

Students Writing Restorative Justice

by

Rebekah Joy Rentzel

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Capstone Project Facilitator: Abigail Rombalski & Shelley Orr

Content Expert: Joanna Traver

Peer Reviewers: Erin Hustad & Brendan McCaffrey

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Project Description

The need for systemic change has never been stronger. Schools are at a breaking point. In the wake of the uncertainties of COVID and the injustice seen in the racial uprisings after the police murder of George Floyd of 2020, students are dealing with trauma that needs to be addressed in schools. For my project, I created a curriculum overview of units for a Critical Ethnic Studies class. These units focus on creating safe space, supporting student activism, and planting the seeds of a Restorative Justice program at a 6-12 school. The practices of restorative justice, when applied with a cultural shift within the schools, are powerful ways to support students in their healing (Morgan, 2021). Studies find that when students are at the center of creating a restorative system, it is more effective because it directly reflects the needs of those students (Darling, 2019) My research question is: *How can student-written lessons establish a culture of Critical Ethnic Studies and Restorative Practices in a middle and high school?*

The units I will overview include an introductory unit on identity & community building, a model activism project where students teach restorative practices to their homeroom. In the second half of the course students engage in an activism unit where students identify a systemic problem and make a plan for action within their own school or home community. The introduction and model to this second unit will hinge on lessons around restorative practices, in which students will learn about Restorative Justice and Restorative Practice, create their own lessons to teach in a 6-12 homeroom setting, and then share out in their own homerooms. My guiding questions were: *How do we create a cultural shift within a school toward restorative practices? How do we create a structure for students to take leadership in restorative practices? How do we first ensure the safety*

of those who are most vulnerable and marginalized? What does accountability look like while maintaining relationships? And finally, As a performing arts teacher, how can I work with students to create a curriculum rooted in love and justice?

In the first unit on Identity, lessons are based in Arts Literacy and theater for social change. Students will then use the knowledge they gain in CES to create activism projects to make change in their own community. Students will examine a model activism unit in which they take the lead on restorative practices within the school. Through these lessons, students will write Professional Development (PD) to be shared with the staff and curriculum on restorative practices to be taught to students in Crew. The basis of these lessons will be acting out scenarios of restorative circles so students learn what to expect. Special attention will be given to how to process feelings through trauma-informed techniques. There will be space for questions about the process before an event happens during these lessons. First, we will complete a test-run with three crews to receive feedback. Next, the students will deliver the lessons to the staff as PD. Ultimately, the goal is that crew lessons will be facilitated by students and the Crew Leader (homeroom teacher). Lessons will prepare students, staff and families to participate in a self-sustaining system of restorative practices and circles within the school.

The school setting for this project is a small school within a large urban district. There are around 450 students in grades 6-12. All students in grades 9-10 within the school will take the newly required Critical Ethnic Studies semester-long course in the Fall of 2022. Our school is comparatively wealthy (based on free reduced lunch numbers) and White (58% vs 22%) compared to the majority of district schools. Currently, school

behavior policies most often impact students of color who are already in the minority. One of the major goals of introducing Restorative Justice is to reduce the harm of punitive discipline for students of color, and to create space to address harm within the school.

The curriculum overview uses the Understanding by Design planning method (Wiggins and McTighe, 1998), and includes two major units: The first unit uses Arts Literacy performance cycle (Landay and Wooton, 2012) and Theater for Social Change (Boal, 1985; Madell and Wolf, 2003; Rhod, 1998) as models of how to build community, develop safe space, and share about identity through the arts. In the second unit, students will examine a model activism unit in which they take the lead on sharing Restorative Practices (Boyes-Watson and Pranis, 2015) within the school by designing their own Social Emotional Learning lessons to teach to other students (Berger, Vilen, & Woodfin, 2000). Finally, students will then use the knowledge they gain in CES to create activism projects to make change in their own school community. The ES framework used in this project was a collaborative process constructed by ES Course Development Cohort, and informed with feedback and input gathered from the ES Steering Committee and SEAB members. The goal of the project is to promote student leadership in shifting schools towards a more just and equitable environment, and to embed restorative practices into a CES classroom itself.

The last thing to note in this project is that it is only a snapshot in time. These units will be filled in by lessons created by the ES Course Development Cohort, SEAB student written lessons, and more. I have attempted to outline the school year, key dates and times, and leave ample room for rest, time to catch up, and time for fun.

