

Unit Four: Transformations & Change



A little about Unit Four...

Unit Four consists of two main projects: the student teaching project and the YPAR (or an amended action project.)

These projects, especially the YPAR, can feel intimidating to educators and students. Despite this, the most important thing in this unit is to start thinking about how to carry out change. We might not be staging a boycott, forming a revolutionary organization, or even doing a neighborhood clean-up by the end of this school year, but we can lay the foundation for these projects. Most importantly, we WILL be raising awareness through our surveys and presentations.

A ripple in a pond is still movement. We are doing the Work of change makers by simply showing up to class; learning about past political movements; and critically thinking about how we can change our communities. If we can do that, we are successful.

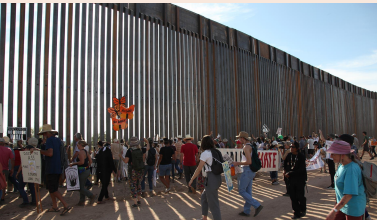


What are social
movements?

What is justice?



How many social justice movements can you identify below?



Activity!

Step One:

Read the definition for a “social movement.”

Step Two:

Discuss social movements with a classroom community member and record your responses in your activity sheet.

Step Three:

Do a solo free write to reflect on your views on justice, also on your activity sheet.

Step Four:

Share out!



Step One:

Social Movement:

A group of (loosely) organized people or groups striving toward a common goal that leads to social change

Social movements usually resist ideological and institutional oppression

What are their goals?



Step Two:



With a partner, respond to the questions below in your activity sheet:

- ☐ What is a social cause or activist organization, past or present, that has inspired you? Why is this movement important to you?
- ☐ How did you learn about this movement? Who are the “leaders” and participants of the movement?
- ☐ In your opinion, what resources and tools do we need to start a social movement? Explain.



Step Three:

Social Justice Freewrite

Instructions: Write for 5 minutes without lifting your pencil:

In your own words, what is justice?

How do we know when we've attained justice?

When an act of injustice or harm happens, who gets to decide whether or not justice has been attained?

Is punishment a form of justice? Why or why not?

You may think about the concept of justice more broadly or think about a specific act of injustice relevant in your life and community.



Did you learn about any new social movements today?

Is there a social movement you think needs to be started or restarted based on these responses?

An illustration of two hands holding a white rectangular sign. The sign has the words "EXIT" and "TICKET!" in bold, black, sans-serif capital letters, stacked vertically. The background is a teal color with various decorative elements: orange dots in the top left, a large orange shape in the top right, orange and teal wavy lines in the bottom left, and orange dots in the bottom right. There are also several white starburst and circle icons scattered around the sign.

**EXIT
TICKET!**

If justice only brings about
for a short amount of time,
can it still be considered
justice? Why or why not?



An illustration of a person with dark skin and long black hair, wearing an orange long-sleeved shirt. They are holding a white rectangular sign above their head with both hands. The sign has the word 'ACTIVITY!' written on it in bold, black, uppercase letters. The background is a light orange color with various decorative elements: a large white cloud-like shape on the right, a red wavy line in the top right corner, and several small white stars and circles scattered throughout.

ACTIVITY!

Step One:

Watch the videos on the different types of justice.

Step Two:

In groups, define and give examples for the different types of justice using your activity sheet.

Step Three:

Evaluate the the infographics on the different types of justice. On your activity sheet, document the differences between the types.

Step Four:

Discuss!

Step Two:

A look at
youth-centered
restorative justice:



Punitive justice
compared to
restorative justice:



Step Two (continued):

HOW JUSTICE LOOKS

JUSTICE:

to be treated in a manner
that is equitable and fair



Punitive Justice

Definition:

Example:

Example:

Restorative Justice

Definition:

Example:

Example:

Transformative Justice:

Definition:

Example:

Example:

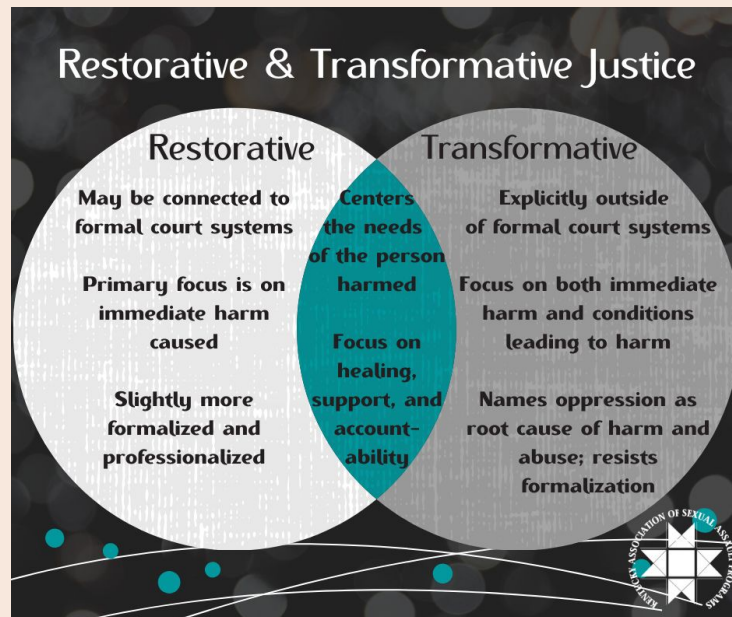
Step Three:

What clarity, or new information can be gained from these infographics?

