



TITLE

THE STARTER TOOLKIT FOR ADVOCATES



GRADE LEVEL: HIGH SCHOOL

SUBJECT: Social Studies, History, Arts, English

THEME: Bias and Stereotype, Civil Rights, Identity and Culture, Immigration, and Labor

STANDARDS: Educating for American Democracy: Themes 1 (Civic Participation) and 7 (Contemporary Debates and Possibilities). Design Challenge 1 (Motivating Agency, Sustaining the Republic)

OBJECTIVES:

Students will be able to:

- Understand what it means to be anti-racist
- Challenge oneself to advocate for others
- Be knowledgeable of the different forms of advocacy

ESSENTIAL QUESTIONS:

- How does one become an effective advocate for a position or value that is important to you and your community?

MATERIALS:

Most materials are available digitally unless instructors choose to purchase other materials related to the given material. Collaboration with the school or local library for book materials is encouraged. Click the links below to access the Google Drive folder with some digital files mentioned in this lesson plan..

https://drive.google.com/drive/folders/1gyaNB4vmeREVzFRUipaSH2BU6_mxbEss?usp=sharing



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CONTEXT:

This lesson should be seen as an introduction to civic engagement for students. One of the bedrock principles of American education is that we should be preparing young people to be active and responsible citizens. This means becoming comfortable with the processes of taking on a subject, learning more about it, and figuring out how to do something about it that helps make one’s community better. The topics chosen here involve racism, anti-racism, and advocacy. In addition to creating awareness about AANHPI content in the curriculum, students also should be given instruction on how to make their voices heard on matters of importance to them: how to identify key issues, how to speak about them to the broader community; initiate plans or programs to promote ideas about inclusivity. The principles and resources listed apply throughout the K-12 curriculum but care should be taken to adapt language appropriate to various grade levels. The target demographic for this lesson as written is for high school students but can be adjusted for middle school and elementary students.

ACTIVITY:

Introduction: Listening to Understand

Constructivist Listening Activity: The goal of this activity is to encourage students to trust in one another before further discussions begin. The classroom should be a space for all students to openly express themselves and not be judgmental towards another. The activity seeks to ensure that all students hold no shame in growing or changing one’s opinions and to highlight the idea that everyone is deserving of each others’ respect and humanity.

Direct Instruction: Defining Racism and Anti-Racism

- This part of the lesson plan is flexible depending on students’ knowledge and emotional readiness. Assigning a book or an article before class or reading passages of it during class is one way to drive the conversation of what racism and anti-racism is. Suggested reading and video are offered in “Sources” below.
- Inviting an individual speaker or an organization to talk to students about systemic racism that affects their community today is an impactful way to show students how to apply concepts to reality.
 - Ex: Charlottesville students discussing the events and impacts of Vinegar Hill, a Black neighborhood that was razed for urban development in Charlottesville.
- Following this activity, students should be able to define what it means to be both non-racist and anti-racist . From there, students can segue towards advocacy.

Guided Practice: Identifying Issues in the Community

- In small groups or as a class, take the time to identify issues within the community that can be improved. These issues do not have to be race-related, but when students offer issues, ask them about solutions and encourage them to be inclusive. ask, “Who is being left out of this solution?” “Does this solution include everyone of every background?”
- The goal is to encourage students to think of societal or community issues holistically, ensuring that the views of all are understood and taken into consideration and building empathy for all in the community.

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ACTIVITY:

Independent Practice/Closure: Getting Involved

- The ideal outcome of this lesson plan is to have students feel motivated to start community improvement projects and have a basic understanding on how to ensure their solutions are intersectional.
- However, if that is not possible, the best note to end on for this lesson is the emphasis that each student has the capacity to create change in their community, and there are always factors beyond their perception to consider in solutions.

REFLECTION:

The point of this lesson is to have students reflect on the racism they see in society today, in what ways they can act in an anti-racist manner, and how to advocate for others. This lesson should motivate students to look within themselves and strive to become better individuals.

SOURCES:

Listening to Understand
"Constructivist Listening." https://drive.google.com/file/d/10PO8H9UfD5_H3fV85kaT6bKHF8yYYL8T/view

Defining Racism and Anti-Racism
<https://docs.google.com/document/d/1s0ICA3FluVhK6DFE2d3uYCipc6ApY8Gn2rMwm6fYqw/edit>

Talking to Kids about Racism and Justice - Oakland Library
<https://drive.google.com/file/d/1cslk8qBB96D45tObH81n-zzXseY1fUr7/view>

List of questions for discussion:
https://docs.google.com/document/d/1bUJ3gb6WeMrwi4q_KTe5900-z7WFGkNL_SDYCFpm7OY/edit#heading=h.eju335zf9scm

CREDITS::

This lesson plan could not have been possible without Halle Brockett, Stella Rowe, and Diana Kim from Western Albemarle High School who wrote a four-part Anti-Racism workshop series for their school as high school seniors in spring of 2020. This lesson plan was adapted from their work.



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