UNIT OVERVIEWS

Critical Ethnic Studies

Identity - UbD Unit Outline

<u>Stage 1 - Desired Results</u>		
Established Goals	Transfer	
<p>SPPS CES Standards 1. Examine the personal and historical development of identity and its intersectionalities, including concepts of race, ethnicity, gender, sexual orientation, and religion.</p> <p>4.2.B Engage in self reflection and internal healing practices with self and others in order to humanize each other.</p> <p>MN Theatre Arts Standards HS Connect 10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p> <p>9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.</p>	<p>Students will be able to independently use their learning to... Speak about identities such as race, ethnicity, gender, sexual orientation, religion in respectful/ culturally relevant ways</p> <p>Analyze the personal and historical impact of intersecting identities for their own stories, and the stories of others. (story - art, history, personal narrative, etc.)</p>	
	Meaning	
	<p>Understandings Students will understand that... Foundations of a Critical Ethnic Studies</p> <p>Community building techniques to build trust creates safe space (active listening, self-awareness)</p> <p>The way racial and ethnic identities were formed in the US and ways to respectfully identify groups (by their own standards)</p> <p>Ways to identify, analyze, and use different artistic mediums</p>	<p>Essential Questions</p> <p>What is Critical Ethnic Studies?</p> <p>Who are we & how do we be together?</p> <p>How do we hold space for ourselves & others?</p> <p>What is critical consciousness? What systems of inequality do we know of?</p> <p>What is racism? What is ethnicity? What are different ways to name identities?</p> <p>What are forms of resistance? What does it mean to be anti-racist?</p>

<p>(Framework of Arts Standards - Create, Perform, Respond, Connect)</p> <p>MN ELA Standards 10 10.3.1.1 Exchange ideas through storytelling, discussion, and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.</p> <p>a. Exchange ideas on grade 10 topics, texts, and issues from social studies and science.</p> <p>b. Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>d. Develop conflict resolution strategies</p>	<p>How to use the creative process and use art to express and share their own identities</p>	<p>How does art help us to imagine new possibilities?</p>
<p>Acquisition</p>		
	<p>Students will know... Vocabulary on Identity: Race, racism, ethnicity, ethnic identities, gender, sexual orientation, religion, abilities, self, family, community etc.</p> <p>Rituals and routines of the classroom (building community, warmups, journaling and reflection, work time expectations)</p> <p>Stages of the artistic process</p> <p>4 forms of artistic self-expression (poetry, theatre movement, collage, dance)</p> <p>Critical Response Theory (Dance)</p>	<p>Students will be skilled at... Naming identities in respectful/ culturally relevant ways</p> <p>Active Listening Skills (one on one, small group, performance)</p> <p>Using each medium, identifying their preferred medium(s)</p> <p>Giving specific and supportive feedback to classmates</p>

Stage 2 - Evidence and Assessment

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Identity- Names a part of your identity important to you, or the intersections of several. ● Craft - Use of artistic 	<p>Performance Tasks</p> <hr/> <p>Identity Project Identify your own racial and ethnic identities, those of your family. How do those identities interact with your community</p>

<p>medium shows care and detail.</p> <ul style="list-style-type: none"> • Community - Supportive audience response to works, gave kind and specific feedback when asked • Reflection - You have chosen an artistic medium to explore and can explain why you chose it. Can compare intention vs. impact with an audience. Identify how the intersections of identity show up in your work and the work of others 	<p>(school, home, friends, etc)? Choose an artistic medium that best helps to tell your story. Present your creative project to the class. Learn about your class community by listening to and learn about others' identities respectfully, build community by learning about others through their art.</p> <p>Reflection</p> <p>Written reflection, 1-3 paragraphs Identify how the intersections of identity show up in your work and the work of others* *Who were you, who are you, who are you going to be? * What was your artistic intention in making this piece? *Did your intention match your impact on the audience? *Did you feel good about your own work? *What would you do differently next time? How did other people's work impact you? where did you connect, what surprised you, where were you challenged? *What do you want to learn more about next?</p>
	<p>Other Evidence: Formatives</p>
	<ul style="list-style-type: none"> • Journal Entries (esp on forming identity, community skills) • Posters for Classroom Community • Daily Art - I am From poems, art, dance, etc.
<h2><u>Stage 3 - Learning Plan</u></h2>	
<p>Summary of Key Learning Events and Instruction - see document on next pages</p>	

