feeling but Not Doing" |
| Active Witnessing (Talking): | Using helpful words to support the receiver or talking to a Co-witness, an External/Outsider or the Offender to help with the situation "Hearing, Seeing, Feeling and Doing" |
| Ethical Witnessing (Teaching): | Recognizing unfair treatment and teaching others to make a change in their school. Moving beyond "Hearing, Seeing, Feeling and Doing" |



NOTE: The Four Kinds of Witnessing refer to behaviours and are not finite or meant to label particular students. Explain to students that they describe the different ways they might respond to different incidents (and that each person may use different kinds of witnessing in different situations). They might respond with Dis-witnessing (eg. by ignoring an incident because they are afraid) one day and they might respond with Active Witnessing (eg. by supporting a friend who is a Receiver) on another. Tell students that it is okay if they have been Dis-witnesses or Passive Witnesses in the past as speaking out during hurtful incidents is not easy and it takes much practice. Explain that the purpose of this lesson is to learn and practice how to be Active Witnesses.

6. Ask students what the yellow character in *Tune In* did? What kind of a witness was he? Using the chart paper, review how the different witnesses in the *Tune In* responded. Review that a witness may use helpful words to respond to various parties involved in a hurtful incident to help make the situation better.
7. Brainstorm with the class a list of responses that a witness might say to a Co-witness(es), the Receiver(s), the Offender(s) or External(s)/Outsider(s). Record these responses on chart paper in a four-column chart with the four kinds of Witnesses as headings across the top.
8. Invite more students to step into the shoes or cut-outs and take on the role of a witness. Ask students to role play what they might say and who they might speak to, using one of the brainstormed responses on the chart paper.



Wrap Up/Debrief:

Debrief Questions:

- How did you feel 'walking in another person's shoes'?
- What do you think the remote control stands for?
- Have you ever been pressured by others to do something you felt was unfair or hurtful? Tell us about it.
- What can you do or say as a witness to a hurtful situation?

Ask students to:

- ☆ write or draw about what they learned on the paper cut outs of shoes.
- ☆ draw the Witnessing Triangle and write about a real-life situation when they witnessed others being silenced. How did they respond? What might they do differently if this happened again?



Follow Up:

- ☆ Have the students draw the Witnessing Triangle and write about a real-life hurtful situation they witnessed involving one of the following: age, gender, appearance, race/ethnicity, sexual orientation, class, ability, family configuration etc. What did they do? What might they do differently if this happened again?
- ☆ In small groups, have students role play real-life hurtful situations to practice active witnessing responses (using the brainstormed list of active witnessing responses).
- ☆ Using other story books, have students step into the shoes of various characters. Find stories where they can step into the shoes of characters that are: Offender(s), Receiver(s), Witness(es), External(s)/ Outsider(s) For recommendations, see:

Annotated Bibliography - available online at www.accesstomedia.org



Assessment & Evaluation

- ✓ Assess that students have honoured the Classroom Community Agreements during the lesson discussions and activities.
- ✓ Look for evidence of students' willingness to share their feelings honestly
- ✓ Observe student engagement and their ability to listen actively during class discussions.
- ✓ Look for evidence that students are showing empathy when debriefing the story book *One* & the animation, *Tune In*.

Assess that students' journal entries and classroom discussions demonstrate :

- ✓ an understanding of all the parties involved in a hurtful incident
- ✓ empathy for the receiver during a hurtful incident
- ✓ a willingness to be an Active Witness, stick up for others.



*You may also invite students to do self and/or peer assessments for the above assessments.

*You may use the following rubric scale to evaluate the above assessments: Powerful=5; Confident=4; Developing=3; Beginning=2; Not yet meeting expectations=1.



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WITNESSING TRIANGLE

Witness & Co-witness(es)

