



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

## Master of Educational Technology

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<b>Grade(s):</b> 9-12	<b>Date(s):</b>	<b>Duration:</b> 80 Minutes	<b>Lesson Topic/Title:</b> Identifying and Defining Social Justice
<b>Subjects:</b> SOCIAL STUDIES/ADST		<b>Number of Students:</b> 20-30 Students	
<b>Big Ideas:</b>  Social justice (EDIDA) frameworks along with design learning can be used to address real-world social, ethical, and sustainability issues.			
<b>Curricular Competencies:</b> 1. Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. <ul style="list-style-type: none"><li>Identify and clarify a problem or issue (Social Justice).</li></ul> 2. Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment) 3. Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)			
<b>Content Objectives:</b> Exploring the concept of Social Justice at different levels (individually, small group, whole class) and creating a definition.			
<b>General Objectives:</b>		<b>Specific Objectives:</b>	
<ul style="list-style-type: none"><li>Begin to explore the concept of Social Justice</li><li>Lay the groundwork for students to be able to complete the unit maker challenge of addressing a real-world Social Justice issue.</li></ul>		<ul style="list-style-type: none"><li>Discussing Social Justice in an open and supportive environment</li><li>Having students create a definition of Social Justice by the end of the lesson</li></ul>	

**21st CENTURY COMPETENCIES:** Which COMPETENCIES will be addressed and how?

Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection

- Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals.
- Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.
- The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and Social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Collected from: <https://curriculum.gov.bc.ca/competencies>

**LEARNING GOAL(S)** I can... I will....

- Students will create a definition of Social Justice, individually and collaboratively.

**PRIOR KNOWLEDGE** Prior to this lesson, students will be able to...

- Students will understand that this is a safe and open environment in which their thoughts and ideas are welcome and respected.
- Students will understand that they need to have an open and respectful attitude to listen and respect the perspectives and experiences of all members of the group.
- The importance of considering multiple viewpoints, which will help to foster a constructive conversation.
- Students will understand that they do not need to agree with each other's views; however, they do need to be respectful of them.

**Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-**

Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
  - Students will be offered multimodality choices to demonstrate their understanding depending on their learning needs.
  - Students will be offered support for differentiated learning at all abilities.
  - Students will be discussing key components of EDIDA framework in connection with identifying what Social Justice Means to them.
  - Students will be reminded that inclusivity and decolonization work is an important and ongoing journey that will be reflected throughout their unit/lesson plans.
  - Students will be exposed to a variety of different social, ethical and sustainability issues that are connected to equity, diversity, inclusion, decolonization, and anti-racism frameworks.
- *Consider what materials you will use.*
  - Students will be offered choices to use no tech, low tech and high-tech options that are available in classrooms, while also recognizing that many school districts may not be offered equal choice in all materials.
  - Students will have the options to choose materials that they feel the most comfortable with and have accessibility to.

- *How will you ensure all voices are included and heard?*
  - Students will have opportunities to self-reflect, discuss, and collaborate on their definitions individually, in pairs, then in groups of 4-5 before sharing to the whole class (increasing group sizing)
  - Students will be reminded about the importance of being respectful and open to hearing and listening to all views and perspectives, regardless of their own.
  - Students will not be pressured to share personal experiences or reflections that may be triggering and/or create a barrier in their learning opportunities.
- *From what lens will the content be delivered?*
  - The content will be generated by the students with an emphasis to be inclusive, open and embrace diversity lens that allows all perspectives and views to be heard and respected throughout the classroom and community experience.
- *How will you present and implement the content in a way that is culturally responsive and relevant?*
  - Students will be given opportunities to research and explore websites that represent culturally diverse populations on a local, regional and global level.  
These websites include:
    - <https://www.hrw.org/>
    - <https://www.unesco.org/en>
    - <https://www.unesco.org/en/climate-change/education>
    - <https://www.amnesty.ca/>
    - <https://www.un.org/en/global-issues>
    - <https://sdgs.un.org/goals>
    - [https://youthcivilrights.org/portfolio\\_page/teaching\\_for\\_socialjustice/#](https://youthcivilrights.org/portfolio_page/teaching_for_socialjustice/#)
    - <https://www.learningforjustice.org/classroom-resources/texts>
    - <https://makersmakingchange.com/>
    - <https://www.gettingsmart.com/2018/03/22/7-real-world-projects-that-allow-students-to-tackle-big-problems/>
  - Students will also be given opportunities and options to share their own cultural identities, stories and personal experiences in a safe, comfortable and respectful environment.
  - Students will be given opportunities to hear/share stories from different cultural, racial and ethnic perspectives that are reflective of first-person experiences.