Identity Unit Lesson Outlines, Weeks 1-3 September

Week, Month	SEPT Week 1		SEPT Week 2		SEPT Week 3	
Day	Day 1	Day 2	Day 1	Day 2	Day 1	Day 2
Grounding Principle	Intro all 7	7 Principles Deep Dive	Self Love	Honor	Community	Critical Consciousness
Guiding Questions	What is a Critical Ethnic Studies Class?	Who are we & how do we be together?	How do we hold space for ourselves?	How do we hold space for others?	How do we share our cultural wealth?	What is critical consciousness? What systems of inequality do we know of?
Learning Target	I can name what CES class is and isn't, I can identify rituals & routines in class, & my own interests/fears	I can learn everyone's name	I can identify different ethnic identities and name some of my own. I can write an I am an "about me" poem	I can listen to others and give a supportive response	I can learn one thing about everyone in the class. I can share one fact or one line of poetry about myself with movement.	I can explain what a critical response is, & what critical consciousness is. I can create a visual art piece in response to my own identity.
Summative	Intro Identity Projects					
Formatives			Draft Topics ID Proj		Share a line of your poem or about me	Turn in ID project draft/proposal
Ignite - Pulls you in / Prior Knowledge						

Warmup Game	Name Game, A Stress Relief Game?	Common Ground & 4 Corners - speak up/ step back	Mirror Walks / Why are You Here? - Active Listening One on One	A Really Fun Game	Follow the Leader - listening w your body	
Breathwork	3 Deep	3 & Stretches	Heart Breath			
Do Now: Quote or Check In Question of the Day			Review Guidelines,	First Day of Hispanic Heritage Month!	Review Identity Pieces, How do we talk about them	
Chunk - New Info	Meet Rebekah (use the About Me Handout and Quiz as a model) & Meet the Class Syllabus (VALUES)	Rights & Responsibilities// Safe Space/Brave Space/ Who Are We? (VALUES)	What is identity here? What are ethnic identities? How to listen to others one on one? History of the Movement	How to listen to others in a small group. History of the Movement - What is going to be a struggle?	How to Listen Whole Group/ Name expectations/ is it different kinds of performances	Listen & Reflect
Models	QUOTES Gallery Walk...	Poster Gallery Walk (Take a Class Walk, Listening, where are the fire exits? & sensory walk for poem practice?)	Poems (with Images?) - with a focus on sharing about yourself, self love	Acting/ Movement & Examples of Student Identity Projects		Artist Statement - What is an artist's statement/ artist's reflection?

Examples from..	(Activism Examples, Quotes, Why Now?)	Human Rights Commission Video	Poems Identity Project Examples - I am from poems/ About Me Scripts	Theatre - Movement	Theatre - Movement	Visual Art - Poems N Art (Video, or Collage)
Chew - Digest it	Rebekah & Syllabus Trivia	Create the Ground Rules	Write About Me Scripts	Small Group Shares	Share About Me Scripts or Lines	Revise to a New Medium
Demonstrate Learning	Meet Rebekah/Syllabus /CES Quiz	Posters?	Write "About Me" Scripts	Rehearse "About Me" Scripts	Present About Me Scripts	" "
Review	How to Journal - About Me Quiz - Questions/ Concerns/ Cleanup	Safe Space Journal	writing = is this easy or hard for you? easier in some subjects than others? languages? best thing you've ever written or are most proud of?	How do you listen to others' poems? How do you respond to movement?	A Response to Someone Else	1. How was adding visual art? 2. How do you respond to photography or visual images? 3. What is your artistic intention in making this piece (what do you want to say? Why did you choose this medium)?

Identity Unit Lesson Outlines, Weeks 5-7 October (break on week 4)

