



## Course Overview

### Grade 8

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<b>Overview</b>	
<b>Learning Goal</b>	
In Grade 8, students will explore the theme of injustice: what it means, how it manifests in everyday life, and how it contributes to larger social dynamics. Students will also evaluate our shared values, discuss why it is important to ensure equality among all people, and brainstorm ways to promote equality and justice in their own lives.	
<b>Lesson Scaffold</b>	
<b>Lesson 1</b>	What is Injustice to Me?
<b>Lesson 2</b>	What is Injustice to Other People?
<b>Lesson 3</b>	What are our Shared Values and Why Should Everyone Be Treated Equally?
<b>Lesson 4</b>	What Can We Do?
<b>Lesson 5</b>	Take Action!
<b>Learning Objectives</b>	
<ul style="list-style-type: none"><li>• Students will understand the causes and effects of global injustice and inequality.</li><li>• Students will become cognizant of the effects of these forces in their own lives.</li><li>• Students will become empowered to promote equality and justice in their everyday lives.</li></ul>	



## Grade 8 Lesson 1

“What is Injustice to Me?”

**Time Frame:** 40 minutes

**Subjects:** Social Studies, Civics, History

**Standards:** Peace, Justice, and Strong Institutions (SDG 16)

**Designed by:** Maria Lee

**Summary and Rationale:** Students will be asked to think about the times they each personally faced “injustice.” They will be encouraged to reflect on what had happened, why they thought the situation was unjust, and how they felt throughout the entire experience. We would eventually like students to be able to understand what injustice means, to identify moments when others are facing injustice, and to act on it as social agents. However, in order to be able to progress through these stages, each student will first need to identify and experience injustice first-hand so they can have an easier time relating to others facing injustice.

**Instructional Goal:** To encourage students to identify and to reflect on times they personally experienced injustice (i.e. to build intrapersonal skills and introspective reflection abilities)

### Understanding Goals/Essential Questions:

- What is injustice to me?
- How do I define injustice?
- How do I feel when unjust incidents happen to me?
- How did/does injustice affect me?

### Student Learning Objectives (Students will be able to):

- Identify moments they experienced certain emotions
- Describe and categorize those emotions
- Translate those feelings into words
- Reflect on why they experienced those emotions

**Assessment:** Informal checks for understanding.

### Sequence of Activities:

- Teacher hands out a post-it to each student and asks them to write a definition for “injustice.”
- Teacher collects the post-it notes and puts them in a bag.
- Teacher facilitates discussion on the question: “Have you ever experienced injustice?”



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- Refrain from giving any examples to the students so that this will not affect students' answers.
- While facilitating, teacher makes sure that the student who shares addresses: what happened, why it was unjust, how they felt, how they reacted to it.
- When it is almost time to finish, teacher pulls out the bag with definitions and gives it to the students. The bag will go around so that each student can pull one out and read aloud the one they pick.
- Ask open-ended questions about the definitions that come up: What do you think about these definitions? How would you define injustice? Do you want to add anything?
- As a class, students and teacher come up with one concrete definition of "injustice."

## Resources for Teachers:

- Ten Strategies for Effective Discussion-Leading: <http://tiny.cc/G8L1R1>



## Grade 8 Lesson 2

“What is Injustice to Other People?”

**Time Frame:** 40 minutes

**Subjects:** Social Studies, Civics, History

**Standards:** Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

**Designed by:** Maria Lee

**Summary and Rationale:** Now that students have been able to identify moments of injustice in their personal lives, it will be necessary to develop the ability to recognize injustice happening in their surrounding environment, whether it is in the local community or global context. Students must be able to view injustice from another person’s perspective in order to realize that they themselves must become social agents fighting for justice on other people’s behalf.

**Instructional Goal:** To be able to place themselves in another person’s position to recognize and to acknowledge instances of injustice occurring in their context.

### Understanding Goals/Essential Questions:

- What is injustice?
- What does injustice look like?
- How do other people interpret or define injustice?
- Where is injustice happening right now?

### Student Learning Objectives (Students will be able to):

- Identify instances where people experience injustice
- Examine and assess whether someone is experiencing injustice in a given situation

**Assessment:** Informal checks for understanding and group discussion. Additionally, since not all students will have the chance to share their experiences, they will be asked to write about it (while reflecting upon the discussion questions from today’s class) in a free-writing style for homework.

