

Monday- Restorative Justice, Empathy and Loving Engagement

Content/Goal

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.

Students will:

- ★ Learn to call racism in and call racism out from a place of loving engagement in order to restore justice and repair harm in their communities
- ★ Gain empathy and be called in to understand reactions to racism

Standards

[Teaching and Tolerance Justice and Action Standards](#)

Materials

- [Slides](#)
- Hard copy version of materials:
- [Black Lives Matter Political Cartoon](#)
- [Standing Up: What is Calling In Versus Calling Out?](#)
- [Jason Reynold's Clip](#)
- [Poem by Calvin Hernton](#)

Vocabulary

- Calling in
- Calling out
- Colorblindness
- Empathy
- Restorative Justice
- Loving Engagement

Learning Plan

Teacher will display (slide 2) or distribute the [Black Lives Matter Political Cartoon](#). Acknowledge that many of your students have seen this cartoon before. Let them know that today we will be going deeper and finding ways to “call people in” to a conversation about race. This connects to the guiding principles Restorative Justice and Loving Engagement.

Prompt students with the following questions (recommended quick moving discussion 1-2 min per slide):

- What do you notice? What is this cartoon trying to show?

- How does the house illustration connect to “All Lives Matter?”
 - *remind students know that while we do believe that everyone’s life should matter, there has been and continues to be discrimination against Black people and people of color. When we say Black lives matter, we are saying that Black lives matter **too**. Black lives are just as important and we need to work together to stop injustices and things that are “unfair”*
- Where do you see aspects of Whiteness showing up in this political cartoon?
(Refer to [Aspects of Whiteness](#) chart from Not My Idea lesson-- (color blindness).
- Turn and talk: How might you challenge the person in this cartoon? How do you think that conversation would go?

The Teaching Point Today we will learn two strategies for addressing racism in our community when we see it: “calling people in” and “calling people out.” **Calling out** happens when we point out something somebody has done or said that is harmful. Calling out happens in the moment that you hear something in front of other people who may need to hear it too. **Calling in** happens when we have a conversation about what somebody has said or done, usually in private. They are both important tools to anti-racist work and we will learn how to use both of these tools today. Calling in and calling out connects with today’s BLM principles: Restorative Justice, Empathy and Loving Engagement.

Show students the 1:40 min clip of [this video](#) that further explains calling in and calling out. Afterward post and review the [calling in/calling out anchor chart](#). Point students towards the top of the chart and discuss when they might choose to use calling in and calling out as a method. Reiterate to students that both methods are important and valuable.

Next, ask students to look at the [Black Lives Matter Political Cartoon](#) again. Have students work in pairs to practice calling the All Houses Matter person in the cartoon out and calling that person in. Ask students to share which sentence frames they used and how that frame worked out.

Distribute or display (slide 11) an image of this [Dr. Martin Luther King Jr quote](#) and ask students to write a reflection on how this quote connects to what they know about the Black Lives Matter Movement. If time, ask 1-2 students to share.

Add that many people use rioting (and looting) to avoid talking about what the BLM movement is saying about racism (burying the truth). There are many people, rules, and laws that keep racism going, sometimes on purpose, and sometimes not. We will watch the author, Jason Reynolds, call us in to understand the system of racism with a story about anti-bullying in place of racism.

Show [Jason Reynold's Clip](#) and discuss: (clip in slides is set to the 57:50 minute mark)

Do you think the boy and his mom were treated fairly by the school?

Does the system that the school has in place actually protect kids against bullies?

Why/why not?

How does this anti-bullying system connect with systems that are meant to protect people from racism?

Why did the boy break his own toy? What does the toy represent as an important object in this story? (Connection to Calkin's work).

Why did Jason Reynolds choose to tell this story in 2nd person? How does that connect to the guiding principle of empathy?

Reflection Question(s)/Activist Extension

Let's look back at our KWL chart. Have we answered any of our "wonders" yet? What have we learned?

How does today's lesson connect with the principles of Empathy, Restorative Justice, and Loving Engagement?