Week, Month	OCT Week 5		OCT Week 6		OCT Week 7
Day	Day 1	Day 2	Day 1	Day 2	Day 1
Grounding Principle	Resistance	Hope	Visualization	Visualization	Review all 7
Guiding Questions	What is racism? What are forms of resistance?	Why is collective hope needed as a form of resistance? What does healing intergenerational trauma look like for you?	What transformative resistance? What is a collective narrative? Why is it important to use imagination for this?	How does art help us to imagine new possibilities?	What is Critical Ethnic Studies as we move into studying histories of oppression and resistance with a critical lense?
Learning Target	I can use art to express my own identity. I can define the term system racism and name forms of resistance to it.	I can rehearse my identity project for a small group. I can give and receive feedback (using the critical response method?)	I can share a part of my identity with the class using artistic expression in a medium of my choice.	I can hold space for learning about the identities of my classmates. I can hold space as an audience member for different types of artistic mediums.	I can identify the new goals of the CES class, review the rituals & routines in class, review my own interests/fears. I can reflect on my identify project, and identify areas of new learning in the next unit
Summative			Share Identity Projects with the Class	Share Identity Projects with the Class	Reflections on ID projects (Due next class, introduce and explain today)
Formatives	Outline & Draft Identity Project	Share Identity Projects in Small Groups for Feedback			

Ignite - Pulls you in / Prior Knowledge Warmup Game	review				Name Game, A Stress Relief Game
Breathwork	review				3 Deep
Do Now: Quote or Check In Question of the Day	Welcome Back! Review Weeks 1-3 National Bullying Prevention Month/				7 Principles review
Chunk - New Info	Let's talk about Racism.	Let's talk about healing - collective and personal.	students present	students present	Safe Space/Brave Space/ Who Are We? (VALUES as we move into talking about Systemic Oppressions)
Models	What is art as liberation? Project Rubric Review	Students take time to Revise Rubric, Review each other's work as the models today			An Artists Reflection
Examples from..	Dance	Photography			
Chew - Digest it	Rehearsal / Workshop Time - Developing your piece	Share Identity Projects in Small Groups for Feedback			Talking through the reflection questions on our feet, pair and share
Demonstrate Learning	1-3 example shares	1-3 example shares	Share Identity Projects with the Class		Revise the guidelines for learning directly about oppressions

Review	Artistic intention and medium, what's flowing, what's blocked? What is your definition of racism?	How was receiving feedback? How was giving it? What does healing look like for you?			Safe Space Journal PT 2

Critical Ethnic Studies

Activism - UbD Unit Outline

<u>Stage 1 - Desired Results</u>					
Established Goals	Transfer				
<p>SPPS CES Standard CES - Synthesize and evaluate problems, analyzing root causes, and studying historical and contemporary contexts to plan and implement actions that transform and strengthen their communities</p> <p>CES 4.2.A Students will plan, create and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</p> <p>2.B Engage in self reflection and internal healing practices with self and others in order to humanize each other.</p> <p>Theatre - 4.9.2.3.1 Create - Synthesize original ideas into an original work, utilizing critical analysis, historical and cultural context, and research.</p> <p>ELA - 10.3.2.1 Select and use the most applicable style of communication, appropriate</p>	<p>Students will be able to independently use their learning to... identify a need or injustice in your community to and develop a plan to take action to address it</p> <p>share your findings with your class through a workshop</p> <p>create change in your community by taking action</p> <p>reflect on your process, and identify how your intentions match your impact.</p>				
	Meaning				
	<table border="1"> <thead> <tr> <th>Understandings</th> <th>Essential Questions</th> </tr> </thead> <tbody> <tr> <td> <p>Students will understand that...</p> <p>Critical Ethnic Studies as a framework for evaluating histories of oppression and resistance (specifically within communities of color)</p> <p>systemic racism and how it impact their community directly</p> <p>Their own power and ability to effect change in their community through planned, intentional action. They will understand the steps to</p> </td> <td> <p>What is Critical Ethnic Studies as we move into studying histories of oppression and resistance with a critical lense?</p> <p>How do we hold space for ourselves & others?</p> <p>How do I apply critical consciousness to the systems of inequality that I know of?</p> <p>How do I identify my resources and community cultural wealth?</p> <p>Why is collective hope needed as a form of resistance?</p> </td> </tr> </tbody> </table>	Understandings	Essential Questions	<p>Students will understand that...</p> <p>Critical Ethnic Studies as a framework for evaluating histories of oppression and resistance (specifically within communities of color)</p> <p>systemic racism and how it impact their community directly</p> <p>Their own power and ability to effect change in their community through planned, intentional action. They will understand the steps to</p>	<p>What is Critical Ethnic Studies as we move into studying histories of oppression and resistance with a critical lense?</p> <p>How do we hold space for ourselves & others?</p> <p>How do I apply critical consciousness to the systems of inequality that I know of?</p> <p>How do I identify my resources and community cultural wealth?</p> <p>Why is collective hope needed as a form of resistance?</p>
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<p>to task, purpose, audience, and discipline, following ethical and safe communication practice</p> <p>ELA - 10.3.1.3 Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work</p>	<p>engage in their chosen work, and how to rely on their community wealth and resources to bring the work to fruition.</p>	<p>What transformative resistance? What is a collective narrative? Why is it important to use imagination to engage in social change?</p>
<p>Acquisition</p>		
	<p>Students will know... Vocabulary on Activism: Organizing, collective action, political action, art activism,</p> <p>Rituals and routines of a workshop setting (checkin, how to structure work time, group roles)</p> <p>Deeper dive into self-expression (poetry, theatre movement, collage, dance, or chosen medium)</p>	<p>Students will be skilled at... Naming identities in respectful/ culturally relevant ways</p> <p>Ways to evaluate and select, and use different mediums of communication and action (artistic mediums, written, social activism, etc)</p> <p>Research techniques (ways to use community and family resources, library for research, etc)</p>