Use them to help you identify the differences between the three types of justice presented to you. Record these findings on your activity sheet.

Framework	Frame	Strategy	Purpose
Transformative	Transform systems	Prevention Accountability	Undoing structural power
Restorative	Resolution	Prevention Reparation	Community cohesion
Punitive	Rule breaking	Retribution Incapacitation	Punishment

For the rest of our conflict podcast season, see <https://resistrenew.com/podcast-2/>



Step Three (continued):

HOW JUSTICE DIFFERS...



Directions: In the arrows, write the differences between the types of justices. Use the information gained from the videos and infographics to inform your answers.

**Punitive
Justice**

A large, white, horizontal arrow pointing to the right. It has a thin black outline and is intended for writing the differences between Punitive Justice and Restorative Justice.

**Restorative
Justice**

**Restorative
Justice**

A large, white, horizontal arrow pointing to the right. It has a thin black outline and is intended for writing the differences between Restorative Justice and Transformative Justice.

**Transformative
Justice**

What form of justice do you believe is the most effective? What do we use in our social/political, economic systems?

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**EXIT
TICKET!**

Teaching Social Justice Project



From the social movements
discussed thus far, which
one would you like to do
more research about?



Activity!

Step One:

Introduce the “Teaching Social Justice Project” using the:

- Project Packet
- Project Example

Step Two:

Go over examples of social movements to potentially research.

Step Three:

Break into groups and review potential group roles.



Objective & Directions

Objective:

You will be able to research, create a lesson, and teach a social movement to the class.

Directions:

In groups of 4, you will be assigned a social movement that you will teach to the entire class. You will first spend time researching the topic. Then, you will create a lesson plan (what you will teach and how you will teach it). And finally, you will spend a class period (~40 minutes) teaching your material.



Step One:

Unit 4: Transformation & Change
Ethnic Studies

Group Members:

#4.10 Teaching Social Movements

"Freedom is never given voluntarily by the oppressor; it must be demanded by the oppressed." - Dr. Martin Luther King (1963 Letter from a Birmingham Jail)

In Ethnic Studies, we want to emphasize the resistance that oppressed groups have shown in history and presently. We will conclude our course by being able to take direct action in the things that oppress us and others. You will start this process by first researching and learning about various social movements that have pushed for change and justice.

Objective: You will be able to research, create a lesson, and teach a social movement to the class.

Directions: In groups, you will be assigned a social movement that you will teach to the entire class. You will first spend time researching the topic (with my help). Then, you will create a lesson plan (what you will teach and how you will teach it). And finally, you will spend a class period (~40 minutes) teaching your material.

Requirements:

- ☐ Completed Research Handout
 - ☐ Social/political/economic climate that led to the formation of the social movement (Causes)
 - ☐ Goals of the social movement
 - ☐ Important leaders in the movement (At least two)
 - ☐ Key events for the movement
 - ☐ Effects of the social movement (What changes took into effect because of their activism? Did they inspire other movements? How does the movement/their activism impact us today?)
 - ☐ Analysis of the success of the movement (how successful were they in completing their goals?)
- ☐ Lesson Plan with all materials needed
 - ☐ **Must include a slide deck**
 - ☐ **Must include an engaging activity (hook)**
 - ☐ Must include all parts of the research handout
 - ☐ Must include some kind of discussion/concluding activity
 - ☐ Must account for being 40 minutes long
- ☐ Teach Lesson
 - ☐ Must be 40 minutes long
 - ☐ All group members must have a role

Click [here](#) for the
"Teaching Social
Movements Packet"



Click [here](#) for a "Teaching
Social Movements" example.

Step Two:

Choose your social movement:

The Civil Rights Movement
The Black Panthers
United Farm Workers/Delano Manongs
Yellow Power (AAPI Activism)
The Brown Berets
Black Liberation Army/ Republic of New Afrika
Disability Rights Movement
Occupy Movements
The Red Guard
Climate Justice (Water Protectors, Forest Defenders)
Stonewall Uprising
The Young Lords
Black Lives Matter (BLM)
Feminist Movements (#MeToo, Reproductive Rights, Women's Suffrage)
Or add your own



Step Three:

Group Assignments

	Group Member	Group Member	Group Member	Group Member	Group Member	Group Member	Group Member
Social Movement:							
Social Movement:							
Social Movement:							
Social Movement:							
Social Movement:							

Roles:

Facilitator
Explorer
Recorder
Reporter

Recorder: Now you will make a copy of the document and share it with your team members and attach the copy to the assignment.

