

Black Lives Matter

Student Teach-In Unit

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Lesson Plan 1 - Intro to Teach-Ins

| Black Lives Matter in Schools Week of Action (60 mins) | |
|---|--|
| C. Belser, H. Tilt, H. Scouten | |
| Standards | Daily Objective |
| <p>CCSS.ELA-LITERACY.RI.6-8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> | <p>SWBAT analyze the legacy of teach-ins in social change movements and connect that legacy to the BLM movement.</p> |
| Key Ideas | |
| <ul style="list-style-type: none"> - A Teach-in is an informal learning space where people share knowledge with each other. Some of the things that make teach-ins special are: <ul style="list-style-type: none"> - They are peaceful (like sit-ins), but they disrupt the day-to-day of work and school. - They have been used in social justice movements to build consciousness and skills from the | |

Vietnam War movement to the Civil Rights Movement to the current Black Lives Matter movement.

- They are usually less hierarchical than traditional learning spaces. All people can be teachers or learners. You don't need to have a fancy degree to have and share knowledge with others.
- We envision this teach-in as an opportunity for youth to lead conversations about the issues they see as most core to BLM

| Agenda | Black Lives Matter Principles |
|---|--|
| <ol style="list-style-type: none"> 1. Do Now: BLM Principles 2. Look at two examples of education (banking model and teach-in) 3. Compare and contrast in small groups 4. Debrief whole-group 5. Connect teach-ins to the BLM movement | <ul style="list-style-type: none"> - Unapologetically Black: We are unapologetically Black in our positioning. In affirming that Black Lives Matter, we need not qualify our position. To love and desire freedom and justice for ourselves is a necessary prerequisite for wanting the same for others. |

Assessment

Answer 1 or both of the following:

- How can Baltimore's BLM youth teach-in be unapologetically Black?
- What would we lead or love a youth teach-in about?

Engage - 7 mins

4 min - Do Now, welcome, objective, agenda

Do Now/Welcoming ritual: Play music when students are arriving.

- Create with students, “A How-To Guide: Being Unapologetically Black in a Global Pandemic” or scaffolded down to:
 - Teachers can display the prompts as needed for their classroom environment and digital platforms . Some teachers may have already provided students with definitions of BLM principles or will do so now. Present the idea of “unapologetically black” as grade-level appropriate (i.e. images, video, article, etc)
 - Possible student responses: related to food, music, culture, language, ways of self-care, representations of freedom and justice for self, community, etc.
 - If presented with digital comic series, students may present “I Be” statements relevant to unapologetic blackness, youthful, Baltimorean, etc.

Share objective, run through agenda

- Ask a student to contextualize the objective in their project/the overall unit/their own life

Materials

[**Be \(Black\) Mini Digital Comic Series**](#)

Explore - 15 mins

5 mins - Provide two examples of educational models

1. Provide visual examples of a teach-in (projected, in hard copy, or by another means):
 - a. <http://fsugatepost.com/2016/03/04/fsu-holds-forum-to-discuss-last-wee-ks-black-lives-matter-teach-in/>
 - b. <http://www.blacklivesmattersyllabus.com/freedomexcellent/>
2. Ask students to record adjectives, feeling words, or sentences of their impressions of the teach-in space (expectations for student reflections can be differentiated according to grade level or ability)
3. Provide visual examples of a traditional classroom/banking-model education (projected, in hard copy, or by another means):
 - a. <https://www.classlifestyle.com/news/41337/ne-nuk-jemi-njerez-normale-pse-mesuesit-nuk-mund-te-kene-nje-jete-normale/eng/>
 - b. <https://recorddrumsonline.com/wp-content/uploads/2019/02/old-classroom.jpg>
4. Ask students to record adjectives, feeling words, or sentences of their impressions of the teach-in space (expectations for student reflections can be differentiated according to grade level or ability)

Materials

Individual graphic organizer or note catcher where students can record impressions of both examples of education

Group reflection space (Google doc, Slide, or Jamboard, etc)