Stage 2 - Evidence and Assessment

Evaluative Criteria	Assessment Evidence
<p>Activism- Synthesize and evaluate problems, analyzing root causes, and studying historical and contemporary contexts to plan and implement actions that transform and strengthen their communities</p> <p>Craft - Use of communication medium (artistic, written, social activism) shows care and detail.</p> <p>Community - Supportive audience response to works, gave kind and specific</p>	<p>Performance Tasks</p> <p>Activism Project Identify a need or injustice in your community that is important to you. Choose a workshop project style to explore and be able to explain why you chose it. Explain how it will make change and promote equity in your community. Share your project as an interactive workshop with the class and community partners. Participate as an active audience member in other's presentations and give kind specific feedback. Exemplary work for this project is implementing your project in the community in January (or appropriate extension work as suggested by the student).</p> <p>Reflection 1-2 Page Paper, Answers each question in the CER method (claim, evidence, reason or explanation of why), Written in</p>

<p>feedback when asked</p> <p>Reflection - You have chosen a communication medium to explore and can explain why you chose it. Can compare intention vs. impact with an audience.</p>	<p>paragraph form with a short intro, a body, and a conclusion. Must clearly answer three questions: 1. What was your intention in this activism project? (Who are you? Who is your community? What need did you want to meet? What did you want to say? Why did you choose this medium) 2. How did the community impact or respond to your project? (How did your workshop impact others? Did it have the intended effect? Were there any surprise results? How did other students' workshops impact you?) 3. What do you want to learn more about next?</p>	
	<p>Other Evidence: Formatives</p>	
	<ul style="list-style-type: none">● Journal Entries (esp on reflections of how studying oppression and resistance impacts your own views)● Project Proposal● Rehearsal Check-ins	
<p><u>Stage 3 - Learning Plan</u></p>		
<p>Summary of Key Learning Events and Instruction - see below</p>		

Activism Unit Lesson Outlines, Weeks 7-9, October & November

Week, Day	Week 7 Oct	MEA so no Thurs or Fri	Week 8 Oct	Latinx Fam Culture Night!	Week 9 Nov (Monday is Halloween)	/ Am Ind. Heritage Month
Day	Day 1	Day 2	Day 1	Day 2	Day 1	Day 2
Grounding Principle	Review all 7	7 Principles Deep Dive	Self Love	Honor	Community	Critical Consciousness
Guiding Questions	What is Critical Ethnic Studies as we move into studying histories of oppression and resistance with a critical lense?	Who are we & how do we be together?	How do we hold space for ourselves?	How do we hold space for others?	How do I identify my resources and community cultural wealth?	How do I apply critical consciousness to the systems of inequality that I know of?
Learning Target	I can identify the new goals of the CES class, review the rituals & routines in class, review my own interests/fears. I can reflect on my identify project, and identify areas of new learning in the next unit	I can say everyone's name; I can describe the pieces of an activism project.	I can identify different forms of oppression and resistance. I can identify how I show myself self-love through this learning journey. I can write <i>an I am Poem (or About me Script?)</i>	I can listen to others and give a supportive response. I'm starting to name some of my own, either that I've experienced or that I've participated in?	I can learn one thing about everyone in the class. I can share one fact or one line of poetry about myself with movement.	I can use critical consciousness to identify a need or injustice in my community. I can create an activism project proposal that takes action to address it.
Summative		Reflections on ID projects	Histories of Oppression & Resistance: Shared Learning Day	Activism Project	Research Day	Activism Project SUM: Outline & Draft Activism Project

