

INSTRUCTIONAL RECOMMENDATIONS

for Teaching about Harm/ Trauma/ Trauma-Informed Lens

Compassionate Comprehension with the Common Core (CC/CC)

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To support teachers in scaffolding students' learning, provided in the set of Instructional Recommendations are the following:

STEPS FOR HELPING STUDENTS CREATE POWERFUL ANSWERS TO THE KEY QUESTIONS:

I. Understanding the terms Harm and Trauma

II. Linking questions about Harm/ Trauma to the **text**.

III. Considering numerous **ways to address / heal Harm/ Trauma** in a Trauma-Informed way

BONUS SECTION:

IV. Resources to Deepen learning and understanding about Harm/ Trauma for Educators and Students, including
CC/CC Key Questions seen through a Trauma -Informed Lens

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**I. Understanding** the terms Harm and Trauma

**To help students understand the terms Harm and Trauma; please see below for resources which provide multiple synonyms and springboards for discussion.**

A note regarding the possibility of "**Pre/ Post**" **assessment via Charting/ Poster making**:

You may wish to do the following:

\* Engage in some **charting/ poster making** with students (as suggested below) as a **pre-assessment**.

\* Then, provide students with the synonyms and new learning offered in the **resources** below.

\* Last, re-visit and expand upon the **previously-created charts/ posters** as a **post-assessment**, including students' new awareness and new understandings about Harm/ Trauma. The posters might be done in list form, or as a semantic map/ mind map/ graphic organizer. Suggestions are offered below.

## CREATION OF CHARTS/ POSTERS about HARM/ TRAUMA

Charts and posters (as described below) showing the students' understandings of Harm/ Trauma can be powerful tools for teaching and learning. They can also serve as reference for months to come when posted in the classroom. The charts might be done in list form, or as semantic maps/ mind maps/ graphic organizers. Provide as much room as needed for students' responses, including additional pages, if necessary.

One way to help students explore numerous forms of Harm/ Trauma is creating a "T-Chart (see below) with their responses. When students are challenged to get specific and concrete about what a certain concept "Looks like..../ Sounds like..."--- that is, when they are helped to envision/ imagine what they would hear people saying, and see people doing--- it can help them truly understand what that concept means.

### Format of T-Chart :

Please note:

Simple teacher-drawn -- or student-drawn-- images of an eye and an ear will enhance the chart.

#### HARM/ TRAUMA

|                                      |                                      |
|--------------------------------------|--------------------------------------|
| (a drawing of an eye) Looks like.... | (a drawing of an ear) Sounds like... |
|--------------------------------------|--------------------------------------|

And, yet another format for eliciting students' input could have 3 columns below the horizontal line, for input, including "Feels like..." Thanks to Denise DeGeorge for this addition!

#### HARM/ TRAUMA

|                             |                              |                              |
|-----------------------------|------------------------------|------------------------------|
| (draw an eye) Looks like... | (draw an ear) Sounds like... | (draw a heart) Feels like... |
|-----------------------------|------------------------------|------------------------------|

### **OTHER CHARTING POSSIBILITIES, TO HELP CLARIFY/ UNDERSTAND VARIOUS TYPES AND CAUSES OF HARM/ TRAUMA:**

\* Teacher creates a chart with headings for various types of harm/ trauma on chart -- or the Teacher guides students in creating such a chart, making sure all types end up being included; refer to the Resources offered below on the following pages.

\* Have students answer/ discuss/ debate as a group, and include their ideas on the chart, using post-its, or writing on the chart itself.

#### TYPES OF HARM/ TRAUMA

|          |                     |
|----------|---------------------|
| Physical | Emotional/ feelings |
|----------|---------------------|

#### CAUSES OF HARM/ TRAUMA

|             |            |               |
|-------------|------------|---------------|
| Intentional | Accidental | Act of Nature |
|-------------|------------|---------------|

#### Another possible way to word the categories of CAUSES OF HARM/ TRAUMA:

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| + Person<br>+ Intent | + Person<br>- Intent | - Person<br>- Intent |
|----------------------|----------------------|----------------------|

## **TYPES AND CAUSES OF HARM/ TRAUMA**

This could be presented orally, begun with the question, "How many types of harm/ trauma can we list?" with a teacher-led discussion making sure that students end up being or becoming aware of all types listed below. Students could also be given or shown this list as a springboard for conversations:

