# EDCP 331 Project Plan

Social Justice

CLASS DESCRIPTION

Our Grade 7 class had 27 students. One student is reading at grade 2 level, however if instructions are read to them they are able to follow the assignment. The class has one resource room student, unfortunately the teacher has only seen student twice all year (we did not meet this student during our visits). The class is comprised of more male students than female students and they tend to group together based on gender. Students came from various ethnic backgrounds and the majority of the students came from middle- to upper-middle class socioeconomic status. Many students were outspoken, engaged, and generally provided very thoughtful and critical responses during think-pair-share, group conversations, as well as in class discussions. The students are focused on academic as well as sports. In general I believe the class was passionate about the Social Justice lessons we provided.

RESOURCE CRITIQUE

"Guess Your Number" Game: An instructor gave us the idea for the game and we adapted it to suit the needs of the class and lesson. Teacher Candidates advised students of appropriate language and actions needed for the game.

Role Plays: Teacher Candidates designed role plays to match the forms of discrimination discussed in the lesson: racism, age, gender, and stereotyping.

"Only One Winner" Game: Teacher Candidate adapted the idea for the game from a course they took at University.

Visualization: Was adapted from visualization found on the "Contemplative Practices For Anti-Oppression Pedagogy" website. The language in the visualization was edited to fit the needs of the class and the lesson. Students were more engaged than originally thought. (http://www.contemplativepracticesforantioppressionpedagogy.com/blog/2015/8/10/meditations-on-facing-injustice-transforming-race-and-privilege-by-susal-stebbins-collins-ma)

Terrorist Hijabi Experiment Video: Video was found on "YouTube". Teacher Candidates previewed the whole video multiple times and noted when the best place to stop the video would be. Teacher Candidates also advised students that they could leave if they felt uncomfortable and noted that there was language that was bleeped out but to focus on the speaker's intent rather than their choice of words. Future Teachers may find other social experiment videos that would suit their class needs or objectives. https://www.youtube.com/watch?v=pymWlD1k5iQ

Kid President Video: Video was found on “YouTube”. Teacher Candidates previewed the whole video multiple times and noted when the best place to stop the video would be. Teacher Candidates stated that even though the campaign is directed to the American population, it was a great message for all citizens of the world. The students felt inspired by the Kid President video. https://www.youtube.com/watch?v=4z7gDsSKUmU

LESSONS

**#1**

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| **Big Idea:**<br>**Social Studies** – Religious and cultural practices that emerged during this period have endured and continue to influence people. Increasingly complex societies required new systems of laws and government. Economic specialization and trade networks can lead to conflict and cooperation between societies.<br>**English Language Arts** – Exploring text and story helps us understand ourselves and make connections to others and to the world. Exploring and sharing multiple perspectives extends our thinking.<br>**Mathematics** – numbers can be represented in many forms and reflect different relationships. Patterns allow us to see relationships and develop generalizations.<br>**Physical health and education** – Advocating for the health and well-being of others connects us to our community. | |
| **Learning Standard**:<br>Assuming:<br>-That they know the order of a card deck (2 is low and king is high)<br>-Students have experienced unfairness or some form of social injustice<br>-Students will make a connection from their own lives to social justice in the wider sense of community. | |
| **Materials, Resources, Vocabulary:**<br>-deck of cards<br>-white board and board markers<br>-students need paper and pencils/pens<br>-engaged mind | |
| **Lesson Hook:**<br>“Guess Your Number” Game<br>-TAKE ACES OUT of deck | 15-20 mins |