### Sequence of Activities:

- Review definition of “justice” that the students developed in Lesson 1.
- Keeping that in mind, teacher presents students with a photo of a group of people getting ready to compete in a race (see photo in the resources section below).
- After students analyze the photo for a while, students are put into pairs to share their thoughts. No specific questions are asked by the teacher.



- The class comes back together and teacher facilitates discussion touching upon:
  - What is this picture about?
  - What is happening in the picture?
  - Who are the participants in the race?
  - What does the referee say?
  - Why does the referee say this?
  - How or how isn't he saying the "correct" phrase?
  - Is this race truly "fair?"
  - What makes a race fair?
  - Why is/isn't it fair? (Teacher plays devil's advocate)
  - Touch upon:
    - Different perspectives/circumstances
    - How we can interpret things differently from a different perspective
- Place discussion within a bigger context:
  - Were there ever instances of injustice taking place in our surroundings (not directly to us, though)?
  - Did you notice it?
  - Did other people near you not notice it?
  - Were there times when you didn't notice it, but other people did?
  - Why do you think there are such differences between people?

## Resources for Teachers:

- Image below:





## Grade 8 Lesson 3

“What is human dignity? What are our shared values? Why should everyone be treated equally?”

**Time Frame:** 40 minutes

**Subjects:** Civics, Social Studies, Language and Communication

**Standards:** Peace, Justice, and Strong Institutions (SDG 16)

**Designed by:** Wendi Cui

**Summary and Rationale:** In this lesson, students will explore the concepts of human dignity, social dilemma, etc., and understand the nature of humanitarian acts. Afterwards, they will reflect on what they can do as bystanders.

**Instructional Goal:** Students will build the shared value of humanity.

### Understanding Goals:

- Students will learn about social rules, human dignity, dilemma, social pressure, role of bystanders, and humanitarian acts.

### Essential Questions:

- What is human dignity?
- What can we do to protect human dignity?
- What are the risks?

### Student Learning Objectives (Students will be able to):

- Understand the meaning of human dignity
- Identify a social dilemma and tell the difference between the roles in the dilemma
- Explain the reason and risks in conducting humanitarian acts
- Reflect on their own role in everyday life

**Assessment:** Informal checks for understanding and participation in the group discussion.

### Sequence of Activities:

- **Opener (5 minutes):**
  - Students discuss in pairs to define concepts of “human dignity,” “social dilemma,” and “bystanders”, then share their views with class. See definitions in “Key Definitions” below.
- **Class Reading (8 minutes):**



- Teachers can use “The Brave Shopkeeper” listed in the resource section below, but they are also encouraged to find a story in the national/local context.
- **Pair Discussion (10 minutes):**
  - Pair discussion on guided questions from the reading.
- **Class Discussion (10 minutes):**
  - Class discussion on guided questions.
  - Teacher’s presentation of key definitions.
- **Conclusion (7 minutes):**
  - Reflection on other real-life examples.

#### Resources for Teachers:

- Center for Civic Education, Examining Conflict Resolution: <http://tiny.cc/G8L3R1>
- RCRC Humanitarian Education: <http://tiny.cc/G8L3R2>
- Red Cross Lesson Plan on Humanitarian Education: <http://tiny.cc/G8L3R3>
- Humanitarian Learning Portal: <http://tiny.cc/G8L3R4>
- World’s Largest Lesson: <http://tiny.cc/G8L3R5>

#### Key Definitions:

- **Human dignity** can be defined as (self) respect.
- A **bystander** is someone who is aware of an incident, without being involved, where the life or human dignity of others is in danger. The bystander has to decide whether to act or not, because doing either may put them — or the people they are trying to protect — at risk, physically or materially. Either choice can have complex and long-term consequences for all involved.
- **Social pressure** is the influence exerted by family, friends, or other groups of people that puts pressure on an individual to behave in a particular manner.
- A **dilemma** is a situation that requires a choice between options that are or seem equally unfavourable or mutually exclusive.
- A **humanitarian** act is an act carried out to protect someone whose life or human dignity is in danger, especially someone whom one would not ordinarily be inclined to help or protect. Such acts are likely to involve personal or material risk.



## Grade 8 Lesson 4

“What Can We Do?”

**Time Frame:** 40 minutes

**Subjects:** Social Studies, Language Arts

**Standards:** Peace, Justice, and Strong Institutions (SDG 16)

**Designed by:** Xin Miao

**Summary and Rationale:** In this class, students are expected to identify one situation where they have encountered injustices/seen injustices happen to other people, and analyze that situation.