Roles
Facilitator - Moderates team work, keeps the group on task, and distributes work (makes sure everyone gets their tasks done)
Explorer: Seeks to uncover new information and new areas of inquiry (the research lead person)
Recorder- Takes notes summarizing team discussions and decisions, and keeps all necessary records (ensuring that this google doc is completed).
Reporter: Serves as group spokesperson to the class or instructor, summarizing the group's activities and/or conclusions (the lead person for the lesson)

Take a moment and think about the strengths you can bring to a group setting. How do you see yourself contributing to the group success of this project?

An illustration of two hands holding a white rectangular sign. The sign has the words "EXIT" and "TICKET!" in bold, black, sans-serif capital letters, stacked vertically. The hands are dark brown with visible fingers. The background is a teal color with various decorative elements: orange dots in the top left, a large orange shape in the top right, orange and teal wavy lines in the bottom left, and orange dots in the bottom right. There are also several white star and circle icons scattered around the sign.

**EXIT
TICKET!**

What is something that
you have experienced in
a lesson, that you would
like to remix or
re-create in your own
lesson?



Activity!

Step One:

Establish roles within the group.

Step Two:

Review the rubric.

Step Three:

Begin researching with your group!



Step One:

Establish roles:

Facilitator

Explorer

Recorder

Reporter

Recorder: Now you will make a copy of the document and share it with your team members and attach the copy to the assignment.

Roles

Facilitator - Moderates team work, keeps the group on task, and distributes work (makes sure everyone gets their tasks done)

Explorer: Seeks to uncover new information and new areas of inquiry (the research lead person)

Recorder- Takes notes summarizing team discussions and decisions, and keeps all necessary records (ensuring that this google doc is completed).

Reporter: Serves as group spokesperson to the class or instructor, summarizing the group's activities and/or conclusions (the lead person for the lesson)



Step Two:

Rubric

Research	25 points
Lesson Plan	25 points
Lesson!	50 Points
Total	= 100 Points



Step Three:



Gather your sources!

On your “Research Handout” please complete your source list by adding the 5 (or more) sources you would like to use.

Remember one must be a primary document!

For other students struggling to find sources, where would you direct them to find something impactful?

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**EXIT
TICKET!**

How does your group plan
to equitably divide the work
for the rest of the “Research
Handout?”



An illustration of a person with dark skin and long dark hair, wearing an orange long-sleeved shirt. They are holding a white rectangular sign with both hands above their head. The sign has the word 'ACTIVITY!' written on it in bold black capital letters. The background is a light orange color with various decorative elements: a large white cloud-like shape on the right, a red wavy line in the top right corner, and several small white stars and circles scattered throughout.

ACTIVITY!

Today you will be completing your “Research Handout” by answering all of the questions in the boxes.

Be sure that your answers are rooted in the research you have done!

Lastly, while the “explorer” roles leads the research, and the “recorder” documents it- it is important to note that the entire team is responsible for the research portion of this project.



- Social/political/economic climate that led to the formation of the social movement (Causes)
- Goals of the social movement
- Important leaders in the movement (Who? What did they do?) – At least two
- Key events for the movement (5 W's; Who, what, where, when, why)
- Effects of the social movement (What changes took into effect because of their activism? Did they inspire other movements? How does the movement/their activism impact us today?)
- Analysis of the success of the movement (how successful were they in completing their goals?)
- Additional Notes
- (Lesser known facts, master narratives, etc.)

Now that you have your research completed, what is one interesting way other students might engage with it in a lesson?

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**EXIT
TICKET!**

What makes a
good lesson?



Activity!

Step One:

Review what is needed for a lesson plan.

Step Two:

After looking at all that will be needed for lesson, have your “facilitator” help assign a lesson planning tasks from to all group members.

Step Three:

Have the third bullet (including all research) on the lesson plan document in progress.



Step One:

Lesson Plan:

- ❑ **Must include a slide deck**
- ❑ **Must include an engaging activity (hook)**
- ❑ Must include all parts of the research handout
- ❑ Must include some kind of discussion/concluding activity
- ❑ Must account for being 40 minutes long

Time	Activity	Materials Needed



Step Two & Three:

Start creating your lesson plan!

- Remember to divide up lesson planning tasks
- For slide templates, try: SlidesGo, SlidesCarnival or SlidesMania





So far, what is the part of your lesson that you are most proud of?