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| -Manipulate the deck to have a certain amount of kings, queens, jacks and other numbers (have more lower and middle numbers to represent lower and middle class)<br>-Each student randomly selects a card. Students do not look at their card. Students place/stick/hold card on their foreheads. Students interact with at least five other students who they think have different numbers than themselves. Students treat other students according to the number on their forehead of that number (things you would say to someone with that number and how would you behave to someone who has that number). Students don't guess out loud what their number is – have them think this in their mind.<br>-Stop students and get them to organize/order themselves according to what they think is right - ideally from the larges number to the lowest number (King to Two) | |
| **Lesson Intro:**<br>-Respond to students interaction with one another and how they behave according to the numbers on their classmate's forehead. Their responses to the critical thinking questions we have prepared for them will allow us to assess their knowledge and understanding of the topic.<br>-By asking students to create their own definition of social justice as their exit slip we will ensure all students understand the objective of the lesson.<br>-For clarification:<br>We will provide alternative vocabulary and break down the words 'social' and 'justice'. Provide familiar vocabulary to them in order for them to understand the concept of social justice.<br>Social: community, society, collective, public, shared, common, groups<br>Justice: fairness, righteous, honesty, power, authority, laws, police, criminals, rules<br>Related words: inequality, fairness, stereotyping, racism, gender differences, differences, similarities, privileges, | |
| **Activity:**<br>Teacher Candidates will pose critical thinking questions and have students respond either directly or briefly after discussing in small groups. Teacher Candidates will thank students for sharing and acknowledge their valuable input and participation in the discussion.<br>1.What sort of language did you use when talking to someone based on their number?<br>-What questions came to you as you were playing the game?<br>-Why did you go in the order that you're in? | 15 mins |

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| 2. If you were a certain how did that make you feel? Has anyone ever made you feel like you did during the game? Do you think it was fair your classmates made you feel this way? (Discuss in table groups)<br>3. What other aspects of your life have you experienced this unfairness? (if students are unwilling to share in large group TCs will walk around as they discuss in their groups)<br>4. Why do you think we are doing this activity? (Discuss in the table groups)<br>For questions 5 and 6 TCs will record and brainstorm students responses on the board.<br>5.What do we know about social justice?<br>6. How might this relate to social justice? | |
| **Lesson Closure and Assessment**<br>Exit Slip<br>Students write their Definition of Social Justice. (In 3-5 sentences)<br>-What does social justice mean to you? | 5-10 mins |
| **Transition:**<br>-Collect cards from students at the end with their exit slip. Have one student collect cards return to Teacher Candidate and one student collects exit slips and hands them to other Teacher Candidate.<br>-Have student sit quietly at their desks as their teacher proceeds to next lesson. | 2 mins |
| **Reflections/Enrichment/Notes for Next Time:**<br>Student's enjoyed the game, but Teachers must make clear in the instructions that students are not to provide math equations to their classmates in order to help them to figure out their number on the card. Emphasize to students that they must "treat" each other according to the number on the card on their forehead. It may be a good idea to provide students an example or demonstration of how you would "treat" someone of that status (i.e. status, privilege, *bowing down to the king*). Although we would have liked for them to come this conclusion on their own. | |

**#2**

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| **Big Idea:**<br>**Language Arts:** Exploring and sharing multiple perspectives extends our thinking.<br>**Arts Education:** Experiencing art challenges our point of view and expands our understanding of others. Dance, drama, music, and visual arts are each unique | |

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| languages for creating and communicating. Engaging in the arts develops people's ability to understand and express complex ideas.<br>**Physical and Health Education:** Learning about similarities and differences in individuals and groups influences community health. | |
| **Learning Standard**:<br>Assuming that:<br>-Students have witnessed or experienced forms of discrimination.<br>-Students are comfortable to act out in front of their peers. | |
| **Materials, Resources, Vocabulary:**<br>Chart Paper<br>Markers<br>PowerPoint projector<br>Magnets or something to hang the individual chart brainstorms<br>Role Plays<br>Vocabulary:<br>-Racism = the belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races; prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior. Example: believing that Caucasians are superior to African Americans.<br>-Stereotyping = view or represent as a stereotype; a widely held but fixed and oversimplified image or idea of a particular type of person or thing. Example: blonde-haired women are dumb<br>-Gender Inequality = discrimination based on a person's gender or sex, which more often affects girls and women. Example: girls and women do not have the same opportunities as boys and men for education, meaningful careers, political influence, and economic advancement<br>-Age Discrimination = is when a person is treated less favorably than another person in a similar situation, because of their age. Example: stating that someone isn't as smart because they are younger. | |
| **Lesson Hook:**<br>Teacher Candidates to perform a role play:<br>T1: "Hey _____! Do you want to go across the border and down to Seattle to do some shopping this weekend?"<br>T2: "Ummm I don't know…"<br>T1: "Oh they probably stop you and ask you a lot of questions don't they?" | 2 mins |

