



# **Bringing Justice**

Learning Experience for 6<sup>th</sup> – 12<sup>th</sup> Graders

## **Lesson Plan (45 /45 minute version)**

*Produced by*

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### **Lesson Plan – Objectives and Logistics**

#### **Overall Learning Experience Objectives**

- Students will be able to give examples of poverty, racism, ecological crises, and militarism.
- Students will better understand the needs and suffering that is occurring in or near their own communities.
- Students will become familiar with data related to poverty, unemployment, lack of health care, and other social problems.
- Students will be inspired to organize to bring greater justice to our world.

#### **Structure**

- This learning experience is designed to be implemented in two 45-minute sessions (45 A, 45B), done relatively close together, e.g. one week apart.
- Alternate versions are available:
  - 2-hour session with 10-minute break
  - 90 minute session
  - 60 minute session

#### **Audience**

- 6<sup>th</sup> to 12<sup>th</sup> grade students who are together in a class, faith-based youth group, or other structure

#### **Materials Needed**

- This lesson plan
- Powerpoint (“Bringing Justice”)
- “Resources” page (“Bringing Justice” materials)
- Handouts listed in the “Resources” page (from the Poor People’s Campaign: National Call for Moral Revival – [PPC:NCMR]) (<https://www.poorpeoplescampaign.org/resource/factsheets/>)
  - (National) Child and Youth Fact Sheet
  - (Your) State Child Well-Being Fact Sheet
  - (Your) State Fact Sheet for 2020
- Materials for individuals to write thoughts (paper and pencil, i-pad, etc.)
- (*In-person session*) Chart paper to record participants’ comments
- (*Virtual session*) Computers on which to conduct zoom or other meeting program

#### **Note on Process** (if doing a remote / virtual learning experience)

- When working virtually with students, the widely accepted practice is to always have an adult in every breakout group to ensure that cyber bullying does not occur. Practically, this means that to break into 2 small groups, there needs to be 2 adults; with 3 groups, 3 adults, etc. Although 1:1 conversations are a good pedagogical practice, they’re generally not advisable for zoom calls with teenagers.

# “Bringing Justice” Lesson Plan

## Session A

45 minutes

Time	Objective	Process
<b>Slide 1-2 Welcome</b>		
2 min.	- Greet students - Briefly introduce session topic	- Welcome students in a way that is customary for your group. - Introduce the topic: (in your own words) During the next 45 minutes, we will think together about problems in our society that seriously hurt millions of our fellow citizens here in the USA. Both today and next time we meet, we will also think and learn about how we can participate in “bringing more justice” to our communities.
<b>No slide for this section Ice Breaker</b>		
5 min.	- Make students feel warmly included and respected	- Use any ice breaker that will effectively make the students feel warmly included and respected. It could be as simple as: <ul style="list-style-type: none"> <li>○ Say your name and something that makes you happy</li> <li>○ Say your name and your favorite animal</li> </ul>
<b>Slides 3-4 Initial Questions</b>		
5 min.	- Get the students engaged in thinking about the scope of problems directly affecting people	- Use the questions in the “Bringing Justice” powerpoint (national USA data about children), or substitute others questions that are more specifically about your community or state. - For each successive question, ask a student to read the problem and then give several seconds for all students to write down their answers. - After going through all three questions (slide #3), reveal the correct answers (slide #4). Ask the students, “Did any of the answers surprise you? Which one(s)? Why?”
<b>Slide 5 Song</b>		
5 min.	- Music provides a different, powerful way of learning, as well as a break from talking	- Listen carefully to the introduction to this song, and you’ll learn when and why the song was created.
<b>Slide 6 Video – “The Stories Behind the Numbers: The Other America”</b>		
14 min.	- To understand something about poverty, racism, and related social problems by listening to people directly affected	- Play the video (6+ minutes). - Then ask the students “What is / are the problems? How do you know? What needs to change? Why?” - If you feel it would be useful, view sections of the video again that the students found most surprising or compelling. Then continue discussion the questions above.
10 min.	- To understand ways in which people in your community, and perhaps people you know, are affected by the same problems.	- Ask: <ul style="list-style-type: none"> <li>○ Do any of these problems exist in our community?</li> <li>○ Have you, anyone in your family, or anyone you know experienced any of these problems? Who (can be anonymous)? What is the situation?</li> </ul>

**The intervening slides will be used in Session B.**

<b>Slide 12</b>		<b>Closing Song</b>
3 min	- Music near the beginning and end of a session adds energy and emotion to the experience	"A New Unsettling Force" video

<b>Slide 13</b>		<b>Good-bye</b>
1 min	To create a clear and comfortable end to the session	- Say "good-bye" to your group in a way is familiar and appropriate for your students.

