Bringing Justice
Learning Experience for 6th – 12th Graders

Lesson Plan (90-minute version)

Produced by
Kairos: The Center for Religions, Rights, and Social Justice
at Union Theological Seminary

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 90 minutes.
- Alternate versions are available:
    - 2-hour session with 10-minute break
    - 60 minute session
    - two 45-minute sessions (45 A, 45B), done relatively close together, e.g. one week apart.

Audience
- 6th to 12th 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)
- 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

Time	Objective	Process

Slides 1-2		**Welcome**
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 90 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

No slide for this section		**Ice Breaker**
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: o Say your name and something that makes you happy o Say your name and your favorite animal

Slides 3-4		**Initial Questions**
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?"

Slide 5		**Song**
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		**Video – "The Stories Behind the Numbers: The Other America"**
15 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.
15 min.	- To understand ways in which people in your community, and perhaps people you know, are affected by the same problems.	- Ask: o Do any of these problems exist in our community? o Have you, anyone in your family, or anyone you know experienced any of these problems? Who (can be anonymous)? What is the situation?

Skip slide 7

Slide 8		What do scriptures have to say about justice?
If yours is a secular group, you can choose to skip this section and reallocate the time elsewhere.		

7 min.	- to ground the work of "Bringing Justice in holy texts	- Texts are provided below from the Bible's New Testament (Luke 4:18), Hebrew Scriptures (Isaiah 58:5-7, and the Qur'an. Please use all three if you have an interfaith student group. If the students are all Christian or all Jewish or all Muslim, you can choose to use all three or only the most relevant.
		- Provide the students with the text(s).
		- Divide the students into breakout groups, with an adult in each group.
		- If all three texts are used, ask: "What similarities do you notice among these texts?"
		- If only one text is used, ask: "What does this text say to us today?"
		The texts are:
		
		• Bible: Luke 4:18
		 ▪ The Spirit of the Lord is upon me,
		  because he has anointed me
		  to bring good news to the poor.
		  He has sent me to proclaim
		  release to the captives
		  and recovery of sight to the blind,
		  to let the oppressed go free.
		• Koran (Qur'an) – Surat al-Maida, 8
		 ▪ You who believe! Show integrity for the sake of Allah, bearing witness with justice. Do not let hatred for a people incite you into not being just. Be just.
		• Torah / from Hebrew Scriptures – Isaiah 58: 5-7
		 ▪ Will you call this a fast, a day acceptable to the Lord?
		  Is not this the fast that I choose:
		  to loose the bonds of injustice,
		  to undo the thongs of the yoke,
		  to let the oppressed go free,
		  and to break every yoke?

Slide 9		"Demands" Video
12 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	- In this video we will hear what changes are being demanded by the Poor People's Campaign: National Call for Moral Revival (PPC: NCMR) - Ask the students: "What grabbed your attention in this video?" "Why?" "Say more."

Slide 10		Moving from Analysis to Action
15 min	- Students think concretely about what they can do to bring about greater justice	- By way of review ask: (put ideas mentioned on chart paper or in zoom chat) • "What have we identified that needs to change?" (e.g. 4 min.) o think back to "The Stories Behind the Numbers," the PPC Fact Sheets, and the "Demands" video • "What would the desired change look like?" (e,g. 4 min.) • "What are some ways that we could help bring about change?" (e.g. 7 min) o In your own life, e.g. your school, your faith community, groups you're in o In your town or city o In your state or the country

Slides 11	Closing Exercise – "What I / We Will Do"	
5 min.	- for each student to think of concrete things they can do to help bring greater justice to our world	- Ask students / participants to each write down two things that they will do, including: o At least one thing that's easy and you will do for sure o At least one thing that harder, and the name of a person(s) with whom you could do it together - Leave time for students to share with the larger group, if your students would be comfortable doing so

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

Slide 13	Good-bye	
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 6th to 12th 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.

➢ What worked particularly well in "Bringing Justice?"
➢ What could be improved? How would you suggest changing it?

Thank you.