What is the part of your lesson that you would like to make better during the next class session?



**EXIT
TICKET!**

What is the most important, or
interesting piece of research
you've found?

How can you be sure to highlight it
in your lesson?



Activity!

Complete your lesson plan today!

& consult with your teacher about your project thus far.

When complete, check your checklist to make sure you have all of the necessary parts for the lesson.





How do you feel about your completed lesson?

Are you concluded, or do you need more
time/supports to complete it?



**EXIT
TICKET!**

An illustration of a person with dark skin and long black hair, wearing an orange long-sleeved shirt. They are holding a white rectangular sign with both hands above their head. The sign has the word 'PRESENTATIONS!!!' written on it in bold, black, sans-serif capital letters. The background is a light orange color with various decorative elements: a large white cloud-like shape on the right, a red wavy line in the top right corner, and several small white circles and starburst shapes scattered throughout.

PRESENTATIONS!!!

CONGRATULATIONS ON YOUR FINISHED LESSONS!

Each group will teach their lesson to the class during our presentation week(s).

While we teach each other, students (who aren't presenting) will be taking notes in their note-taker.

Once all groups have taught their lesson, each student will fill out the reflection form at the end of the note-taker.

YPAR: Youth Participatory Action Research



What is an issue in your
community that needs to be
resolved?



Activity!

Step One:

Look at the YPAR overview and example, to get a better sense of what this project entails. And then generate one question and one comment about this end-of-year project.

Step Two:

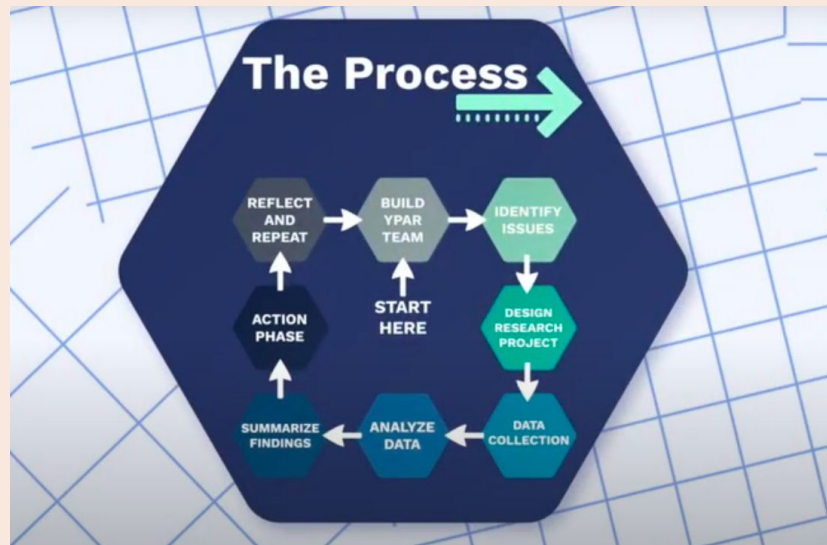
Get into your groups from the last project, or form new groups. In these groups, you all must agree to a topic and which community you will serve, and why your issue is important to said community.

Step Three:

Complete as much as you can on your YPAR Issue Selection document. What cannot be completed in class, must be done for homework.



Step One:



What do you know about the YPAR project from looking at this visual?

Click [here](#) to read the YPAR overview!

Share one question and one comment you have about YPAR?



Step One (continued):

YPAR Example

* Also see the examples on the YPAR Overview document, as well as the multitude of examples that have been uploaded to the Ethnic Studies digital portfolio.



Step Two & Three:

With your group, complete your
YPAR Issue Selection document!



Share out your YPAR topic with the class!

An illustration of two hands holding a white rectangular sign. The sign has the words "EXIT" and "TICKET!" in bold, black, sans-serif capital letters, stacked vertically. The background is a teal color with various decorative elements: orange dots in the top-left and bottom-right corners, a large orange shape in the top-right, and wavy orange and teal lines in the bottom-left. There are also several white star and circle icons scattered throughout the background.

**EXIT
TICKET!**

In order to see your YPAR
issue resolved, who do you
need to get support from?



Activity!

Step One:

In thinking about how we want to enact change, we will do the Integrated Action Civics Project on Expressions and Locations of Power.

- Evaluate the Expressions of Power diagram and apply the model to your own issue on the [activity sheet](#).
- Complete the Locations of Power activity digitally or on [paper](#).

*for educators to access the entire IACP Lesson Plan on Locations of Power, click [here](#)!

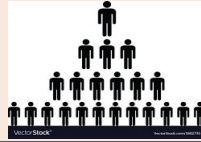


POWER OVER (Systems of Oppression)

Power is a one way relationship. One side has power and acts in ways to maintain that power.