10 mins - Break into small groups for reflection on these models

1. Assign discussion roles. These may vary according to your usual classroom procedures, but some typical roles are facilitator, notetaker, and reporter:
 - a. Facilitator: prompts the group with the questions, calls on each person to share their ideas, and keeps the group on-task
 - b. Note-taker: records the group’s ideas for each question
 - c. Reporter: shares the groups ideas when we come together whole-group
2. Have students access small group discussion reflection space (Google doc, Slide, or Jamboard, etc).
3. Preview questions for small group discussion:
 - a. How did these two teaching and learning spaces look, sound, and feel like?
 - b. Which learning space would you rather be in? Why?
 - c. In which learning space do you think you’d be better able to discuss and critique injustice? Why? In what ways would it be different?
 - d. In which learning space do you feel you could be unapologetically black? Why?
4. Send students to breakout rooms/small groups.

Explain - 10 mins

10 mins - Debrief small group discussions

1. Bring students back from break out rooms.
2. Have reporters share out what their groups talked about. Ask guiding questions to help students build on each others’ comments towards the ideas in the key points.

Materials

Extend - 15 mins

15 mins - Connect Teach-ins to liberation work and BLM

Transition back to the Morrison (2016) article. Either have students read, skim, and discuss the article or use the excerpt below:

Display the idea of “tactics” as needed for grade-level comprehension

1. Definition: an action or strategy carefully planned to achieve a specific end
- Prompt students with the following questions and facilitate the discussion to reinforce

Materials

Group reflection space (Google doc, Slide, or Jamboard, etc)

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| <p>key ideas of the lesson.</p> <ol style="list-style-type: none"> 1. What is the tactic of a teach-in? 2. How do BLM principles reinforce the movement's mission? See Morrison (2016) "It is a tactic to rebuild the Black liberation movement." | |
| <p>Evaluate - 10 mins</p> | |
| <p>10 mins - Have students answer the following question: <u>How can Baltimore's BLM youth teach-in be unapologetically Black?</u> Pose the discussion question to students to consider as grade-level appropriate. Students may need scaffolds and instructional annotations to better understand what illustrates the identity and representation of 1. Baltimore, 2. youth/student, 3. Elements of a teach-in, 4. Unapologetically Black.</p> <p>What would we lead or love a youth teach-in about? Next, discuss the content of your class, current project, or other relevant connections if you are prompting students to actually present previous or culminating work at the BLM youth teach-in. *Note: You, as the teacher, would have already registered your class/students in advance here.</p> <p>Finally, teachers will introduce the BLM teach-in event for students and inform them of your class specific-details. Students should review the event video and accompanying sign-up documents.</p> | <p><u>Materials</u></p> |

Lesson Plan 2 - Connecting My Session to the Teach in

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| <p>Black Lives Matter in Schools Week of Action (60 mins)</p> | |
| <p>C. Belser, H. Tilt, H. Scouten</p> | |
| <p>Standards</p> | <p>Daily Objective</p> |
| <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> | <p>SWBAT develop a vision for the impact of their (or another group's) workshop on their audience at the teach-in and connect that vision to the principles of BLM.</p> |
| <p>Key Ideas</p> | |

- A Teach-in is an informal learning space where people share knowledge with each other. We envision this teach-in as an opportunity for youth to lead conversations about the issues they see as most core to BLM.
- 3 important things youth should consider when writing their these sessions are:
 - Audience: *Who are you talking to?*
 - Style: *Knowing your audience, what's the best way to reach them? (expression, content, word choice, etc)*
 - Action: *What do you want your audience to think/say/do during or after your session?*

| Agenda | Black Lives Matter Principles |
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| <ol style="list-style-type: none"> 1. Do Now: BLM Principles 2. Small group discussion of the BLM principles 3. Debrief whole-group 4. Connect principles to the group's vision for the teach-in 5. Closing reflection | <ul style="list-style-type: none"> - Collective Value: We are guided by the fact all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status or location - Black Villages: We are committed to disrupting the Western-prescribed nuclear family structure requirement by supporting each other as extended families and "villages" that collectively care for one another, and especially "our" children to the degree that mothers, parents and children are comfortable. |

Assessment

Answer 1 or both of the following:

- How can your session make a step towards supporting the *Collective Value* of all people, no matter their sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status or location?
- How can your session tap into the power of *Black Villages* and make a change so that black lives really do matter?