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| T2: "Yea, the last time I went across the border, they pulled our car over. They asked us so many questions and then searched our entire car! We didn't even do anything, so I don't know if I want to go back over the border anytime soon…"<br>T1: " Oh jeeze, I've never been stopped, they've never searched my car!"<br>Ask class:<br>. Was this fair?<br>. Teacher Candidate to describe how this actually happened to her family. | |
| **Lesson Intro:**<br>"Revisit it Social Justice"<br>Students recall what they remember from last time we met.<br>Show students their definitions of Social Justice – Wordle | 2 mins |
| **Activity:**<br>Home group and Expert groups Activity on Racism, Stereotyping, Gender Inequality, Age Discrimination<br>**Part 1:** Students Home groups are their table groups. Students are numbered off 1-4 to be an expert in one type of discrimination. Students are to discuss and write on chart paper:<br>-What might a definition of these be?<br>-What does it look like? What are some examples?<br>-Have you experience it?<br>*Students can indicate with a checkmark if they feel they identify with any of the forms of discrimination mentioned<br>After discussion expert groups are to hang chart paper on the board at the front of class once approved by Teacher Candidates.<br>**Part 2:** Student's return to their home groups and discuss (in detail) their expertise on their form of discrimination.<br>**Part 3:** Students in home group are given multiple scenarios to role-play. Students are to act the roles listed in the scenario and then determine the type of discrimination. Students are to take the role play further by acting:<br>1. How the students would act. What would the scene look like?<br>2. Build on what is being described in the scenario.<br>3. Act out what might happen next.<br>Students write on the card if they thought it was racism, stereotyping, gender inequality, or age discrimination – or anything else that they thought it might be. Students write names on card as well for assessment. Students are to go through as many scenarios in the time allotted. | Part 1:<br>10 mins<br><br>Part 2:<br>5 mins<br><br>Part 3:<br>10 mins |

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| *If there are only two characters in the role-play, have the other group members observe and/or contribute to the scene by suggesting ways of acting and offer feedback.<br>*If there is additional time, ask groups if anyone would like to perform their scenario in front of the class and have their other classmates guess the form of discrimination. | |
| **Lesson Closure and Assessment**<br>Debrief Questions:<br>-What type of unfairness did you witness in the scenarios?<br>-Have you witnessed this in everyday life before? (in your own life, someone else's life)<br>-These examples are not the only form of discrimination in our lives and society. Can you think of any other forms of discrimination or offer an example? | 5 mins |
| **Transition:**<br>-Collect role-plays from students at the end as their exit slip. Have one student collect role-plays return to Teacher Candidate and one student collect brainstorming charts and hand them to other Teacher Candidate.<br>-Have student sit quietly at their desks as their teacher proceeds to next lesson. | 2 mins |
| **Reflections/Enrichment/Notes for Next Time:**<br>Unfortunately we did not have enough time to dedicate a significant portion of the lesson to the role plays. In the future it may be ideal to spend more time on the home group and expert group activity and have the role play activity on another day, or plan to have more than 10 minutes to practice role plays. Alternatively, assign home groups only one role play to rehearse with their group. Students could also design their own role plays with examples of discrimination discussed. | |

**#3**

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| **Big Idea:**<br>**Language Arts:** Exploring and sharing multiple perspectives extends our thinking.<br>**Arts Education:** Experiencing art challenges our point of view and expands our understanding of others. Dance, drama, music, and visual arts are each unique languages for creating and communicating. Engaging in the arts develops people's ability to understand and express complex ideas.<br>**Physical and Health Education:** Learning about similarities and differences in individuals and groups influences community health. | |