- How does one show power over another?
- How does one group limit power over another group?

Example: An empire has control over their citizens. Or a parent's control over their children.



POWER TO (Agency)

Every person or group has the potential to make change. This can open up possibilities for individuals and groups to unite.

- What other ways can power show outside the group in charge?
- What does power look like with smaller groups or individuals?



Example: A person refused to work under unsafe conditions. A group organizes a strike for a fair wage.

POWER WITH (Solidarity)

A group of people with a common goal. All support and work together to make it happen.

- How does a common goal bring people together?
- How is working together more powerful than individual actions?

Example: A student finds peers that have the same grievances and they go to the principal together.



POWER WITHIN (Internalized Power)

A person's belief in themselves to imagine that change can happen, and seeing yourself as part of the solution.

- How do you show your inner power and dignity to the world?
- How can you find the strength to play a role in creating change?

Example: Someone sees the power they have to create change and draws on their inner strength to act.



POWER FOR (Aspirational)

**Power impacts our world.
It should move us toward a more just society.**

Example: A group organizes to expand access to voting access in Black and Brown communities.

- What are the goals and consequences of expressions of power?
- What are the communities aspirations for change?
- What are the community's dreams for justice?
- How can we assess the impact of expressions of power?

Adapted from VeneKlasen & Miller (2002).
A New Weave of Power, People & Politics. Oklahoma: World Neighbors.

**Use the previous slide
to help you fill out the
Locations of Power
activity.**



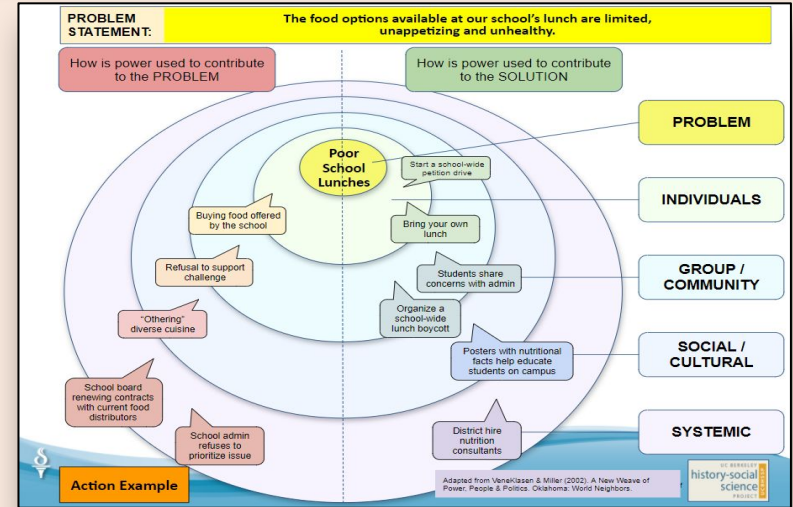
Locations of Power

Explore where power operates in your school

You and your friends are tired of school lunches that don't include the types of food you like to eat. The lunches aren't healthy and they don't taste good.

You decide to get together to do something about it. But what?

This strategy helps you think about how power operates on different levels or realms within your school - as individuals, in groups, on a social or cultural level and on a systemic or structural level.



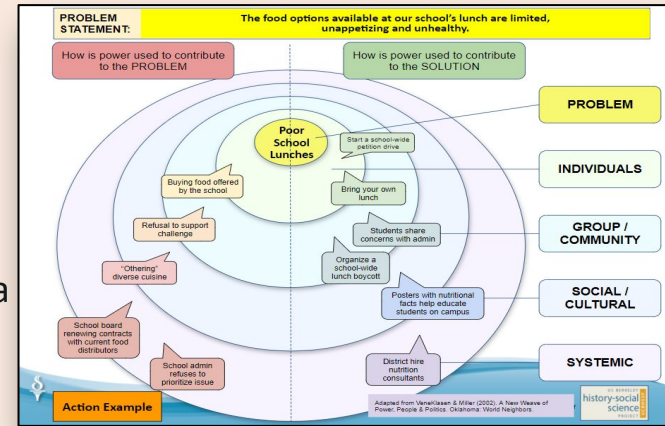
Adapted from VeneKlasen & Miller (2002). A New Weave of Power, People & Politics. Oklahoma: World Neighbors.

CHANGE THE SCHOOL LUNCH MENU

Power is expressed in many different forms and operates in different realms or locations within society. The Locations of Power are separated into four categories:

- **Individuals** - can sign a petition, talk to neighbors, speak out at a meeting, write letters to key stakeholders.
- **Groups/Communities** - can stage a boycott, hold a meeting, educate each other, etc.
- **Social/Cultural** - includes the influences of religion, dominant ideologies, media, art, etc.
- **Systemic** - refers to the laws, economic structures, and other institutional or systemic systems that directly or indirectly impact a problem.