Engage - 8 mins

5 min - Do Now

- Do-Now options (pick 1 based on your students' interests/developmental level):
 - Option 1:
 - In the chat or unmute, respond to this quote: "If black women were free it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all systems of oppression." - Combahee River Collective Statement
 - OR Reflect on this question: Do you think you value some people more than others based on their identity? (gender, LGBTQ+ status, race, class, ability, national origin, language, etc)
 - Option 2:
 - On the digital sketchpad, sketch your family - include all of the people who help take care of you/that you help take care of.

Materials

Digital sketchpad

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| <ul style="list-style-type: none"> ■ OR Type in the chat all of the people you include in your family. <p>3 min - Objective, agenda Share objective, run through agenda</p> <ul style="list-style-type: none"> ● Ask a student to contextualize the objective in their project/the overall unit/their own life | |
| Explore - 15 mins | |
| <p>15 min - Opening Discussion</p> <ul style="list-style-type: none"> ● Share the BLM principles for the day; have a student read aloud. <ul style="list-style-type: none"> ○ Collective Value: We are guided by the fact all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status or location ○ Black Villages: We are committed to disrupting the Western-prescribed nuclear family structure requirement by supporting each other as extended families and “villages” that collectively care for one another, and especially “our” children to the degree that mothers, parents and children are comfortable. <ul style="list-style-type: none"> ■ Take any student questions about the principles, vocab, etc. ● Assign discussion roles. These may vary according to your usual classroom procedures, but some typical roles are facilitator, notetaker, and reporter: <ul style="list-style-type: none"> ○ Facilitator: prompts the group with the questions, calls on each person to share their ideas, and keeps the group on-task ○ Note-taker: records the group’s ideas for each question ○ Reporter: shares the groups ideas when we come together whole-group ● Send students to break out rooms to discuss the following questions. Students should be with others who worked on their group’s session/project/workshop. <ul style="list-style-type: none"> ○ Have each person share their answer to the Do Now. ○ Do you believe that we are stronger when we include everyone, no matter their identity? When have you seen this in action (in history or your own life)? ○ What barriers do we face in growing our villages and/or seeing everyone’s collective value? | <p><u>Materials</u> Small group reflection space (Google doc, Slide, Jamboard, etc)</p> |
| Explain - 10 mins | |
| <p>10 mins - Debrief small group discussions</p> <ol style="list-style-type: none"> 1. Bring students back from break out rooms. 2. Have reporters share out what their groups talked about. Ask guiding questions to help students build on each others’ comments towards the ideas in the key points. | <p><u>Materials</u></p> |
| Extend/Evaluate - 15 mins | |
| <p>15 mins - Connect teach-in session to the BLM principles</p> <ol style="list-style-type: none"> 1. Framing: Explain that groups will now think about how they can shape their session to promote <i>Collective Value</i> and <i>Black Villages</i>. To do this, they need | <p><u>Materials</u></p> |

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| <p>to think about who they're talking to and what goals they have for their audience.</p> <p>2. Send students to break out rooms to discuss the following questions. Students should be with others who worked on their group's session/project/workshop.</p> <ol style="list-style-type: none"> Audience: <i>Who are you talking to?</i> Style: <i>Knowing your audience, what's the best way to reach them? (expression, content, word choice, etc)</i> Action: <i>What do you want your audience to think/say/do during or after your session?</i> | |
| Evaluate - 10 mins | |
| <p>10 mins - Have students answer 1 or both of the following questions:</p> <ul style="list-style-type: none"> - How can your session make a step towards supporting the <i>Collective Value</i> of all people, no matter their sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status or location? - How can your session tap into the power of <i>Black Villages</i> and make a change so that black lives really do matter? <p>Pose the questions to students to consider as grade-level appropriate. Students may need scaffolds and instructional annotations to better understand 1. Baltimore, 2. youth/student, 3. Elements of a teach-in, 4. Collective Value/Black Villages, 5. Various identity markers</p> | <p>Materials</p> <p>Individual reflection space (Google Doc, etc.)</p> |

