

## Monday- Restorative Justice, Empathy and Loving Engagement

### **Before You Begin**

If/Then “additions”

Looting & Rioting vs Revolution & Restorative Justice

### **Content/Goal**

Students will:

- ★ Understand there is a need for a Black Lives Matter Movement/Black Lives Matter Week because Black people are treated “unjustly”

### **Standards**

2B.2b. Demonstrate how to work effectively with those who are different from oneself.

3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

### **Materials**

- Something Happened in Our Town
- Writing materials

### **Vocabulary**

- Systemic Racism
- White Supremacy
- Unjust

### **Learning Plan**

\*Teaching Point\*

By using empathy and loving engagement, we can restore justice.

### **Today’s Guiding Principles**

Empathy: One’s ability to connect with others by building relationships built on trust and understanding from the people involved.

Loving Engagement: Stating that Black Lives Matter and that Black people desire justice and freedom for themselves and for others being oppressed.

Restorative Justice: The commitment to build a beloved and loving community that is sustainable and growing.

(provide age appropriate examples)

### **Engagement**

Interactive Read & Think Aloud with *Something Happened In Our Town* to page

Teacher will read the first page of *Something Happened in Our Town*. After reading the first page, ask the following question:

- Based on the title of the book, what do you think the older kids might be talking about? What words in the title allow you to make that inference?

Continue to read on to pg. 4 and stop after “...Liz added, ‘Some White people still think that most Black men and boys are dangerous even though they’re not,’”

Prompt students with the following:

- Without sharing out loud, please think to yourself about the messages you’ve received about Black men and boys in the media, your community, your home, or your school. How do those messages make you feel?

\*\*During this part of the lesson, the teacher/students are not to share out the messages they’ve received. This is a point of reflection. Sharing out the messages will trigger students, more specifically Black students, because it reinforces systemic oppression and will bring up memories of experienced trauma.

Emma’s mother described the police officers behavior as “an unfair pattern”. The “unfair pattern” is actually a system, called systemic racism or White supremacy. Laws were intentionally made throughout the history of the United States to separate and elevate White people from Black and Indigenous people. The system is supported by stereotypes or untrue messages about Black people. It is important to be aware of the messages received about Black men and boys because it is our job to unteach our own brains to accept these messages as “the truth.”

Continue reading and pause after “...you can’t always count on them to do what is right.” (5:24)

Prompt the students with:

Think about what you were taught about police. Were you taught to trust them? Were you taught that they help and protect people? To call them when you need help? Because of the system of racism Black children learn early on that they have to be careful around police or they cannot trust the police like White people can. This is the part of the system people are trying to change when they say Black Lives Matter.

Continue reading and stop reading after “*Just like that*, his parents said.” on pg. 10

Ask students:

- How was the conversation at Emma’s house different than the conversation at Josh’s house?
- **What** emotions did both sets of parents show?
- **How** were those emotions different?
- **Why** do you think they were so different?
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### **Rewrite the Ending**

Notice that we did not finish the story.

It is now your job to apply what you know about today’s guiding principles empathy, loving engagement and restorative justice to continue the story with justice restored at the end?

Work in groups of three for about 20 minutes to write an ending for this story that proves Emma and Joshua’s (and your) understanding of empathy, loving engagement, and restorative justice.

### **Share Out**

Take a couple volunteers. Assist students in asking probing questions if the guiding principles are not clear.

### **Closing/ Reflective Questions :**

(May be done in BLM Journal throughout the week)

- What could you do to bring awareness to the importance of valuing Black lives?
- In the story, Josh and Emma are trying to create a different, more just system in their school. How could you try to make a positive difference in your classroom? School? Community?