### **TYPES OF HARM/ TRAUMA**

#### **PHYSICAL**

- \* physical injury
- \* damage to or loss of belongings/ property

AND/OR

#### **FEELINGS/ EMOTIONAL/ PSYCHOLOGICAL/ UNMET NEEDS**

- \* hurt feelings/ unmet need for respect
- \* grief/ loss of life of loved one
- \* witnessing abuse of someone else
- \* fear/ stress
- \* seeing or hearing the suffering or mistreatment of another
- \* other unmet needs

Similarly, the question "What are the possible causes of all of those types of harm/ trauma?" could be presented orally, with a teacher-led discussion making sure that students end up being or becoming aware of all possibilities listed below. Again, students could also be given or shown this list as a springboard for conversations:

### **CAUSES OF HARM/ TRAUMA**

#### **A PERSON WITH INTENT TO HARM**

- \* on purpose/ intentional/ pre-meditated

#### **A PERSON WITH NO INTENT TO HARM**

- \* "should have known better/ been more careful/ realized that harm would easily result" (e.g., DUI)

OR

- \* truly accidental ("no fault")/ unintentional/ not pre-meditated/ person was careful, but harm still occurred

#### **NO PERSON INVOLVED IN CAUSING HARM; ACT OF NATURE, e.g.,**

Flood/ Tornado/ Hurricane/ Earthquake/ Tsunami/ Fire started by lightning/ Mudslide/ Avalanche/ Debilitating or Terminal Illness (self or loved one)

**PLEASE NOTE:**

\* Teacher judgment will determine what is age-appropriate/ developmentally appropriate for students; that said, I hope that these materials will provide a wide range of options which will serve as numerous springboards for helping students be creative and critical thinkers as they work on answering the 5 Key Questions with a Trauma-Informed Lens!

\* If you sense that students are becoming overwhelmed by the discussions of Harm/ Trauma, please consider employing some of the Resources offered to help students feel encouraged and empowered:

~ **Empowerment Mini-Posters: Quotes to remind students that what they say and do does make a difference.**

<https://lkwbetterworld.files.wordpress.com/2017/06/empowerment-mini-posters-for-use-with-cc-cc.pdf>

~ **Click here for Songs relating to Empowerment, and Question # 4: "What would you do...?"**

<https://lkwbetterworld.files.wordpress.com/2017/06/songs-to-support-q-4-what-would-you-do-cc-cc.pdf>

In addition to this document, "**Instructional Recommendations: Harm/Trauma/ Trauma Informed Lens**" (which includes "**CC/CC Key Questions seen through a Trauma-Informed Lens**" on pages 9-11), please see the following:

**Resources to support Question #2: What was the harm/ trauma caused?**

(Who was hurt, and how?)

**Recommended/ Suggested Texts for HARM/ TRAUMA:**

You may have favorites and other required texts which also lend themselves well to this area of learning. All Mentor Texts are listed at this link:

<https://lkwbetterworld.files.wordpress.com/2017/06/mentor-texts-for-use-with-cc-cc2.pdf>

**Mini-Posters and Reference Sheet:**

\* **Synonyms of Harm/ Trauma: Student Reference sheet**

<https://lkwbetterworld.files.wordpress.com/2017/06/synonyms-for-harm-trauma-student-reference-sheet-1-page3.pdf>

\* **Synonyms of Harm/ Trauma: Classroom Mini-Posters**

<https://lkwbetterworld.files.wordpress.com/2017/06/synonyms-for-harm-trauma-mini-poster-for-class2.pdf>

\* **"Sticks and Stones..." Mini-Poster**

<https://lkwbetterworld.files.wordpress.com/2017/06/tigt-5-5-17-sticks-and-stones-mini-poster-w-broken-heart-graphic.pdf>

You may also find it helpful to help students re-think the often-heard "Sticks and stones..." untruth. This mini-poster can provide a good basis for conversation about the impact of words to harm ... or to heal.

\* **Songs relating to Harm/ Trauma**

<https://lkwbetterworld.files.wordpress.com/2017/06/songs-to-support-harm-trauma-cc-cc.pdf>

**A working definition of "Trauma-Informed Lens" to share with students (as age-appropriate):**

\* Understanding the impact of trauma on the brain is the first principle of trauma-informed approaches, because it gives us a new lens through which to interpret and respond to the socio-behavioral and cognitive challenges characteristic of individuals who suffer the effects of long-term exposure to trauma.

