**Olemaun Drag N Drop**

Objective: foster empathy, along with story recall, through a visual hands-on exercise.

Outcome: students will have a deeper sense of empathy for the feelings and emotions experienced by residential school children, and a greater understanding of how Olemaun’s mother did not recognize her when she returned home. Students will have better story retention by pairing a visual recall exercise along with reading the *When I Was Eight*, or *Fatty Legs*.

Ages: K-4

Materials: *Fatty Legs* or *When I Was Eight* by Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton, projector, smart board, or virtual classroom

1. If using a virtual classroom, use the “share screen” function (note: do not put the PPT into slideshow view. You will not be able to move the elements. To make it more visually appealing, minimize your tool bar with the up icon in the upper righthand corner.
2. Explain the Olemaun is wearing a traditional parka, and that traditional clothing was not bought at the store, but was homemade with a lot of love and care and was considered very special.
   * 1. Discuss what it means to have someone you love make something for you. Have students share special items someone has made for them.
     2. Discuss how the Inuviauit dressed very warm for their harsh climate, and how each generation of grandparents going back thousands of years each came up with better and better ways to dress where they lived.
3. Explain that the heart represents Olemaun’s heart. It can be **a little broken**, **a lot broken**, **happy**, or **really really happy** (represented by the wings). Demonstrate what it would like for each emotion by dragging the heart elements.
4. After reading *When I Was Eight* or *Fatty Legs*, walk the students through the story. Drag and drop the clothing to match each moment, and drag and drop the heart pieces to show how Olemaun felt each time. Prompt students to tell you information with questions such as:
   * 1. How old was Olemaun?
     2. What did she want to do most in the world?
     3. Why did she want to learn to read so badly?
     4. What did her father say when she asked to go to the school?
     5. Did her father change his mind?
     6. What happened when she first arrived at the school?
     7. How was her appearance changed at the school?
     8. Was it practical to wear a short dress in the Arctic?
     9. What was wrong with the stockings she was given?
     10. Did she get to read right away?
     11. What did she have to do instead of reading?
     12. What happened when she was given a new pair of stockings?
     13. What was she called when she wore the red stockings?
     14. What did she do with the red stockings?
     15. What did her teacher say when her stockings disappeared?
     16. What happened when her stockings couldn’t be found?
     17. How old was Olemaun when she found out she could go home?
     18. What did her mother say to her (if using When I Was Eight, you can either read Not My Girl, or explain to the students that Olemaun’s mother didn’t recognize her when she went home). Have students reflect on how very different she looks now, compared to when she first went to the school.
     19. Did anyone recognize her/ Do you think anyone recognized her? (her father did).
     20. How do you think Olemaun feels now that she has shared her story and it is written in books? (Her heart feels very happy!)
     21. Add questions of your own along the way.
5. Replace all elements to their original place so they will be ready to use for next time.

***For a do at home paper doll assignment, download the paper doll exercise from: cjordanfenton.com***

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