Power is not one-sided. It can be wielded to work toward a solution, or to perpetuate the problem. Additionally, the different locations of power interact with each other in a dynamic fashion that continually shifts and impacts how and where power is expressed.



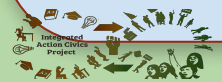
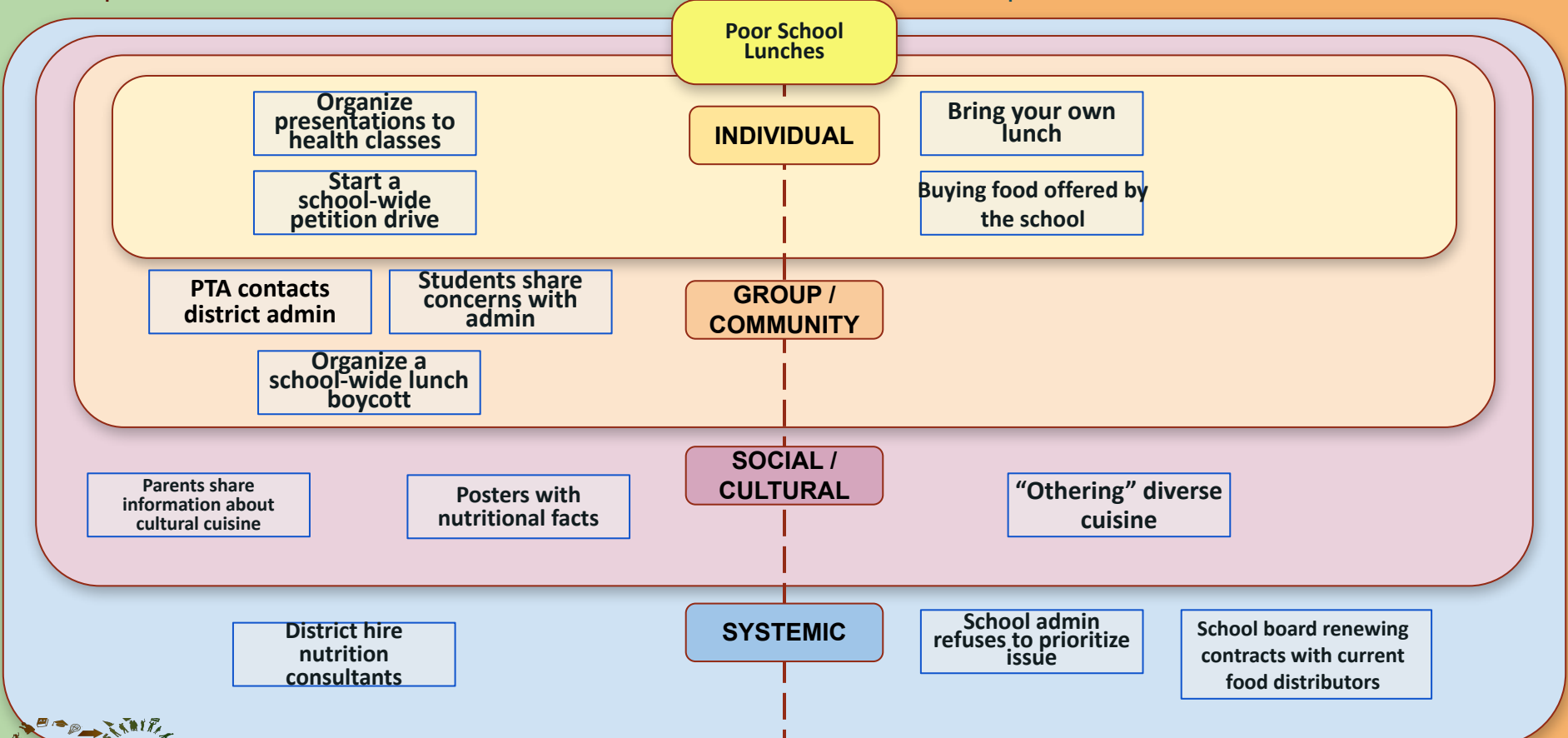
Locations of Power

PROBLEM STATEMENT:

School lunches are poor quality that don't match the community's cultural preferences.