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| **Learning Standard**:<br>Assuming that:<br>-Students have witnessed or experienced forms of discrimination.<br>-Students are able to follow a guided meditation. | |
| **Materials, Resources, Vocabulary:**<br>White Board<br>White Board Markers<br>Paper for Assessment Slip<br>Pencil/Pens | |
| **Lesson Hook:**<br>Review Forms of Discrimination:<br>*Give examples using Role Plays Performed<br>-Racism = the belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races; prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior. Example: Billy refuses to play with Jay because Jay's skin colour looks 'dirty'. Billy's says his parents said he couldn't play with him because he is black. He can only play with friends that look like him.<br>-Stereotyping = view or represent as a stereotype; a widely held but fixed and oversimplified image or idea of a particular type of person or thing. Example: Emma has blonde hair and all the boys in class call her a dumb blonde and make fun of her.<br>-Gender Inequality = discrimination based on a person's gender or sex, which more often affects girls and women. Example: Kelly is a super smart and intelligent student. She has always tried to achieve the best she could. She is a top a student however because she is doing so well in her classes, Billy and Sam think she to smart for a girl and call her names. They call her names like "teacher's pet", "geek", "nerd" and so on.<br>-Age Discrimination = is when a person is treated less favorably than another person in a similar situation, because of their age. Example: Joan is an older woman who applied for a job as a driving instructor. She was unsuccessful, and was told that the reason for this was that it was not considered a suitable job for an older woman. The driving school advised her that it did not think that she would have the strength needed to grab the steering wheel or be able to brake quickly.<br><br>*Write key words on white board | 10 mins |

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| Ask students after each form of discrimination if they have anything to add to the definition, if they need any more clarification, have any questions or examples they would like to share. | |
| **Lesson Intro:**<br>Only One Winner Game:<br>Have students line up against a wall (maybe in the hallway?), Teacher Candidates have decided that Teacher1 is going to win ahead of time.<br>Tell students to step forward if they have "Blonde hair", "Blue Shoes" etc.<br>Questions are directed to have the chosen winner to move forward and to discriminate against the "losers". The specific questions are to highlight the 4 forms of discrimination discussed. | 7 mins |
| **Activity:**<br>**Part 1,** Think-Pair-Share<br>With a partner discuss: Why is it wrong? Think in terms of Discrimination<br>Students write down what they shared on a piece of paper, indicate: what they talked about with their partner and their names<br>Share with whole group their comments -Teacher Candidates will read aloud the comments anonymously if students are uncomfortable sharing with the whole group.<br>**Part 2,** Guided Meditation/Visualization<br>Before beginning: Advise students that we will be going through visualization. Your eyes will be closed and you are to be calm and relaxed while thinking about injustice, keep in mind what we have discussed today, if you need any clarification please ask now.<br>Process:<br>Ask students to close their eyes and sit comfortably,<br>Aware of breathing in through nose and deep into your belly, aware of breathing out through mouth<br>Aware of body, releasing tensions, find a relaxed and calm state<br>Aware of emotions, holding in compassion, smiling, easing/releasing with breath<br>Remember a time where you suffered an injustice – be aware, how did it make you feel, was it a good feeling, was it a bad feeling, what emotions did you experience<br>Hold on to the thought of your suffering and your feelings through the injustice<br>Visualize how your suffering is similar to the experiences of many people in the world – how injustice affects many people, take in these ways of suffering, hold on to the pain of others and your own, wish for kindness, take a deep breath in and let it go | Part 1:<br>7 mins<br><br>Part 2:<br>10 mins<br><br>Part 3:<br>5 mins |

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| Notice suffering of discriminated people…what are you aware of? See specifics: who they are, what they look like, where they live… , put yourself in their shoes and hold onto their pain, wish for kindness, take in a deep breath in and let it go<br>Return to awareness of breath, ease, release of tension<br>Return to breathing, become aware of the classroom, and begin to come back to being present by slowly opening your eyes<br>**Part 3,** Think-Pair-Share<br>Share with your partner, what did you think about, how did you feel– listen deeply with complete acceptance.<br>Return to discussion with group: what did you notice, realize? | |
| **Lesson Closure and Assessment:**<br>Assessment: Collected Slips from 1st Think-Pair-Share<br>Homework: Think about what you can do to help make a difference in your community. How can you prevent or stop discrimination? | |
| **Transition:**<br>-Have student sit quietly at their desks as their teacher proceeds to next lesson. | |
| **Reflections/Enrichment/Notes for Next Time:**<br>Students were very engaged during the game and the visualization. Students were able to effectively match forms of discrimination discussed with the questions of the game ("Move forward if you've graduated high school' = age discrimination) Students were able to make very thoughtful connections about various forms of discrimination in their own lives as well as around the world. The game allowed students to make deep personal connections with discrimination and how it may feel to be discriminated against. | |

