



Another's Pair of Shoes

Grade 4 Lesson Plan

Lesson #5: Another's Pair of Shoes

Duration: 70 mins

Subject: Social Studies

Topic: Understanding Empathy and Reconciliation

Overview

Students explore what empathy and reconciliation mean both to themselves and to First Peoples in the Tumbler Ridge area. They then work in groups to empathize with a person in an adverse situation. Lastly, they participate in a *Circle of Reconciliation* where they share their personal stories and reflect upon how empathy played a role in helping the situation.

Lesson Objectives

Students will be able to:

- Ask questions, make inferences and draw conclusions about other's situations, perspectives, and needs
- Make connections to self and their peers through empathizing with one another
- Describe and explain the process of reconciliation with First Peoples in the present and past

Curriculum Connections

Please see the *TRUGG Education Toolkit Curriculum Connections Matrix* for specific connections of this lesson to the B.C. Curriculum for Grade 4.

Materials

- *Character Charts* Teacher Handout
- Chart paper, glue or tape, large sharpie or felt pen
- *Character Analysis* Student Handout

Teacher Prep

- Photocopy and print a class set of the *Character Analysis* Student Handout.
- Create four charts, with Character Chart One, Character Chart Two, Character Chart Three, and Character Chart Four in big letters, respectively, at the top of each.
- Print the *Character Charts* Teacher Handout on Tabloid size paper (or other larger format).
- Tape or glue the images from the *Character Charts* Teacher Handout onto each chart and place in different spots around the room.
- Review the *Tumbler Ridge UNESCO Global Geopark* Teacher Backgrounder.

Background Information

Empathy and reconciliation are essential in building a positive relationship between Canada’s indigenous and non-indigenous peoples. With the federal government supporting a national reconciliation process, Canadians have shown an eagerness to be a part of the process. Demonstrating empathy is one act that can allow reconciliation to occur in a meaningful and long-lasting way.

Empathy is the ability to take another’s perspectives and feelings into meaningful consideration. In demonstrating empathy, one seeks to sincerely recognize and invite other viewpoints and emotions into their own understanding without judgement or closed-mindedness. Empathy is especially important when two or more cultural groups inhabit the same place.

Reconciliation, as a process, is the act of one individual or group seeking to repair a damaged relationship with another individual or group. For reconciliation to enduringly occur, both parties – both “oppressor” and “oppressed” – are required to participate in the process. While empathy is necessary for the “oppressor” to understand their influence and actions upon the “oppressed”, an openness and understanding of the reconciliation process is required by all.

In Canada, part of the reconciliation process includes returning ancestral lands back to their traditional Indigenous peoples. The Tumbler Ridge UNESCO Global Geopark (TRUGG) is located within the boundaries of Treaty 8, one of many federal government-recognized land settlements. The West Moberly, Salteau and other First Nation groups reside within Treaty 8 and have a critically important voice in the future of their ancestral territories.

Encourage students to think critically about their own privileges and to consider other perspectives in various situations. Support them through this process by suggesting that, at some point, we are all deserving of someone else’s empathy, underscoring why it is important for us to show the same empathy toward others.

Lesson Activities

Introduction/Hook:

1. Write the word “Empathy” on the board. Ask students to discuss the following questions in pairs, then discuss each briefly as a class:
 - b. *What does “empathy” mean?*
 - c. *Why is it important for us to show empathy towards others?*
 - d. *How can we show empathy towards others?*
2. After the first round of discussions, explain to students that the Tumbler Ridge UNESCO Global Geopark (TRUGG) is located within the boundaries of Treaty 8, a federal government-recognized land settlement that includes many Indigenous groups, including the West Moberly and Salteau First Nations. In recent years, a national reconciliation process has occurred where the government has attempted to build more positive relations with many of the First Nations and other Indigenous groups in Canada.
3. Ask students to discuss the following questions in pairs, then discuss each briefly as a class:
 - a. *What does “reconciliation” mean?*
 - b. *Who is involved in reconciliation?*
 - c. *Why is reconciliation important?*

Activity 1:

1. Ensure that the four Character Charts are set up in different places in the room (e.g. four corners). Distribute a *Character Analysis Student Handout* to each student and review as a class.
2. Form students into groups of four. Once in their groups, have them number off one through four.
3. Have the students “jigsaw” into new groups and places, so that:
 - a. All number ones go to Character Chart One
 - b. All number twos go to Character Chart Two
 - c. All number threes go to Character Chart Three
 - d. All number fours go to Character Chart Four
4. Once at their Character Chart, students work together to discuss and make observations about the character on their *Character Analysis Student Handout*.
5. Once students have discussed and made observations about their characters in their jigsaw groups, have them return to their original groups and share their findings with their group members.

Activity 2:

1. Have the students move their chairs into a large circle so that everyone can see everyone else. Explain to students that they will participate in a *Circle of Reconciliation* to conclude the lesson.
 - a. Explain that a *Circle of Reconciliation* is based on a growing movement where Indigenous and non-Indigenous people sit in a circle and share stories of common challenges in a safe and judgement-free environment.
 - b. Every student will have a chance to speak and share their story – it is important for them to feel safe and free from judgement while they speak. While they're not speaking, it is important that they listen respectfully. They should try to keep their stories to under one minute each.
2. Explain that the topic for this *Circle of Reconciliation* is *empathy*. Provide the students with a minute of silent time to think independently about a time that they felt misunderstood or unfairly treated. Then, ask them to think about how empathy helped, or could have helped, to make the situation better for them.
3. Commence the *Circle of Reconciliation* with your own story about a time that you were misunderstood or unfairly treated, and describe how empathy helped the situation. Once you're finished, move to the next student in the circle.

Closure:

1. Once all students have shared, conclude the Circle of Reconciliation by asking students to carry today's lesson about empathy with them through the rest of their lives.

Assessment/Evaluation

- Observe the hook, activities and closing, and assess student's ability to think critically and reflectively, listen respectfully, and communicate their stories about empathy effectively.
- Review and assess the *Character Analysis* Student Handouts.

Extensions

- Ask students to write a personal empathy story prior to hosting the *Circle of Reconciliation* and encourage them to read their stories aloud.
- Invite an elder from a local First Nations group to come and participate in the *Circle of Reconciliation*. Be sure to share with them that the circle is focused on empathy.