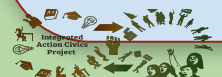
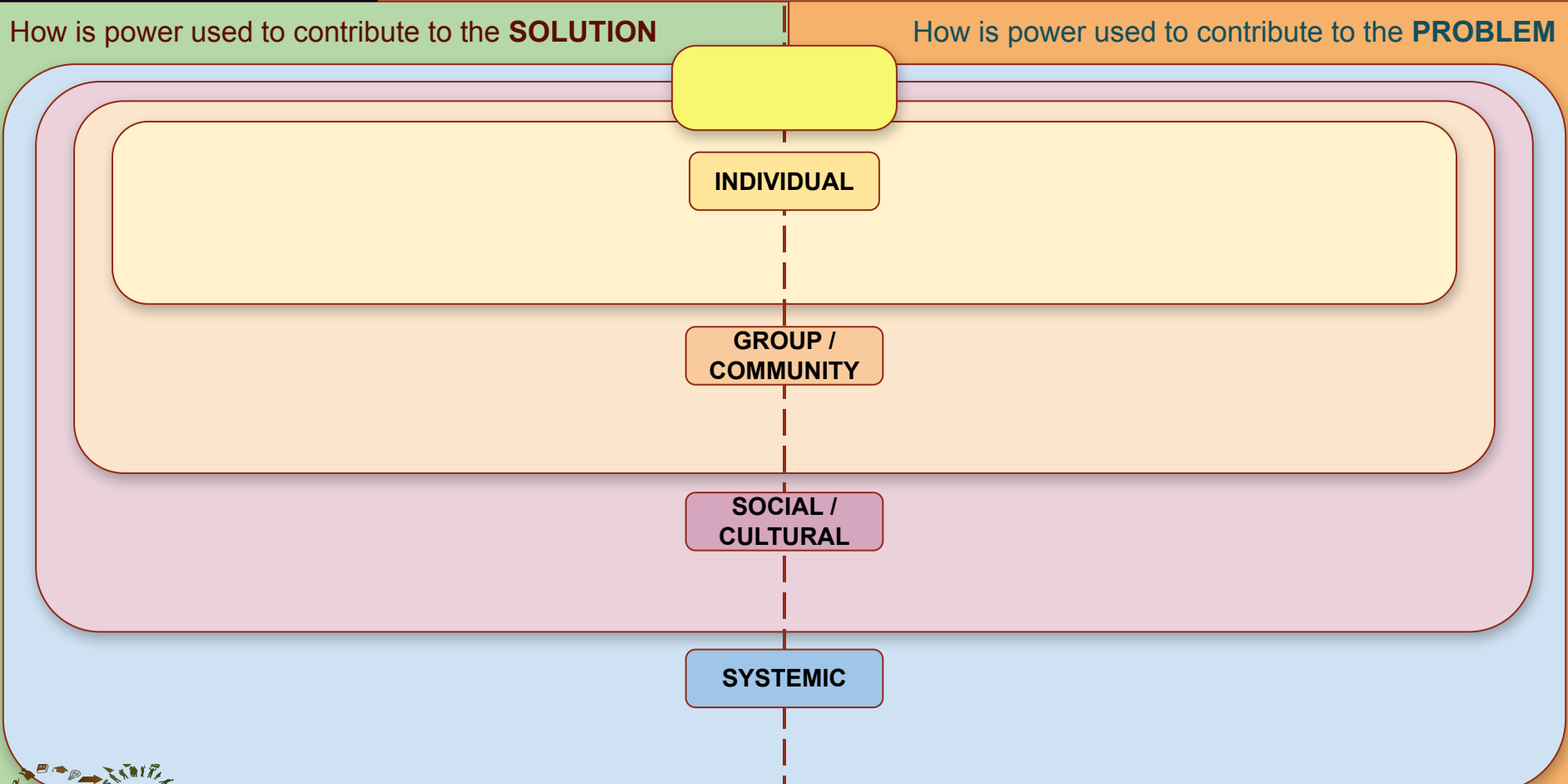
How is power used to contribute to the **SOLUTION**

How is power used to contribute to the **PROBLEM**



Locations of Power

PROBLEM
STATEMENT: -



Whose power will you try to leverage to
resolve the issue in your community?

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**EXIT
TICKET!**

How does your group know the
problems they want to focus on are
meaningful to the rest of the
community?



An illustration of a person with dark skin and long dark hair, wearing an orange long-sleeved shirt. They are holding a white rectangular sign above their head with both hands. The sign has the word 'ACTIVITY!' written on it in bold, black, sans-serif capital letters. The background is a light orange color with various decorative elements: a large white cloud-like shape on the right, a red wavy line in the top right corner, and several small white stars and circles scattered throughout.

ACTIVITY!

Create survey questions with
your group!!

Note: We are gathering quantitative
data that can be turned into graphs
and charts. So, **be sure to use closed
ended questions (yes/no, true/false,
scales of 1-5, etc)**

How will you distribute your surveys to the
community?

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**EXIT
TICKET!**

How will you ensure that the
people you survey have
equitable access to your
Google form?



Activity!

Step One:

Create a Google Form survey.

