

**Assignment 2A: Draft Unit Plan**

**Social Justice: Acknowledging and Respecting Differences**

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## **Assignment 2A: Draft Unit Plan**

### **ADDIE Model Social Justice Unit Plan –**

#### **Step #1 – Analysis**

**Topic** – The topic of this unit is social justice. Students should be made aware of social justice issues in an effort to promote consciousness and teach about perspectives, so they can stand up for others and for what they believe in. This unit meets cross-curricular competencies and prescribed learning outcomes from Social Studies and English. The activities throughout the unit have been grounded in my ethics of care lens as well as multicultural and indigenization lenses. Evidence of assessment will be diagnostic, formative, ipsative, summative, and formative.

**Title** – Acknowledging and Respecting Differences

**Target Audience** – To help me determine the content of the unit, I looked at several factors relating to my target audience. They are a class of grade nine Humanities students at Dr. Knox Middle School. The class contains 26 students and there is an even mix of males and females. The racial profile of the class is 19 white students, 1 African American student, 3 Indigenous students, 1 Asian student, and 2 Middle Eastern students. Most of the students are of average intelligence. 4 students in the class have Individualized Education Plans (IEPs). 3 of these students have a Certified Education Assistant (CEA) working with them and the other student has been designated as gifted. Most of the students are from middle- or higher-class homes. All students have access to the internet and a laptop at school and home. All students are familiar with Google Classroom and the various Google tools available for creating assignments.

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**Justification** – This topic is important for the students to learn because they will need the skills it instills inside and outside of the classroom. Students will be required to explore complex topics and abstract ideas. Throughout the unit, students will be challenged, engaged, and invested in their own learning.

**Goals** – To determine the desired goals for this unit, I asked myself what skills and competencies I want my students to gain and the behaviours I am trying to promote.

Using curriculum learning outcomes as a guide, I want my students to:

- A3 apply critical thinking skills to a range of social justice issues, situations, and topics
- A4 analyse selected social justice issues from an ethical perspective
- A5 assess how belief systems can affect perspectives and decisions in relation to social justice issues
- A6 conduct a self-assessment of their own attitudes and behaviours related to social justice
- A7 demonstrate attributes and behaviours that promote social justice, including  
–recognizing injustice –fair-mindedness –embracing diversity –empathy –taking action
- C2 apply systemic analysis to propose solutions to specific cases of social injustice
- C4 assess lifelong opportunities related to social justice

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(Cross-Curricular Competencies cited from

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/social-studies-curriculum>)

I need to ensure I match these goals with appropriate teaching methods and a suitable learning environment.

### **Step #2 – Design**

I have many resources available to me for this unit, and I will be combining different media and learning technologies with non-technological innovations in education that serve to develop my students' 21st Century skills. Similarly, there are multiple methods of assessments I will employ to assess the learning taking place. Before starting this unit, I need to know about the strengths and weaknesses of my students (diagnostic assessment). Then I will use formative assessment early on to monitor student learning and provide feedback. From this, I will have a better idea of where to focus my subsequent lessons.

Summative assessment will be used to check the understanding of learning outcomes throughout each PenPal Schools mini lesson. A lesser known, but very useful assessment, is ipsative, where the performance of a student is measured against their own previous performances. Again, the PenPal Schools mini lessons are perfect for this type of assessment. I believe the activities are intriguing, which will help with the students' engagement and uptake of knowledge.

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I feel there is symmetry between the learning outcomes I have chosen for this unit, the learning activities I have created, and the assessments selected. For instance, the culminating digital media project, encompasses various learning outcomes and requires students to apply critical thinking skills, recognize injustice, and to take action. As for the assessment of this particular project, students will be evaluated on how well they used the technology to show their knowledge acquisition, not simply whether they mastered the technology (Mujallid, 2016, p.49). Because the media software might be new to my students, I will have to ensure I offer support to help guide them through any problems they may experience. Rubrics also help to guide students, assess their own work, and know what criteria is expected for a project (Mujallid, 2016, p.49).

This unit is intended to last a minimum of 2 weeks (10 75-minute classes). All classes would be in-person, however, there are some flipped classroom activities that students will be completing at home.

### Week 1:

#### Lesson 1 –

- Icebreaker/trust building exercises
- Overview of the course and creation of community agreement
- Identity Iceberg – class watches the short video clips and presentation; a class discussion follows (<https://www.adl.org/education/educator-resources/lesson-plans/mini-lesson-identity-iceberg>)

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- "Power Flower" exercise – students fill out a worksheet and then discuss the identities that have privilege in our Canadian society and where we as individuals fit (<http://lgbtq2stoolkit.learningcommunity.ca/training/power-flower/>)
- To end the lesson, students complete an online Moral Foundations questionnaire survey (<https://moralfoundations.org/questionnaires/>)

### Lesson 2 –

- Introduce students to the PenPal Schools website and explain what we are going to be doing and why
- Get all students logged in and show them how to navigate the website
- Watch the PenPal Schools welcome video and read their tips on how to be a successful contributor
- As a class, read about the "Walking to Freedom" unit and then have students answer and post the first writing prompt about civil rights leaders. This will allow them to view what other students from around the world have written. Students are to choose three posts they like and reply back to them
- As a class, read about diversity and discrimination and watch the video clip
- Students can begin typing their reply to the writing prompt
- Because my students are already familiar with the flipped classroom concept, I would inform them that they need to watch the recorded lecture at home before our next class. There is a short video clip included as part of the recorded lecture entitled "If the World Were a Village"  
(<https://www.youtube.com/watch?v=ZWW3uVXAY0o>)