<https://naturallifemanship.com/about/trauma-focused/>

\* Trauma-informed care shifts the philosophical approach from "What's wrong with you?" to "What happened to you?" <https://lkwbetterworld.files.wordpress.com/2017/07/trauma-informedcarebestpracticesandprotocols-ohiodvnetwork1.pdf>

\* A trauma-informed approach is based on the recognition that many behaviors and responses expressed by survivors are directly related to traumatic experiences. -- The Center for Mental Health Services National Center for Trauma-Informed Care



## II. Linking questions about Harm/ Trauma to the **text**.

### **Key Questions for students,** *with additional italicized portions focusing upon Harm/ Trauma*

**Along with each of the 5 Key Questions include the question:**  
**"What is your proof/ evidence from the text?"**

|              | <b>5 Key Questions</b> (to use with texts of your choice)                                                                                                                                                                                                                                                                                                                                                       |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question # 1 | How did the character feel, and why?<br><i>To help students understand why characters may be feeling certain emotions, encourage students to wonder "What has happened to them?" rather than "What's wrong with them?"</i>                                                                                                                                                                                      |
| Question #2  | What was the harm/ trauma caused? (Who was hurt, and how?)<br><i>Do you think the character's feelings were hurt?</i><br><i>Was the harm physical?... emotional? ... intentionally caused? ... or not?</i>                                                                                                                                                                                                      |
| Question #3  | What did anyone do to demonstrate Compassion or employ Restorative Justice?<br><i>When harm was done, what did someone say or do to help heal the harm/ trauma?</i>                                                                                                                                                                                                                                             |
| Question #4  | What (else) would you do to demonstrate Compassion or employ Restorative Justice?<br><i>If harm was done but compassion and/or RJ were not used in the text, what would YOU have said and/or done? What could you do to help? What would be the most appropriate and effective Trauma-Informed responses to address the harm done...</i><br><i>*Compassion? *Restorative Justice? * Both Compassion and RJ?</i> |
| Question # 5 | What were the character's unmet needs?<br><i>What needs arose from the most recent trauma/s?... and what evidence can you find of unmet needs from earlier in the character's life?</i>                                                                                                                                                                                                                         |

***ALSO AVAILABLE: "CC/CC Key Questions seen through a Trauma-Informed Lens,"***  
***please see pages 9-11 (at the end of this document) for a more in-depth approach.***

\* Have students refer back to the text as they identify the various forms of Harm/ Trauma experienced by the characters. Referring to class-created posters and Student Reference sheets with Synonyms for Harm/ Trauma may be helpful, as well.

\* Have students also refer back to the text as they choose which option/s for action would be most appropriate and effective in that particular situation.

\* Have them also search for any evidence that might exist in the text, to support their choice/s as being the most helpful in that particular situation, compared with any other option/s.

\* Some students may be familiar with the concept of "random acts of kindness." Help them to realize that what they're being asked to do is to select specially-chosen --- that is, "Trauma-Informed" --- acts of Compassion/ kindness/ empathy, based upon the text, with special attention to addressing the trauma which the character has experienced and/or is experiencing.

\* Look for cases in the text wherein the author might make the reader aware of factors that are unknown to the to other characters, including the person impacted (the victim). Perhaps the child who angrily knocked his classmate's lunch off the table for no apparent reason, just said goodbye to his mother as she

was being incarcerated... or, perhaps he had been beaten at home... yet again.

### III. Considering numerous **ways to address / heal Harm/ Trauma** in a Trauma-Informed way

#### **HEALING THE HARM/ TRAUMA by employing...**

- \* TRAUMA-INFORMED COMPASSION
- \* RESTORATIVE JUSTICE
- AND/OR
- \* TRAUMA-INFORMED CARE/ WRAP-AROUND SERVICES

***FROM JUSTINE DARLING (Please note: Teachers of younger children may wish to use this as an opportunity for vocabulary expansion, or re-word it into comprehensible terms.)***

#### **How different kinds of harm need to be addressed in different ways**

- \* Emotional/ Spiritual Harm ---> Apology/ Personal Transformation
- \* Material/ Physical Harm ---> Restitution
- \* Relational/ Communal Harm ---> Community Service/ Time/ Effort/ Sharing personal gifts

With whatever format/ s you choose to use for brainstorming options for actions, help students come up with multiple examples of what people may say or do when they're recognizing Harm/ Trauma, and seeking to address it and move towards healing.

NOTE: If you choose to record the brainstorming on a chart or poster, encourage on-going deeper thinking about Harm/ Trauma in the weeks to come, by telling students that you'll make sure there's space---even if it needs to be on post-its, and/or an added piece of poster board/ paper---for additional ideas and answers that they think of as time goes by.