Students will be carefully observed during the partner(s) and small group discussions to ensure that any disrespectful or belligerent behaviour is addressed **ASAP** to strive to keep the space open, inclusive and welcoming to all members of the classroom community.

**DIFFERENTIATED INSTRUCTION** *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

- Students will be offered multimodal summative and formative assessment throughout.
- Students will be delivered content visually and orally taking into consideration the accessibility and learning needs for the classroom community.

<ul style="list-style-type: none"> <li>Students will be encouraged to utilize materials that are accessible for them (no tech, low tech and high-tech options will be optional and flexible choices)</li> </ul>	
<p>Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)</p> <p>Accommodations and modifications will be analyzed to meet the learning needs of each student in the classroom community, may include but not limited to – partnering with a native language peer, the use of technology for brainstorming, partnering with trusted peer, working with teacher/EA during early stages, speech to text, printed copies of instructions.</p>	
<p><b>MATERIALS:</b></p> <p><i>Teacher Computer and Projector</i>  <i>Post-it notes.</i>  <i>Tactile materials (pipe cleaners, playdough)</i>  <i>Cardboard</i>  <i>Markers &amp; pencil crayons</i>  <i>Tablets or computers for those who may wish to use them during the later stages of the provocation, especially for those who do not have access to a cellphone individually or in their small groupings.</i>  <i>Printed copies of the Provocation and Maker Challenge</i>  <i>Printed copies of the Maker Challenge and Process Journal Rubrics</i>  <i>Social Justice Padlet for groups to share to</i></p>	
<p><b>INTRODUCTION/MINDS-ON</b></p> <p>Provocative discussion questions:          “What does fair mean?”          “Is our society fair?” “Why or why not?”</p>	<p><b>CRITICAL GUIDING QUESTIONS:</b></p> <p>What is Social Justice?</p> <p>What does Social Justice mean to me?</p> <p>How does social justice intersect with other concepts like human rights, equity, and inclusivity? How are they related and how do they differ?</p> <p>What are some potential barriers or challenges to achieving social justice? How can we overcome these obstacles?</p>
<p><b>ACTION-LEARNING EXPERIENCES:</b></p> <p><b>A) EXPERIENCE 1 (Provocation/Challenge)</b></p> <p><b>Social Justice Provocation</b> (~60 min)</p> <ul style="list-style-type: none"> <li>Explain the provocation activity (5 min)</li> <li>Individual “See, Think, Wonder” – What does Social Justice mean to me? (5 min)</li> <li>Pairs / groups of three – sharing and discussion of thoughts on Social Justice (12 – 15 min)</li> <li>Groups of 4 / 5 – sharing of pair discussions and small group definition of Social Justice (20 -25 min)             <ul style="list-style-type: none"> <li>Sharing definitions on <a href="#">Padlet</a> or Post-it notes on the board</li> <li>Padlet broadcast on the board</li> </ul> </li> <li>Group discussion of definitions (20 min)</li> </ul>	

<p><b>B) EXPERIENCE 2 (Provocation/Challenge)</b></p> <p><b>Introduce Social Justice Maker Challenge</b></p> <p><b>C) HOMEWORK</b></p> <p>Students will be asked to explore the resources provided in the maker challenge and think about what Social Justice topic they may wish to address.</p>	<p>What individual or collective actions can we take to promote social justice in our communities and beyond?</p>
<p><b>CONSOLIDATION/CONCLUSION:</b></p> <p>Students will be asked to record (write, draw, sculpt, make- an audio recording, through another means) their thoughts, impressions, feelings about the topic of social justice in what will be the beginning of a design journal for the unit.</p>	
<p><b>ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE</b></p> <p>As this is the opening lesson of the unit, introducing the Unit Maker Challenge, assessment will be diagnostic and formative.</p> <p>Teacher observation of the students as they work individually and in small groups.</p> <p>Especially of the interactions and behaviour of students during the sharing of ideas and feelings</p> <p>Small Group definitions of Social Justice will serve as Formative Assessment of student's beginning understanding of Social Justice for the rest of the unit.</p>	
<p><b>EVALUATION OF THE LESSON:</b></p> <p>Will be conducted by the teacher after conducting the lesson.</p>	
<p><b>REFLECTION:</b></p> <ol style="list-style-type: none"> <li>1. Were my students successful in meeting the learning goals? How do I know?</li> <li>2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?</li> <li>3. What worked well? Why?</li> <li>4. What will I do differently, <ol style="list-style-type: none"> <li>a. when teaching this lesson again?</li> <li>b. for the subsequent lesson?</li> </ol> </li> <li>5. What are the next steps for my professional learning?</li> </ol>	