## **Session B**

*45 minutes*

<b>Time</b>	<b>Objective</b>	<b>Process</b>
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<b>Slides 1-2</b>		<b>Welcome</b>
1 min.	- Greet students - Briefly introduce session topic	- Welcome students in a way that is customary for your group. - Introduce the topic: (in your own words) During the next 45 minutes, we will think together about problems in our society that seriously hurt millions of our fellow citizens here in the USA. We will also think and learn about how we can participate in "bringing more justice" to our communities

<b>No slide for this section</b>		<b>Ice Breaker</b>
2 min.	- Make students feel warmly included and respected	- Use any ice breaker that will effectively make the students feel warmly included and respected. It could be as simple as: <ul style="list-style-type: none"> <li>o Say your name and your favorite sport or activity</li> </ul>

**Slides 3-4 already viewed in Session A**

<b>Slide 5, singing a favorite again</b>		<b>Song</b>
5 min.	- Music provides a different, powerful way of learning, as well as a break from talking	- Listen carefully to the introduction to this song, and you'll learn when and why the song was created.

**Slide 6 already viewed in Session A**

<b>Slide 7</b>		<b>Analyze Local Data - Information is Power</b>
12 min	- For students to develop skills for reading and interpreting data - Empower	- Divide into small groups with 4-5 students in each group. Each group will explore the following data for approximately 8-9 minutes and then report to the full group. <i>The data sheets and links are from the Poor People's Campaign: National Call for Moral Revival (PPC:NCMR) and are all included on the "Resources" page of this curriculum.</i> <ul style="list-style-type: none"> <li>o Group A - "Child and Youth Fact Sheet"</li> </ul>

	students to use data to make decisions	<ul style="list-style-type: none"> <li>○ Group B – (Your) State “Child Well-Being Fact Sheet”</li> <li>○ Group C – (Your) State Fact Sheet for 2020</li> <li>- Report back to full group (approximately 3 minutes)</li> <li>⇒ Ask: “What data did you explore?”</li> <li>⇒ Ask: “What are three important things that you learned?”</li> </ul>
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## Skip slide 8

<b>Slide 9 “Demands” Video</b>		
7 min	to better understand what a more just society would be like; also to feel the energy and power of people building a movement for social change	<ul style="list-style-type: none"> <li>- In this video we will hear what changes are being demanded by the Poor People’s Campaign: National Call for Moral Revival (PPC: NCMR)</li> <li>- Ask the students: “What grabbed your attention in this video?” “Why?” “Say more.”</li> </ul>

<b>Slide 10 Moving from Analysis to Action</b>		
10 min	- Students think concretely about what they can do to bring about greater justice	<ul style="list-style-type: none"> <li>- By way of review ask: (put ideas mentioned on chart paper or in zoom chat) <ul style="list-style-type: none"> <li>• “What have we identified that needs to change?” (e.g. 5 min.) <ul style="list-style-type: none"> <li>○ think back to “The Stories Behind the Numbers,” the PPC Fact Sheets, and the “Demands” video</li> </ul> </li> <li>• “What are some ways that we could help bring about change?” (e.g. 5 min) <ul style="list-style-type: none"> <li>○ In your own life, e.g. your school, your faith community, groups you’re in</li> <li>○ In your town / city, state, or country</li> </ul> </li> </ul> </li> </ul>

<b>Slides 11 Closing Exercise – “What I / We Will Do”</b>		
4 min.	- for each student to think of concrete things they can do to help bring greater justice to our world	<ul style="list-style-type: none"> <li>- Ask students / participants to each write down two things that they will do, including: <ul style="list-style-type: none"> <li>○ At least one thing that’s easy and you will do for sure</li> <li>○ At least one thing that harder, and the name of a person(s) with whom you could do it together</li> </ul> </li> <li>- Leave time for students to share with the larger group, if your students would be comfortable doing so</li> </ul>

<b>Slide 12 Closing Song</b>		
3 min	- Music near the beginning and end of a session adds energy and emotion to the experience	“A New Unsettling Force” video

<b>Slide 13 Good-bye</b>		
1 min	To create a clear and comfortable end to the session	- Say “good-bye” to your group in a way is familiar and appropriate for your students.

We hope that “Bringing Justice” is a powerful addition to your ongoing programming for 6<sup>th</sup> to 12<sup>th</sup> graders. We are excited about the potential of this learning experience. At the same time, we are always eager to learn how to make educational resources more effective. To that end, after you have implemented “Bringing Justice,” please share your evaluative feedback with us at [info@kairoscenter.org](mailto:info@kairoscenter.org).

- What worked particularly well in “Bringing Justice?”
- What could be improved? How would you suggest changing it?

Thank you.