**Help students understand the similarities and difference between Compassion and Restorative Justice.** Point out to students the connections between demonstrating Compassion, and employing Restorative Justice (RJ) --- **"Where harm has been done, making things as right as possible."**

Help students realize the following:

- \* When RJ is "done right," there will undoubtedly be one or more people who will be demonstrating compassion for those involved in a situation where harm has been done,  
AND the underlying unmet needs of both the person impacted and the person responsible (AKA "victim and offender") will be identified and addressed by trauma-informed wrap-around services.
- \* As wonderful as demonstrations of Compassion are, they do not, in and of themselves, address all of the needs that are met by RJ (such as restitution to the victim, a sincere apology, etc.)
- \* In short, RJ includes Compassion, but Compassion by itself most often does NOT include all the benefits of RJ.

And, use examples from the text/s to help students understand the differences between situations

- when RJ is needed to address and heal harm that has been done
- when RJ is not appropriate to address and heal harm that has been done  
and to recognize that, regardless of the appropriateness of RJ,
- expressions of Compassion are always appropriate when harm of any kind has been done.

**CREATION OF POSTER/ CHART:** Creating a Venn Diagram with students could help clarify the concepts above.

**Suggested questions -- with recommendations for Teachers -- offered to help clarify the above (i.e., the relationship between Compassion and Restorative Justice):**

1. Q: When would Compassion --- and addressing physical needs --- be appropriate as a response, but Restorative Justice would NOT be appropriate?

Lead students to realize:

A: RJ is not appropriate when it is not known who caused the harm, or if the person is not remorseful, or when a natural disaster has occurred, and no person is responsible for any harm done, e.g. Flood/ Tornado/ Hurricane/ Earthquake/ Tsunami/ Fire started by lightning/ Mudslide/ Avalanche

2. Q: When would BOTH Compassion and Restorative Justice appropriate as responses?

Lead students to realize:

A: When harm/ hurt/ trauma has been caused by a person who expresses remorse. The harm may have been caused intentionally, or unintentionally when the person causing the harm "should have known better/ made better choices" and/or "should have been more careful." e.g., Driving under the influence.

PLEASE NOTE:

\* When care was being exercised, but harm still occurred, the situation would be treated as in #1: E.g., if the cafeteria floor is slippery because "Student A" didn't realize food had dropped off their tray, and "Student B" slips on the food and falls against "Student C," injuring that student, and perhaps dumping their food on the floor. Invite students to offer other examples.

\* Help students realize that when intentional harm (e.g. looting a store) follows on a natural disaster (e.g., the hurricane which blew out the store windows), the 2 sources of harm need to be recognized as such.

Q: When would Restorative Justice be appropriate as a response, but Compassion would NOT be appropriate?

Lead students to realize:

A: This is a "Trick question" ;-). A well-implemented RJ experience will include compassion for all involved, and therefore, the answer to #3 is "Never"!

**Using Visual and Performing Arts to enrich students' experiences when answering Q. #4: What would you do...?**

You may wish to offer creative options for students to demonstrate their understanding of how someone who has been hurt can be helped through demonstrations of Trauma-Informed Compassion:

\* Use role-plays to act out what they would do.

\* Add puppets to the role-plays.

\* Write a script to demonstrate their solution/s (as an individual writing assignment, partners, or a group).

\* Have the script include the "non-example" based accurately upon the portion of the text in which harm was done, but no one did anything to demonstrate compassion.

*Thanks to Denise DeGeorge for the above ideas!*

\* Have students draw or paint illustrations of what they would do to help heal the harm done, using speaking bubbles in their pictures and/or caption or a paragraph to clearly describe how what is being said or done.

\* Have students role-play and/or perform portions of texts --- or, potentially entire texts, as in the case of The Grinch who Stole Christmas--- wherein Compassion is demonstrated, and/or characters do their best to make things as right as possible when harm has been done.



- \* Have students select favorite songs from those offered, and explain how the lyrics are connected with addressing/ healing harm.