Formative		Intro Activism Projects		Draft Topics ID Proj		
Ignite - Pulls you in / Prior Knowledge/ Maybe it's engaging with the guiding questions?				What's a time you did something and wanted to apologize? or wanted an apology? How did that go?		Review Guidelines
Warmup Game	Name Game, A Stress Relief Game	Common Ground & 4 Corners - speak up/ step back	Mirror Walks / Why are You Here? - Active Listening One on One	A Really Fun Game		Mirror Walks / Why are You Here?
Breathwork	3 Deep	3 & Stretches	Heart Breath			Heart Breath
Checkin	7 Principles review	Which of the principles speaks to you?	Self Love - what strategies do you use?	Honor		
Chunk - New Info	Rights & Responsibilities// Safe Space/Brave Space/ Who Are We? (VALUES as we move into talking about Systemic Oppressions)	What is an injustice or a need? How do you identify it?/ Review Current Project Guidelines		Review the Activism Project Guidelines & Rebekah's RJ in Crew Proposal	It's for sure a jigsaw day, you can opt into a group to learn about oppression and resistance (WINDOWS AND MIRRORS).	What is identity here? What are ethnic identities? How to listen to others one on one?

Models/ Examples	An Artists Reflection	Project Examples by Students		Rebekah's RJ in Crew Project Proposal		Identity Project Examples - About Me Script Examples
Chew - Digest it	Revise the guidelines for learning directly about oppressions	Compared with Past Project Examples by Students		Do a section of the RJ workshop, circles, act out a section	More time than usual here for share outs	Write Scripts or time to work on your art
Demonstrate Learning		Use Guidelines to review a project and Revise the Guidelines - What makes a good activism project?		Show examples of scenes		Show-Offs, examples of art, or space for questions
Review	Safe Space Journal	Review: What are the pieces of an activism project? Questions/ Concerns on Projects/ What could your Research Question be? What is an issue important to you, or a need or injustice that matters to you or your community?	How will you show yourself self love through this learning journey?	What is RJ? What is a Restorative Circle? What kind of Project would you want to do?// SO MUCH CARE Here: What oppressions or harms have you experienced? participated in? Write a draft of a question, or what injustices you want to address?		

Activism Unit Lesson Outlines, Weeks 1-5 of Quarter 2, November & December

Week, Day	Nov Week 1 14-18, First Week Q2		NOV Week 2 Nov	Thanksgiving week	DEC Week 3 & 4 - Conferences & the play
Day	Day 1	Day 2	Day 1	Day 2	Day 1 & 2
Grounding Principle	Resistance	Hope	Visualization	Visualization	
Guiding Questions	What is systemic racism? What are forms of resistance?	Why is collective hope needed as a form of resistance? What does healing intergenerational trauma look like for you?	What transformative resistance? What is a collective narrative? Why is it important to use imagination for this?	How does art help us to imagine new possibilities?	
Learning Target	I can define the term systemic racism and name forms of resistance to it.	I can rehearse or share part of my activism project for a small group. I can give and receive feedback (using the critical response method)	I can share a part of my identity with the class using artistic expression in a medium of my choice.	I can hold space for learning about the identities of my classmates. I can hold space as an audience member for different types of artistic mediums.	
Summative	Quiz Day?	Rehearse & Share w Group in Class	Rehearse & Share w Community Expert	Revisions for In-Class Presentations	In-Class Workshops (Group by Type or spread out - performance vs workshop vs action vs art exhibit?)
Formative					

Ignite/ Warmup Game/ Breathwork/ Check In	Student Choice - sign up for nov or december to lead		Student Choice		
Chunk - New Info		How to listen to others in a small group. History of the Movement - What is going to be a struggle in being an audience member? What lense are you bringing, what feedback is helpful?	How to receive feedback from community		'How to Listen Whole Group for a Workshop
Chew - Digest it		Workshop in Groups by your Medium,	Workshop in Groups by your Medium, plan time in class or out of class to meet w your community expert		'
Demonstrate Learning	Summative quiz	Class Share Option, 1 min	Class Share Option, 1 min		'
Review		plan time in class or out of class to meet w your community expert next week			'Reflections on In-Class Workshops in Week 5 (week before winter holidays, time for makeups)

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