Lesson Plan 3 - Peer Rehearsal and Feedback

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| Black Lives Matter in Schools Week of Action (60 mins) | |
| <p>C. Belser, H. Tilt, H. Scouten</p> | |
| Standards | Daily Objective |
| <p>CCSS.ELA-LITERACY.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CCSS.ELA-LITERACY.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.WHST.11-12.5</p> | <p>SWBAT rehearse their workshop or activity with a small group of peers and receive feedback through a peer and teacher review protocol.</p> <p>OR</p> <p>SWBAT participate in a peer-led workshop or activity and provide feedback through a peer review protocol.</p> |

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-LITERACY.WHST.11-12.6](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Key Ideas

- A **Teach-in** is an informal learning space where people share knowledge with each other. We envision this teach-in as an opportunity for youth to lead conversations about the issues they see as most core to BLM.
- **Feedback** is spoken or written thoughts, reflections, suggestions, and connections of personal experience to the content of the work or presentation. As referenced in Lesson 2, utilize the following criteria for feedback:
 1. Audience: *Who are you talking to?*
 2. Style: *Knowing your audience, what's the best way to reach them? (expression, content, word choice, etc)*
 3. Action: *What do you want your audience to think/say/do during or after your session?*

Agenda

1. Do Now: BLM Principles
2. Introduce presentation review and feedback protocol
3. Breakout into peer presentation groups
4. Debrief peer feedback through group assessment reflection

Black Lives Matter Principles

- **Black Women:** We are committed to building a Black woman affirming space free from sexism, misogyny, and male-centeredness.
- **Loving Engagement:** We are committed to embodying and practicing justice, liberation, and peace in our engagements with one another.

Assessment

Answer 1 or both of the following:

- What are the ways in which your presentation or those you reviewed affirm spaces for Black girls and women, to be free of -isms, misogyny, patriarchy, and youth male-centeredness? Is there a local, national, or global voice in your teach-in?
- What are the next steps in your group to sustain or build upon *Loving Engagement* in your audience, style, and action?

Engage - 7 mins

Do Now, welcome, objective, agenda

Do Now/Welcoming ritual: Play music when students are arriving, engage in chat, etc.

Here are a series of questions to be used or extended depending on your class context.

- Post Do Now: In the chat or unmute, what advice is often given to Black women? Why?
- Describe some of the strongest black girls or women you know. What makes them strong? What keeps their strength going?
- What advice would a/this black girl or woman give you about...? (Relevant to class content, current event, student interests, etc)

Share objective and today's BLM principle(s), run through agenda

- Provide students with teacher-created breakout clusters and presentation/feedback list they will do after the mini-lesson or whole-group explore
- Have another student facilitate the presentation discussion and feedback as preparation for teach-in

Materials

[Audio of Lucille Clifton's won't you celebrate me](#)

<https://www.edweek.org/teaching-learning/opinion-dear-white-teachers-you-cant-love-your-black-students-if-you-dont-know-them/2019/03>

Explore - 12 mins

15 mins - Peer Presentations Prep

- Share the BLM principles for the day; have a student read aloud.
 - Black Women: We are committed to building a Black woman affirming space free from sexism, misogyny, and male-centeredness.
 - Loving Engagement: We are committed to embodying and practicing justice, liberation, and peace in our engagements with one another.
 - Take any student questions about the principles, vocab, etc.
- **Optional Explore** - Have students previously read or skim the article now and pose the following discussion questions in student breakout or whole-group:
 - What values of the Black Women principles can be identified in the experiences of these women?
 - Describe the ways in which it is an affirming space for Black women.
 - How do these Black women internalize or exemplify elements of Loving Engagement?
 - How do the Black women affirm each other and show loving engagement through feedback and support?
 - What types of sessions could these Black women provide an effective teach-in?

