

Restorative Justice, Empathy & Loving Engagement
Monday

Before You Begin

- Please read the article before you share with the students.
- Complete the KWHL chart as an Example for the Students
- It would be good to have knowledge about the Stand Your Ground Law in case the students ask questions. Illinois does not have a Stand Your Ground Law - https://en.wikipedia.org/wiki/Stand-your-ground_law

Students will:

Understand that there is a way to empathize and stand up for others when faced with prejudice, racism, or discrimination.

Learn about an important movement in history and the beliefs and ideas that influenced the movement.

Standards

Justice 15 JU.6-8.15 I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.

Action 16 AC.6-8.16 I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities

Materials -

KWHL Chart - [Sample Template](#)

Article about Trayvon Martin's Death/[The Shooting of Trayvon Martin Started a Movement that Stirs People Still](#) (note - this is the article title at Lexile 960 - other titles include "Five Years on: Recalling Trayvon Martin and the Birth of Black Lives Matter.

Vocabulary

Protest- express an objection to what someone has said or done

Stand Your Ground Law- provides that people may use **lethal force** to defend themselves or others (**right of self-defense**) against threats or reasonably **perceived threats**, regardless of whether they can safely retreat from the situation.

Civil Rights Activist-a leader of the political movement dedicated to securing equal opportunity for people of color

Empathy-the ability to understand and share the feelings of another.

Learning Plan

Teacher will read the title, The Shooting of Trayvon Martin Started a Movement that Stirs People Still. After reading the title, ask the following question:

- Based on the title of the article, what do you think the author might be talking about when he said, Stirs People Still?
- The students should come to the conclusion that Trayvon's death still causes people to understand and feel the feelings of Trayvon's family members and friends.

Next, please validate the thoughts of the students and say, Today, we are going to read an article about people that demanded justice for Trayvon Martin.

Before you read the article with the students, allow students to read independently, or in small groups. Please ask the students to complete the first three columns of the K W H L chart.

Next, prepare the students to listen to you read the article.

Say: Trayvon Martin, a 17 year old Black teenager was killed by a 28 year old white presenting man while he was visiting his father.

Tell the students that due to implicit bias and racism some White people still view Black men and boys as dangerous even though they're not.

Please tell all of the students in the room that it is **NEVER okay to racially profile Black males.**

"Racial Profiling" refers to the discriminatory practice by law enforcement officials of targeting individuals for suspicion of crime based on the individual's race, ethnicity, religion or national origin.

Next, read the article to the students and ask them to quietly write what they learned after they listened to the article.

After reading the article ask the students:

Why were the civil rights leaders empathetic to the Martin family? Why do some people lack racial empathy?

Then, Prompt students with the following:

Grade 6

- 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.

Finally, the students should respond to one of the prompts below.

Exit Slip/Project/Performance-

-When did you show empathy for someone that experienced discrimination? What did you do?

-What did you learn from this article?

What feelings and thoughts have you had about racial profiling?

-What could you do to bring awareness to the importance of valuing Black lives? -In the article, the civil rights activists' attempts to reverse the Stand Your Ground Law have failed. Yet, they won't give up. How could you try to make a positive difference in your community? School? Classroom?