

Social Justice Lesson 2:

Social Justice and Social Activism

Slides 1: Intro and Objectives

Slide 2: “Today we are going to talk about how recent events such as social justice protests have impacted our lives and what we can do to help cope during this time. We will answer questions you might have about what happened and identify ways to deal with common reactions. We will also talk about how to help ourselves and help each other.”

Slide 3: Agenda

Slide 4: Play the Panther Report Video

Slide 5: Share MAP Testing Updates. *Please note - MAP M testing will take place in ONE SESSION on Wednesday October 7th.* MAP R make-ups will take place in the afternoon session. Please review this information carefully with students.

Slide 6: “In our last MCPS SEL Lesson, we discussed the impact and effects of Racism. Today we will discuss our country’s reaction and response and the need for Social Activism!”

Slide 7: Ask students if anyone participated in any protests during the year. Then have them look at the images and be prepared to respond. Show the students the next two slides to frame how they might be feeling. This should be familiar from the previous lesson on COVID-19.

Slide 8: *“Now I want you to think about how this has been making you feel. Find the emotion and face that best represent what you think would be a very common reaction to this event. Then write 2-3 sentences describing any thoughts and/or other reactions that you think would go along with this reaction. For example, if you think sadness is a common reaction you might write, ‘Many people often feel sad and very tired.’”*

→ **What emotions or feelings do these emojis represent?**

◆ **Answers**

- Weary
- Neutral
- Worried

- *Confused*
- *Relieved*
- *Happy*
- *Sad*
- *Angry*
- *Surprised*
- *Mind Blown*
- *Masked*
- *Upside Down*

→ *“How you are feeling is likely a normal reaction in response to this global pandemic. As a society, none of us have lived through a global pandemic. There is a lot of uncertainty, which leads to fears and anxieties we otherwise would not have. But, depending on your circumstances, some may be feeling happier and more relaxed than they usually are. It is okay to be having these feelings, and it is okay that these feelings may change day to day, week to week.”*

Slide 9: Ask students to review the slide and explain the terms and the difference between **Equality, Equity, Justice and Liberation**. Use the diagram to assist students if they are having difficulty understanding the difference

Equality -the state of being equal, especially in status, rights, and opportunities; treating everyone the same, having the same outcome.

Equity - the quality of being fair and impartial; ensuring that everyone has what they need in order to be successful.

Justice - what is right, moral, just, and fair to everyone.

Liberation - freedom from oppression.

Read slide then add: *“Social justice is believing that all people have equal rights, no matter their race or background, and doing actions to change rules or systems that cause some people to be treated unfairly.”*

Ask: *“Raise your hand if you participated in any Social Justice Movement work that you would like to share. Feel free to share your stories in the chat.”*

Slide 10: Ask students if they can identify this Social Justice event from the past? (August 28, 1963 March on Washington) Was this just a moment or a movement?

OPTIONAL: Show the video **Social Movements** by clicking on the link **“Movement or Moment”** Ask students to discuss. (You may use break-out groups to discuss).

Some questions to ask - **“Why was the Civil Rights movement a social movement?** What is similar with the recent protests? What is different? What was the impact?”

“A Social Movement begins as an idea shared by a few. It needs three essential elements: organization, leadership, and resources.

Types of Social Movements include: **Activists and Reactionary**

Three Theories of Social Movements include: **Mass Society, Relative Deprivation, and Rational Choice.**

Relative Deprivation involves three factors: **rights deprived, people deserve better, and conventional methods of change are useless or not effective**; usually require a **charismatic leader** to unite the people. Ex. Dr. Martin Luther King, Jr.

“If Black Lives Matter is a movement, what type of movement would it be considered and why?

What happens to social movements in the end? How do we know social movements are successful?

Based on the progress and success(es) of the Civil Rights Movement, compare our recent protests. **How will we be judged by history?”**

Slide 11: Ask students to share what they know about the Black Lives Matter Movement.

Say, “There are protests happening all over our country and the world because people are acting on their beliefs that all people should be treated fairly and are protesting to change things that make life harder for some people.”

Ask students, “Why should we seek to understand the movement?”

Slide 12: “There were many protests around the country and locally to support the Black Lives Matter Movement. Based on the historical context, video clip, terms, etc, ask students, “What do you believe has been the progress in social justice as a result of the protests. What do you believe is your role and where do you fit in? Is this really or movement or just a moment in history?”

Slide 13: During the time of COVID-19, the concept of social justice moved to the forefront of societal issues involving race privilege. There was a national awareness of past and present social injustices toward the African American communities.

- “Acknowledge the structural and systemic conditions (e.g. lack of healthy food option, more frequent use of public transportation, increased likelihood of being part of the “essential workforce” more exposure to pollutants and toxins, racial bias in medical treatment) that can cause health disparities and consequently lead to a higher rates of both pre-existing conditions (hypertension, diabetes, asthma, etc.) and COVID-19 in immigrant, African American, and Latinx communities “(NASP 2020).

Slide 14: Ask students to review the chart. They have seen this chart before. “What has been the impact of COVID-19 on various groups? Why do you think there are disparities?”

Slide 15: Conduct the following Checking for Understanding activity using the following questions:

1. What is social justice and how is social justice different from social activism?
2. What makes an event a social movement?
3. What is the purpose of the Black Lives Matter Movement?
4. Are we living in a moment or experiencing a movement?
5. What impact has COVID-19 had on African Americans and Social Justice?

Slide 16: “Here at Paint Branch, we have a number of organizations to support student activism. Check out one of these organizations and get involved!”

Slide 17: Have students fill out the SEL Feedback form in their Grade Level Canvas Course.

Slide 18: Explain the Advisory schedule going forward.

Slide 19: Explain next week’s schedule. No Advisory due to MAP Testing.