Materials

<https://thedailyrecord.com/2020/06/09/black-women-in-baltimore-find-space-in-zoom-happy-hours/>

Explain - 6 mins

Peer Presentations/Performance Prep

Materials

- In the previous lesson, students started the process of identifying how the 3 Look Fors apply as a BLM principle of Collective Value and Black Villages. Students will most likely benefit from a mini-lesson, whole-group practice or instructional think-aloud on how to apply these look fors as a presentation rubric for feedback.

This discussion could include, but are not limited to:

- What’s already good about it? What could be improved?
- What do you notice? What do you wonder?
- How did it make you feel?
- What elements can be expressed stronger? How so?
-

Provide students with sentence starter templates, such as, “My favorite part was _____ because _____,” to guide students in offering different types of feedback. After they start with something positive, have students point out areas that could be improved in terms of content, style, voice, and clarity by using another sentence starter (“A suggestion I can offer for improvement is _____.”). The peer editor cannot mark spelling and grammar errors directly on the political cartoon.

This can be done with any previous lesson’s instructional materials such as an article, spoken word, or images of the unit. The teacher will provide students with 2 BLM Feedback Look Fors or provide students with the ability to do so themselves. Here are the 6 BLM principles of the unit so far:

- Unapologetically Black
- Globalism
- Collective Value
- Black Villages
- Black Women
- Loving Engagement
 - It is also possible to have students use language such as (glows and grows, stars and stairs, etc and/or color-coordinate their positive and constructive feedback.

Example:

| Teach-In Prep Rubric | BLM Feedback Look fors: Unapologetically Black (Glows/Grows or Stars/Stairs) | BLM Feedback Look fors: Loving Engagement (Glows/Grows or Stars/Stairs) |
|--|---|--|
| Audience: <i>Who are they talking to?</i> | | |
| Style: <i>What are the ways they reach and engage us? (expression, content, word choice, etc)</i> | | |
| Action: <i>What do they want the audience to think/say/do during or after the session?</i> | | |

<https://www.edweek.org/teaching-learning/opinion-dear-white-teachers-you-cant-love-your-black-students-if-you-dont-know-them/2019/03>

Peer Edit Guidelines for Responders and Writers:

http://www.readwritethink.org/files/resources/lesson_images/lesson261/peer.pdf

| Explain/Extend - 25 mins | |
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| <p>15 mins - Peer Rehearsal and Feedback</p> <ol style="list-style-type: none"> 1. Break students into their peer presentation and feedback groups; if you are rehearsing whole-group, provide the overview of the student run of show, similar to the teach-in session. 2. Provide students with their feedback protocol for digital recording as formal or informal as needed for your students. 3. Be sure to use the same feedback language and protocol as modeled in the mini-lesson and understand how they should maximize feedback time (i.e. 10 mins per presentation, 2-mins after to provide feedback time or inform students to write during presentation, etc) | <p><u>Materials</u></p> <p>Google Doc, Google Slides or Jamboard to display presentations and record peer feedback</p> |
| Evaluate - 10 mins | |
| <p>10 mins - Have students answer one or all of the following feedback reflections:</p> <ul style="list-style-type: none"> • What are the ways in which your presentation or those you reviewed affirm spaces for Black girls and women, to be free of -isms, misogyny, patriarchy, and youth male-centeredness? Is there a local, national, or global voice in your teach-in? • What are the next steps in your group to sustain or build upon <i>Loving Engagement</i> in your audience, style, and action? <p>Pose the discussion question to students to consider as grade-level appropriate. Students may need scaffolds and instructional annotations to better understand what illustrates the identity and representation of 1. Black or local, national, global voice, 2. Affirming spaces for Black girls, 3. Elements of a teach-in, 4. Loving Engagement.</p> | <p><u>Materials</u></p> |