**#4**

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| **Big Idea:**<br>**Language Arts:** Exploring and sharing multiple perspectives extends our thinking.<br>**Social Studies:** Increasingly complex societies required new systems of laws and government.<br>**Arts Education:** Experiencing art challenges our point of view and expands our understanding of others. Dance, drama, music, and visual arts are each unique languages for creating and communicating. Engaging in the arts develops people's ability to understand and express complex ideas. | |

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| **Physical and Health Education:** Learning about similarities and differences in individuals and groups influences community health. Advocating for the health and well-being of others connects us to our community. | |
| **Learning Standard**:<br>This is the 4th and final lesson of a social Justice mini-unit. The purpose of this lesson is to wrap up the unit by tying all other lessons together and finally asking students what they can do to make a difference. The hope is that the lesson will leave the students feeling empowered by what we have learned over our time together. | |
| **Materials, Resources, Vocabulary:**<br>1 piece of chart paper<br>1 poster board<br>Post-its (multi-coloured)<br>Computer and Projector<br>Student's original definition of social justice<br>Hijabi: Muslim women wear a Hijab, or headscarf, as a form of daily religious practice. | |
| **Lesson Hook:**<br>Small Group Discussion<br>-"What have we been talking about for the past 4 weeks?"<br>-"What is social justice, what is discrimination, how are they connected?" | 5 mins |
| **Lesson Intro:**<br>Redefining Social Justice<br>-Students write down a new definition of social justice<br>*First student to finish can pass out classmates' original definition of social justice<br>-Students compare first definitions with new definitions, reflect and discuss with a partner:<br>-"What similarities do your two definitions have?"<br>-"What has changed?" | 5 mins |
| **Activity:**<br>**Part 1,** The Terrorist Hijabi Experiment<br>https://www.youtube.com/watch?v=pymWlD1k5iQ (End at 3:07)<br>Introduce video<br>-It is a social experiment with one man and one woman. She is wearing a hijab and he calls her a terrorist to see how people passing by react. | Part 1:<br>7 mins<br><br>Part 2:<br>10 mins |

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| -It may be difficult for some people to watch, if you feel uncomfortable you may leave at any point.<br>-One person does approach the situation and swears, in the video it is bleeped out, focus on what her point is an not on the swear words (2:56)<br>Video Debrief, Think Pair Share<br>-"What was your reaction to the video?"<br>-"How did it make you feel?"<br>-"Would you have walked by or would you have intervened?"<br>This video was an extreme example but discrimination does happen. It may not be as recognizable as a person yelling at someone on the street but it might just be a comment on a video, a response online, a comment to the person, a whisper to a friend, or a laugh or joke at someone's expense.<br>Quote from the video: "The only thing necessary for the triumph of evil is for good people to do nothing"<br>-We must not stand by and do nothing.<br><br>**Part 2,** Poster Activity<br>"I can make a difference by…"<br>-On a post it note, students write down what they can do to make a difference in their community, school, family, or in the world and place on poster.<br>-Students can share their examples with the class if they feel comfortable.<br>-Students will have until the end of the day to post their response as it may take some thought. | |
| **Lesson Closure and Assessment**<br>Debrief of unit<br>–"What questions do you still have, what do you wonder?"<br>Kid President Video – How Can You Change The World (End at 2:20)<br>https://www.youtube.com/watch?v=4z7gDsSKUmU<br>Introduce Video<br>-This is one of a series of videos, it is directed to Americans but the message is great for all citizens of the world.<br>After Video<br>-Remember what you wrote as a way to stop discrimination and that the world is changed by ordinary people. | 10 mins |
| **Transition:**<br>Have student sit quietly at their desks as their teacher proceeds to next lesson. | |

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| **Reflections/Enrichment/Notes for Next Time:**<br>The final lesson was a good wrap up of the unit. We encouraged the classroom teacher to continue the conversation of Social Justice and stopping discrimination. If we had more time, some topics we would have liked to cover include: discrimination of individuals with physical disabilities, mental illness, sexual identity. In addition, we would have liked to have a few more lessons before introducing this lesson because it would have allowed for a more detailed discussion of the topics covered. Originally we had planned a Venn Diagram of Social Justice and Discrimination, however, we removed this from the lesson to allow more time to focus on other activities. It would be great if the students could look at specific forms of discrimination in their personal lives and put their ways they "can make a difference" into action. | |