## IV. Resources to Deepen learning and understanding about Harm/ Trauma for Educators and Students

### Additional potential conversations with students:

- \* Perhaps after exploring the resources below, introduce to your students the concepts of **Trauma Informed Care (TIC)** and **Adverse Childhood Experiences (ACE)**, and challenge students to tailor their solutions when answering Question #4 ("What would you do...?") to take those concepts into account, when appropriate.
- \* Help students also realize that, in fully demonstrating Compassion to someone who has been harmed/ hurt/ traumatized, a Trauma-Informed lens also helps make the expression of compassion as helpful as possible for the person receiving it.
- \* Help students realize that a Trauma Informed lens needs to be used in RJ, so that previous traumas and unmet needs of the person responsible (the person who caused the harm) are both discovered and addressed with whatever wrap-around services are needed, just as the traumas and unmet needs of the person impacted (the person harmed) are also thoroughly discovered and addressed.

### **RECOMMENDED RESOURCES AND BACKGROUND INFORMATION FOR EDUCATORS:**

Please note: ACEs = "Adverse Childhood Experiences"

#### \* **"10 Things about Childhood Trauma Every Teacher Needs to Know"**

<https://lkwbetterworld.wordpress.com/2017/06/24/trauma-informed-10-things-about-childhood-trauma-every-teacher-needs-to-know/>

#### \* **"Got your ACE score?"**

<https://lkwbetterworld.wordpress.com/2017/06/24/trauma-informed-got-your-ace-score/>

\* **ACEs Connection:** A Community-of-Practice Social Network -- Join the movement to prevent ACEs, heal trauma and build resilience. <http://www.acesconnection.com/>

All are welcome to join this rapidly growing network, which provides a wealth of information and resources:

#### \* **Trauma Informed Care at Cherokee Point Elementary, San Diego Unified School District:**

~ "At Cherokee Point Elementary, kids don't conform to school; school conforms to kids"

<https://acestoohigh.com/2013/07/22/at-chokeee-point-elementary-kids-dont-conform-to-school-school-conforms-to-kids/>

~ "A San Diego Principal Takes on Trauma": <https://www.youtube.com/watch?v=dcvQb9e-VLI>

~ "Creating a Culture of Compassion in Schools": <https://www.youtube.com/watch?v=hU0KQpACGAk>

~ "Understanding Trauma Inspires Parents to Become Leaders" (Spanish with English Subtitles)

<https://www.youtube.com/watch?v=pPCDopzgqyc>

#### \* **"Parents can inflict emotional harm, not realize it"**

Those who demean, bully or humiliate children may not know the harm they can cause, says the American Academy of Pediatrics. <http://usatoday30.usatoday.com/news/health/story/2012-07-30/children-emotional-abuse/56575938/1>

Parents and other caregivers who demean, bully, humiliate or otherwise emotionally abuse children may not know the harm they can cause and often do not get the help that they and their children need, says a new report from the American Academy of Pediatrics.

## ***Compassionate Comprehension with the Common Core (CC/CC)***

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### **CC/CC Key Questions seen through a Trauma-Informed Lens**