### Instructional Goals:

- Students are expected to develop the awareness to recognize differences, respect shared values, empathetically approach human interaction, and actively seek solutions to address injustices.
- Students are asked to discover one unjust situation in their personal life, in school, in the community or from news reports.

**Understanding Goal:** Justice is a complex topic which may appear to be subjective and may heavily depend on the perspective of the parties involved. It is complex, yet plausible to address and resolve some unjust situations.

### Essential Questions:

- What is injustice to me?
- What is injustice to others?
- In a shared world we live in, what are the shared values?
- What causes injustice?
- Who are the major parties involved in unjust situations?
- Who is responsible to correct an injustice?
- Does how you perceive an injustice depend on which side you're on?
- Would you address injustices if they happen to you? Why or why not?
- If yes, how would you do so?

### Student Learning Objectives (Students will be able to):

- Engage in teamwork, communication, and oral presentation skills.
- Apply knowledge from previous 3 classes and personal experience to solidify the concept of justice, differences, peace, and shared values such as empathy and respect.
- Develop analyzing skills to identify parties involved in an unjust situation and dig into causes of an unjust situation



## Assessment:

- Student Self-Assessment: students will reflect on how well they engaged with their peers and how well they presented their ideas to the class.
- Teacher Evaluation: written feedback and comments on students' self-assessment.

## Sequence of Activities:

- **Warm-Up:** Invite students to share injustices that they have experienced.
- **Input:** Present photos or videos of injustices in different situations (e.g. specific court cases that are region- and country-specific).
- **Form Groups:** Identify and analyze one unjust situation. Describe ways in which it could be made just.
- **Group Presentation:**
  - Students present to the class how they sought to correct injustices in their respective groups. As a class, students discuss the solutions proposed by groups, focusing on the definition of justice and perspective
  - Students try to answer the following questions:
    - Does perspective matter?
    - Whose perspective matters?
    - Why does perspective matter and how does it relate to justice, if at all?

## Resources for Teachers:

- *Justice* by Michael J. Sandel



## Grade 8 Lesson 5

### “Creatively Seeking Solutions to Address Unjust Situations”

**Time Frame:** 60 minutes

**Subjects:** Social Studies, Language Arts

**Standards:** Peace, Justice, and Strong Institutions (SDG 16)

**Designed by:** Xin Miao

**Summary and Rationale:** In this class, students are expected to build on the previous session and strive to outline a list of challenges they encountered when proposing solutions. As a class, students pick one injustice they want to address and prepare a detailed plan on how to address this injustice.

#### **Instructional Goals:**

- Students seek solutions to the situation they agreed upon as unjust.
- Students learn to develop action plans to address injustices.

#### **Understanding Goals:**

- Students will understand that they have the power to effect change in real-life situations of injustice by working collaboratively and exploring examples of changemakers who addressed injustices.

#### **Essential Questions:**

- Who are the people who address injustice?
- How do people address injustice?
- What can an individual do to address injustice?
- Does everyone in a community always agree on what is just and unjust?
- When tackling an unjust issue, what are the steps a group must take?
- What would different institutions do to address injustice, such as social media, law enforcement body, government, etc.?
- What is the difference between grassroots efforts and political efforts?

#### **Student Learning Objectives (Students will be able to):**

- Build analyzing, negotiation, communication, and oral presentation skills
- Research and analyze a social justice movement
- Synthesize research and formulate a strategy

#### **Assessment:**



- Students write a reflection on how they understand injustice, and how they believe this compares to the way they communicated their ideas during class.
- Teacher evaluation is a set of comments and feedback to the students' reflections.

## **Sequence of Activities:**

- Step 1 (10 minutes): Teacher introduces several social justice movements that are context-specific or globally recognized and asks students to look for similarities/differences in the movements.
- Step 2 (5 minutes): Students are asked to reflect on the previous class and the topics they presented in small teams. Students then vote on a topic to discuss in class.
- Step 3 (25 minutes): Students discuss the topic of injustice and brainstorm possible solutions. Students think about the stakeholders that the injustice affects and map the perspectives of the stakeholders on the board (how different groups feel about it).
- Step 4 (15 minutes): Students deliberate on a solution that would address the interests of most stakeholders. Students plan and present their solution.
- Step 5 (5 minutes): Closing remarks and reflections.