Lesson Plan 4 - Revision from Peer Feedback Implementation

| Black Lives Matter in Schools Week of Action (60 mins) | |
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| C. Belser, H. Tilt, H. Scouten | |
| Standards | Daily Objective |
| <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and</p> | <p>SWBAT revise their workshop based on peer and teacher feedback.</p> <p>OR</p> <p>SWBAT practice presenting their workshop and/or finalize pre-recording any presentation culminating pieces/finalizing write-ups or explanations of visuals.</p> |

issues, building on others' ideas and expressing their own clearly.

OR

[CCSS.ELA-LITERACY.WHST.11-12.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.WHST.11-12.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-LITERACY.WHST.11-12.6](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Key Ideas

- **Revision** is a change or set of changes that corrects or improves something or something that has been corrected or changed.
- **Feedback** (*as referenced in lesson 3*) is spoken or written thoughts, reflections, suggestions, and connections of personal experience to the content of the work or presentation. As referenced in Lesson 2, utilize the following criteria for feedback:
 1. Audience: *Who are you talking to?*
 2. Style: *Knowing your audience, what's the best way to reach them? (expression, content, word choice, etc)*
 3. Action: *What do you want your audience to think/say/do during or after your session?*

Agenda

1. Do Now: BLM Principles Review
2. Whole Group: Mini Lesson
3. Small Group: Participate in sessions
4. Whole Group: Debrief
5. Individual: Reflection

Black Lives Matter Principles

- **Restorative Justice:** We are committed to collectively, lovingly and courageously working vigorously for freedom and justice for Black people and, by extension all people. As we forge our path, we intentionally build and nurture a beloved community that is bonded together through a beautiful struggle that is restorative, not depleting.
- **Empathy:** We are committed to practicing empathy; we engage comrades with the intent to learn about and connect with their contexts.

Assessment

Essential Question: What role does youth leadership play in social change movements?
Performance Task 2:

- Rehearsal of workshop or activity within classroom peer group OR participation in these rehearsals and completion of peer feedback protocol

Engage - 8 mins

5 min - Do Now

- Examine and analyze the core BLM principles (Restorative Justice, Empathy, Loving Engagement) and tie back to overarching essential question: What role does youth leadership play in social change movements?
- As age appropriate, encourage students to design a symbol for one of the principles of their choice and be prepared to explain their choice.
 - Have students lead a discussion connecting each of the three BLM principles to each other
 - Since the objective will require students to offer each other feedback in today's lesson, the teacher may find it helpful to pose questions that get students thinking about the goal of not tearing each other down, providing guidance and encouragement, and being a responsive viewer.
 - Creating a chart for feedback norms may be a worthwhile exercise as needed unless norms are pre-established

Materials

Jamboard for Google images or coloring pencils, stamps, markers, etc.

3 min - Objective, agenda

Share objective, run through agenda

- Ask a student to contextualize the objective in their project/the overall unit/their own life
- Explain the goal from the objective today.
- Students will divide themselves into 3 groups (e.g. revisers, recorders, and resources--which can be students not presenting/participants rather than facilitators)
- Encourage students that participation helps calm nerves and practice is preparation.

*Teacher's note-modeling areas for revision using a mock workshop piece and identifying main goals for revision may prove useful.

Explore - 15 mins

5 mins - Mini-Lesson:

- Teacher models voice projection, questions and answers procedures, and deep breathing exercise prior to initial leadership from students in anticipation of tomorrow.
- Teacher models how to implement suggestions from the peer feedback protocol as revision
 - Depending on the age appropriateness, more concise glows and grows may be used in lieu of lengthier written feedback protocols

10 mins-Students organize into groups and are either presenting or revising:

- Students have opportunities to work independently and ask questions. Anyone who still needs feedback is welcome to receive it. (*Students who will be participants in the teach-in could continue from lesson 3 using peer feedback protocols)

Materials

Deep Breathing Centering Video (optional resource)

(See deliverables from lesson 3) Peer feedback protocol (Google form or slides, etc.)