(Activity sheet: problem, community, questions and options)

Step Two:

Create a QR code. And create a plan for distributing the survey.

Step Three (outside of class):

Distribute your surveys to the community!



How many interviews do you plan to conduct?

An illustration of two brown hands holding a white rectangular sign. The sign has the words "EXIT" and "TICKET!" in bold, black, sans-serif capital letters, stacked vertically. The background is a teal color with various decorative elements: orange dots in the top-left and bottom-right corners, a large orange shape in the top-right, and orange wavy lines in the bottom-left. There are also several white star and circle icons scattered throughout the scene.

**EXIT
TICKET!**

How do you know a
source is a qualified
source? What kinds of
websites work as qualified
sources?

DO NOW!

Activity!

Through research, find 3 qualified sources to back your claim.



How do you best understand data? Pie graphs, bar graphs, line graphs, etc?



An illustration of a person with dark skin and long dark hair, wearing an orange long-sleeved shirt. They are holding a white rectangular sign with both hands above their head. The sign has the word "ACTIVITY!" written in bold, black, uppercase letters. The background is a light orange color with various decorative elements: a large white cloud shape on the right, a red wavy line in the top right corner, and several small white stars and circles scattered throughout.

ACTIVITY!

- Take your data and represent it as a graph.
- Frame the data with some context about how you collected it, and what it represents.
- Connect the data to the supporting evidence.
- Share out with the class.

After seeing the way other groups are presenting information, how could you reframe your information to be more understandable?

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**EXIT
TICKET!**

YPAR Options:

Presentation (Only)

Presentation & Public Service Announcement
as action

Presentation & Infographic as action



What elements make a successful and engaging presentation?

What was successful with your Teaching Social Justice presentation?



Activity!

Go to SlidesCarnival, SlidesGo, or SlidesMania to get a presentation template.

Label the slides designated for:

- Group members
- Problem
- Background research
- Data
- Action
- Reflection.



What presentation elements would you like to go back and include?



**EXIT
TICKET!**

The illustration features a teal background with various decorative elements: orange dots in the top-left and bottom-right corners, a large orange shape in the top-right, and orange wavy lines in the bottom-left. White stars and circles are scattered throughout. In the center, a pair of brown hands holds a white rectangular sign with the text 'EXIT TICKET!' in bold, black, sans-serif capital letters.

Now that you've got your portion of the group YPAR presentation, how will you ensure that your part is engaging? If you haven't received your part, what is your part?



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ACTIVITY!

Complete your assigned slides for
your group.

Remember the engaging elements
you would like to include.

Create an action plan for work that needs
to be completed independently?



**EXIT
TICKET!**

The illustration shows two brown hands holding a white rectangular sign. The sign has the words 'EXIT' and 'TICKET!' in bold, black, sans-serif capital letters. The background is a teal color with various decorative elements: orange dots in the top left, a large orange shape in the top right, orange wavy lines in the bottom left, and orange dots in the bottom right. There are also several white stars and circles scattered throughout the background.

What experience do
you have with video
editing softwares?

DO NOW!



Activity!

Do the WeVideo “My Name Challenge” to get familiar with WeVideo for their vlog.



How could putting your presentation
into a video format enhance your YPAR
delivery?

An illustration of two hands holding a white rectangular sign. The sign has the words "EXIT" and "TICKET!" in bold, black, sans-serif capital letters. The background is a teal color with various decorative elements: orange dots in the top left, a large orange shape in the top right, orange wavy lines in the bottom left, and orange dots in the bottom right. There are also several white stars and circles scattered throughout the background.

**EXIT
TICKET!**

What will a YPAR
vlog accomplish that a
simple slideshow
presentation could
not?



An illustration of a person with dark skin and long dark hair, wearing an orange long-sleeved shirt. They are holding a white rectangular sign with both hands above their head. The sign has the word 'ACTIVITY!' written on it in bold, black, sans-serif capital letters. The background is a light orange color with various decorative elements: a large white cloud-like shape on the right, a red wavy line in the top right corner, and several small white stars and circles scattered throughout.

ACTIVITY!

Using our WeVideo supports, we will take our presentations and turn them into a vlog using the voice over feature.

Here are WeVideo supports and tutorials:

[SFUSD Ethnic Studies: Intro to WeVideo and Multimedia Instruction](#)

Before presenting your YPAR, what would you like to make last minute edits to?

An illustration of two brown hands holding a white rectangular sign. The sign has the words "EXIT" and "TICKET!" in bold, black, sans-serif capital letters, stacked vertically. The background is a teal color with various decorative elements: orange dots in the top left, a large orange shape in the top right, orange and teal wavy lines in the bottom left, and orange dots in the bottom right. There are also several white star and circle icons scattered throughout.

**EXIT
TICKET!**

YPAR Presentations!!