*to be introduced in "Read Aloud/ Think Aloud" sessions*

**Along with each of the 5 Key Questions include the question:  
"What is your proof/ evidence from the text?"**

|                     | <b>5 Key Questions</b> (to use with texts of your choice)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question # 1</b> | <p><b>How did the character feel, and why?</b></p> <p>* Encourage students to look at the characters using a Trauma-Informed Lens - Invite students to look at characters' emotions with an on-going goal of figuring out, "What happened to them?" rather than "What's wrong with them?"<br/>This encourages the students to adopt a non-judgmental perspective of caring, empathy, and compassion.</p> <p>* Invite students to think carefully about the situations that gave rise to the character's feelings/ emotions</p> <p>* Have students find in the text evidence of what happened, and/or what someone said or did that resulted in those feelings, and how that may be connected with previous or on-going trauma that the character has experienced/ is experiencing.</p> <p><b>PLEASE NOTE: This question does not call upon students to identify underlying unmet needs (please see Question #5: What were the character's unmet needs?) however, if they take it to that level themselves, point out that they are expanding their thinking to Question #5 --- What were the character's unmet needs? --- and celebrate their perceptiveness!</b></p> |
| <b>Question #2</b>  | <p><b>What was the harm/ trauma caused?</b> (Who was hurt, and how?)</p> <p>Use as many portions of the Instructional Recommendations (on the preceding pages) as you believe will be helpful, for students to</p> <p>* Fully understand the multiple ways in which trauma/ harm/ hurt may be experienced</p> <p>* Find in the text any/ all evidence of harm/ trauma that the characters had experienced in the past, and/or are still experiencing.</p> <p>* Understand and give examples of using a Trauma-Informed Lens,<br/>Again, invite students to look at characters' emotions --- and actions, personalities, and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                                                                                                                                                                                                                                                                                                            | <p>choices --- with an on-going goal of figuring out, "What happened to them?" rather than "What's wrong with them?"</p> <p>This encourages the students to adopt a non-judgmental perspective of caring, empathy, and compassion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Question #3</b></p> <p>Please note:<br/>I am offering the term "<b>Trauma-Informed Compassion</b>" to describe when someone's expressions and acts of compassion are intentionally informed by awareness of another person's trauma--- and as a crucial aspect of "<b>Trauma Informed Care.</b>"<br/>LKW 5-18-16</p> | <p><b>What did anyone do to demonstrate Compassion or employ Restorative Justice?</b></p> <p>Use as many portions of the Instructional Recommendations as you believe will be helpful for students to fully understand the terms "Compassion" --- <a href="https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-instructional-recommendations-compassion.pdf">https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-instructional-recommendations-compassion.pdf</a> and "Restorative Justice" --- <a href="https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-instructional-recommendations-restorative-justice.pdf">https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-instructional-recommendations-restorative-justice.pdf</a></p> <p>Then, invite students to</p> <ul style="list-style-type: none"> <li>* search the text for evidence that someone was doing their best to employ a Trauma-Informed lens (see explanation above) but to not expect to see the term in the text!</li> <li>* fully understand how Compassion might be demonstrated and how Restorative Justice might be employed,</li> <li>* recognize that when Restorative Justice is "done right," both the victim and the offender are viewed through a Trauma-Informed lens</li> <li>* use a Trauma-Informed lens and identify how "Trauma-Informed Compassion" might differ from --- and be much more helpful than --- "<u>Non</u>-Trauma-Informed Compassion"</li> </ul> |

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| <p><b>Question #4</b></p>  | <p><b>What (else) would you do to demonstrate Compassion or employ Restorative Justice?</b></p> <p>Encourage students to...</p> <ul style="list-style-type: none"> <li>* look at the characters using a Trauma-Informed Lens, to perceive how best to demonstrate Compassion and/or employ Restorative Justice</li> <li>* Understand that some types of trauma are best addressed by both <ul style="list-style-type: none"> <li>- demonstrating Compassion --- i.e., "Trauma-Informed Compassion"</li> <li>- AND employing Restorative Justice (e.g., where the harm has intentionally been caused by another person, and when the person who caused the harm is willing to take responsibility, heal the harm done and make things right as possible.</li> </ul> </li> <li>... and that other types of trauma are best addressed by Compassion and physical assistance (e.g., losses from a natural disaster)</li> <li>* consider how someone might help promote/ foster the resilience of a person who is experiencing trauma</li> <li>* consider whether the character might also be in need of additional "Wrap-Around Services+ help students to understand what "Wrap-Around Services" might include + help students generate a list a of the adults (parents/ counselors/ teachers/ clergy...) who would/ could be the key contacts for those services</li> </ul> <p>PLEASE NOTE: Adults need to take care that students have healthy boundaries about what they (as children/ youth) might reasonably take on --- even in this vicarious role, connected to the text!</p> |
| <p><b>Question # 5</b></p> | <p><b>What were the character's unmet needs?</b></p> <ul style="list-style-type: none"> <li>* Encourage students to use a Trauma-Informed lens, and ask themselves, "What has happened to that person?" and "What may still be happening to them?" "In which ways are the character's needs being met, and NOT met?"</li> <li>* Use as many portions of the Instructional Recommendations as you believe will be helpful ( <a href="https://lkwbetterworld.files.wordpress.com/2015/06/ws-instr-recs-w-c-for-q-5-unmet-needs1.pdf">https://lkwbetterworld.files.wordpress.com/2015/06/ws-instr-recs-w-c-for-q-5-unmet-needs1.pdf</a> ) especially the non-exhaustive list of needs (<a href="https://lkwbetterworld.files.wordpress.com/2015/06/ws-needs-met-and-unmet-mini-posters.pdf">https://lkwbetterworld.files.wordpress.com/2015/06/ws-needs-met-and-unmet-mini-posters.pdf</a>) --- to help students "read between the lines" of the text to consider those unmet needs.</li> <li>* In the rare cases wherein the author identifies the character's unmet need/s for the reader, ask if the students if they believe there is evidence that the character may have additional unmet needs that the author did not identify for the reader.</li> </ul>                                                                                                                                                                                                                                                                                                                     |