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| <ul style="list-style-type: none"> - Once revision occurs, students should have opportunities to work in small groups to continue to practice and rehearse until confidence builds. If virtual, students could be grouped into breakout spaces. Teachers should circulate/visit breakout spaces to ensure all students are confidently prepared. | |
| Explain - 10 mins | |
| <p>10 mins - Debrief Discussion with Students</p> <ul style="list-style-type: none"> • Encourage students regarding tomorrow's potential and evoke excitement around the day! • Provide any necessary clarity and re-explain the format for the presentation and workshops tomorrow. • Field questions for where each student should be/who is in charge of what aspects. (If virtual, ensure students feel comfortable navigating digital platforms) | <p><u>Materials</u></p> |
| Extend/Evaluate - 15 mins | |
| <p>15 mins - Students in groups should be revising, recording, or being resources.</p> <ul style="list-style-type: none"> • Brain Break Idea: Students could fill out an SEL form regarding how they are feeling about tomorrow as part of a check-in. • As the teacher checks in with groups, students should be practicing for tomorrow and building confidence with rehearsals once revision has taken place. Encourage continued practice beyond the scheduled class session. | <p><u>Materials</u></p> <p>SEL Google form or EMOJI poll check-in etc.</p> |
| Evaluate - 10 mins | |
| <p>10 mins - Students may choose to answer 1 or all of the following questions:</p> <ul style="list-style-type: none"> - How well did your group communicate and work as a team to embody the BLM principle of Restorative Justice? (We are committed to collectively, lovingly and courageously working vigorously for freedom and justice for Black people and, by extension all people. As we forge our path, we intentionally build and nurture a beloved community that is bonded together through a beautiful struggle that is restorative, not depleting.) - In what ways did your group embody the BLM principle of Empathy? (We are committed to practicing empathy; we engage comrades with the intent to learn about and connect with their contexts.) - How was your feedback to your peers evidence of at least 2 of the BLM principles we have applied this week? <p>If time allows, it may be valuable to have group representatives share out what their teams did well.</p> | <p><u>Materials:</u></p> <p>Exit ticket/journal -Students may unmute or share in the chat, etc.</p> |

Lesson Plan 5 - Youth-led Teach-in Presentations & Reflections

| Black Lives Matter in Schools Week of Action (60 mins) | |
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| C. Belser, H. Tilt, H. Scouten | |
| Standards | Daily Objective |
| <p>CCSS.ELA-LITERACY.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>OR</p> <p>CCSS.ELA-LITERACY.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> | <p>SWBAT present their workshop, activity, or project to authentic peer and public audiences at a youth-led teach-in.</p> <p>OR</p> <p>SWBAT engage in a youth-led teach-in and reflect on this experience.</p> |
| Key Ideas | |
| <ul style="list-style-type: none"> - Youth-led is the participatory action framework of a space in which any effort created, planned, implemented, and reflected upon by young people and students is the central ideology and pedagogy. - A Teach-in is an informal learning space where people share knowledge with each other. - Presentation is whichever style of learning and engagement youth and students have prepared for the teach-in experience - The Authentic Audiences are those that affirm all the intersectional identities identified in student visions from Lesson 2 - Reflection on the experience is a key culminating activity to allow students an outlet for their experience as an active participant. | |
| Agenda | Black Lives Matter Principles |
| <ol style="list-style-type: none"> 1. Do Now: BLM Principles Review 2. Whole Group: Mini Lesson 3. Small Group: Lead/Participate in sessions 4. Whole Group: Debrief | <ul style="list-style-type: none"> - Globalism: We see ourselves as part of the global Black family and we are aware of the different ways we are impacted or privileged as Black folk who exist in different parts of the world |