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### Lesson 3 –

- Students are given time to upload a personal video response to a prompt about the previous night's recorded lecture
- Students post their videos to Seesaw (their electronic portfolio shared with parents)
- A class discussion follows
- Barometer Activity - The Barometer teaching strategy helps students share their opinions by asking them to line up along a continuum based on their position on an issue. It is especially useful when you want to discuss an issue about which students have a wide range of opinions. Because a Barometer activity gets many arguments out on the table, it can be an effective pre-writing exercise before an essay assignment (<https://www.facinghistory.org/resource-library/teaching-strategies/barometer-taking-stand-controversial-issues>)
- Students write a persuasive essay on one of the topics discussed in the previous Barometer Activity

### Lesson 4 –

- Five scenarios role play – students are split into five groups and given a specific scenario. They need to brainstorm ideas and then create a skit on how to best act out what is happening in the scenario.  
([https://www.learningtogive.org/system/tdf/handouts/Five\\_Scenarios.pdf?file=1&type=node&id=11854&force=0](https://www.learningtogive.org/system/tdf/handouts/Five_Scenarios.pdf?file=1&type=node&id=11854&force=0))
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- Students write a journal entry describing a time they were witness to discrimination. If unable to think of an example, students are able to write about the details of an act of discrimination they have read about in a novel or watched on television
- Students continue working their way through the PenPalSchools units

### Lesson 5 –

- Students take part in a throwing paper activity to reinforce the idea of privilege from the previous day's lesson ([https://empoweringeducation.org/wp-content/uploads/2016/08/27-EE\\_Social-Justice\\_Pt1\\_3-5.pdf](https://empoweringeducation.org/wp-content/uploads/2016/08/27-EE_Social-Justice_Pt1_3-5.pdf))
- Students take part in the Privilege Walk activity (<https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/>)
- The remainder of the class is spent debriefing the Privilege Walk activity and students continuing to work their way through the PenPalSchools units

### Week 2:

#### Lesson 6 –

- Students watch "The Sneetches" video and answer questions (<https://www.youtube.com/watch?v=PdLPe7XjdKc>)
- Thinking notes: Students take a central text demonstrating prejudice and interact deeply with the text by adding thinking notes and using a system of pre-determined system of symbols (<https://www.tolerance.org/classroom-resources/teaching-strategies/close-and-critical-reading/thinking-notes>)



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- Students continue working their way through the PenPalSchools units

### Lesson 7 –

- As a class, watch select video clips from the documentary *A Class Divided* (<https://www.pbs.org/wgbh/frontline/film/class-divided/>)
- Class discussion to follow
- Students continue working their way through the PenPalSchools units

### Lesson 8 –

- Students are separated into six groups and take part in a jigsaw activity. Each group is given an article to read to become an expert on their specific topic. The students are then re-organised so there is one member from each of the original six groups. Each "expert" shares their information with the new group (<https://www.adl.org/sites/default/files/documents/athletes-and-activism.pdf>)
- The culmination activity for this lesson is a class debate on whether or not athletes and celebrities should use their fame and influence to help social issues
- If time, students can continue working their way through the PenPalSchools units

### Lesson 9 –

- The class is shown examples of student-produced digital media that attempts to raise awareness and encourage change related to social issues. Brainstorm together some possible topics to explore. Students get themselves in groups of three and begin their research (<https://www.learningforjustice.org/classroom-resources/student-tasks/do-something/listen-up-psa-for-change>)
- Students continue working their way through the PenPalSchools units

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### **Lesson 10 –**

- Students continue working on their digital media projects that they will eventually present to the class and share with the rest of the school at future assemblies.
- Students finish off any outstanding units remaining in their PenPalSchools account

### **Step #3 – Development**

During this stage, I will test out the aforementioned strategies from the Design stage. This will give me an idea of how the tools and tasks I have chosen align with my intended learning outcomes. Any problems will hopefully be discovered, and I will be able to modify the unit for future classes. I will be watching things like my students' level of engagement, how long each task takes, if the technology is user friendly, if there are better technology options, if the difficulty level is appropriate, and if the desired learning outcomes are being achieved. I will also ask for direct feedback from my students regarding these factors.

### **Step #4 – Implementation**

At this point, my unit should be free from major complications and anyone with access to the unit should be able to teach it. Of course, I will be still watching for any wrinkles with the unit and ways to improve it. There will always be newer technologies and material that may be better suited for the unit.

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### **Step #5 – Evaluation**

It should be noted that although this step comes last, the ADDIE model is not meant to be strictly linear and newer revisions are more interactive and dynamic. I will evaluate my students' performances and determine if they were able to meet the unit's learning outcomes. Additionally, I will evaluate the unit itself and see how well it performed in helping students meet the learning outcomes. Students could complete anonymous surveys to help determine what worked well and what needs to be improved. Sample questions could include: the clearness of instructions, if there was enough feedback and if it was appropriate, the user-friendliness of the technologies used, and the level of engagement.

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