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| 5. Individual: Reflection | <ul style="list-style-type: none"> - Intergenerational: We are committed to fostering an intergenerational and communal network free from ageism. We believe that all people, regardless of age, shows up with capacity to lead and learn. |
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Assessment

Essential Question: How can I challenge oppressive structures and improve the world around me?
 Performance Task 3:

- Presentation, facilitation, etc. of workshop, project, or activity at student-led teach-in OR participation in and reflection on this event

Engage - 8 mins

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| <p>5 min - Do Now</p> <ul style="list-style-type: none"> • Students examine and analyze 2 core BLM principles (specifically Globalism and Intergenerational) and connect it to the essential question: How can I challenge oppressive structures and improve the world around me? <ul style="list-style-type: none"> ○ BLM principles may be posted (either virtually or in-person) ○ Possible activities may be a Jamboard or in-person expo-marker “Graffiti board” response or a silent discussion using passed papers with the BLM principles. Students may write down an analysis to the principle, pass it to their peer, then respond to each other’s ideas. <ul style="list-style-type: none"> ■ If time allows, sharing out powerful connections and responses would be beneficial and collectively empowering. ■ Posting the principles and responses could also be a useful reminder beyond the presentation day to continue to evoke discussion after the week of action <p>3 min - Objective, agenda Share objective, run through agenda</p> <ul style="list-style-type: none"> • Ask a student to contextualize the objective in their project/the overall unit/their own life | <p><u>Materials</u></p> <p>Projected/Posted BLM Principles</p> <p>Group Jamboard or Expo Board etc.</p> |
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Explore - 15 mins

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| <p>15 min - Teach-in</p> <ul style="list-style-type: none"> • Teacher should ensure clarity and organization • All students are in presentation spaces and technology is adequately prepared. • All participants have the master schedule available to them and are shown how to navigate links, locations, rooms, spaces, etc. • Students present and participate in workshop, activity, or project to audience! | <p><u>Materials</u></p> <p>Master schedule of presentations</p> |
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Explain - 10 mins

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| <p>10 mins - Youth-led Teach-in Experience Reflection</p> <ul style="list-style-type: none"> ● As closing, all students (presenters/participants) should respond to essential question(s) regarding the experience as age appropriate in the form of a reflection. <ul style="list-style-type: none"> ○ How is the BLM movement connected to a legacy of social change work and youth leadership? ○ What role does youth leadership play in social change movements? ○ How can I challenge oppressive structures and improve the world around me? ● Options for reflection output are unlimited: written essay, recorded podcast episode, poem, art, etc. ● Parameters for reflection requirements can be up to the teacher's discretion as age-appropriate. | <p><u>Materials</u></p> <p>Reflection document</p> |
| <p>Extend/Evaluate - 15 mins</p> | |
| <p>15 mins - Extension question ideas</p> <ul style="list-style-type: none"> ● Response Questions/stems (but are not limited to:) <ol style="list-style-type: none"> 1. What was your experience participating/presenting in a Youth-led teach-in? 2. What were the positive outcomes for you personally? Negative? Neutral? 3. How was the day received by your peers? 4. What sticks out to you as the most important part of the experience? 5. What was your biggest take-away from this experience? 6. Would you participate in a Youth-led teach-in again? Why or why not? 7. What would you tell a peer who is considering participating or presenting in a future youth-led teach-in? What could they expect? What would you recommend they do to prepare in advance? 8. How does your experience with this teach-in connect back to our essential question: "How can I challenge oppressive structures and improve the world around me?" 9. What oppressive structures were challenged today? 10. What improvements to the world around you were ignited today? | <p><u>Materials</u></p> |
| <p>Evaluate - 10 mins</p> | |
| <p>10 mins - Survey (optional)</p> <p>*Teacher's note: Additionally collecting survey data regarding what went well, what needs to be improved, etc. could help for future opportunities in a Google form, etc. especially if teach-ins become part of your school culture.</p> | <p><u>Materials</u></p> <p>Google form to collect improvement survey data (optional)</p> |