

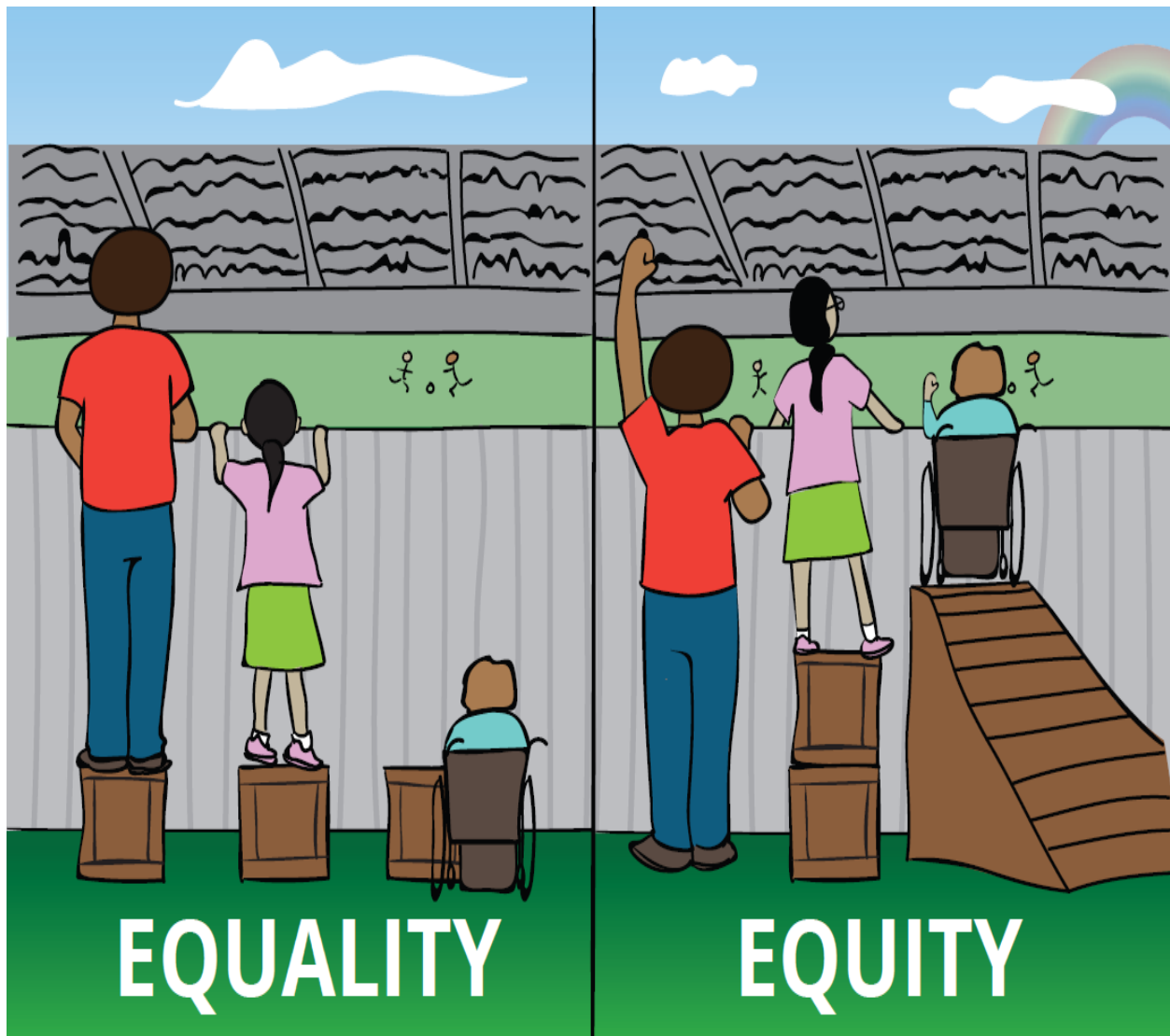
Lesson Plan

Kids' Equality / Equity

Adult Education social justice lesson

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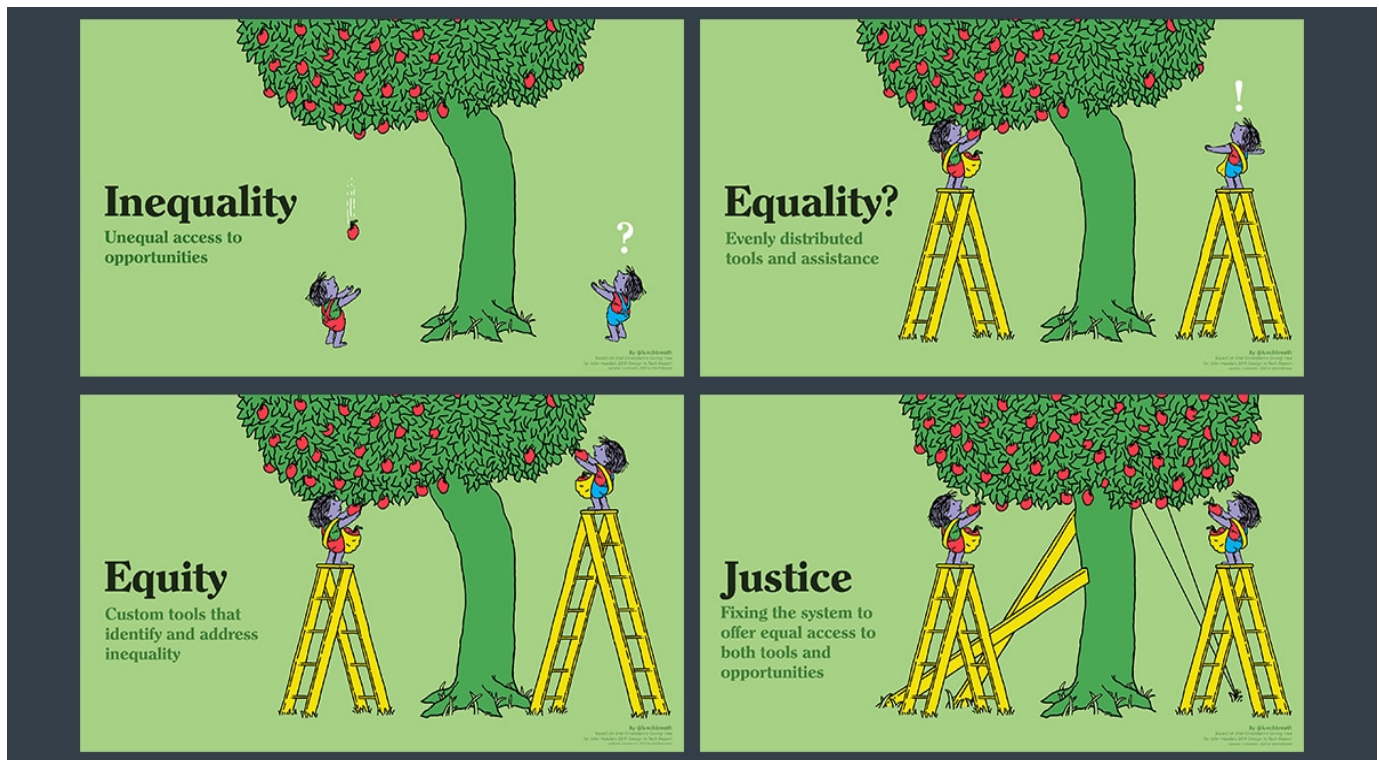
HUC Fall 2021



- 1) **Core Concept** - living in an unjust world
 - promoting equity.
 - understanding a child perspective, and
- 2) **Essential Questions** -
 - What challenges exist in a child's life?
 - What skills are children lacking?
 - What makes one child different from another?
 - Do your kids start at the same place?
 - Do they have the same opportunities?
 - How are coping skills different between children?
 - What are the differences between equality, equity and justice?
- 3) In our lesson we will be addressing how underlying, sometimes invisible factors across gender, race, sexual orientation, and nationality (in addition to one's intersecting identities) as well as privileges, contribute to different starting points and thus lead to different outcomes.

By the end of the unit our learners will:

- Think and reflect on childhood experiences and consider other children's experiences regarding abilities, possibilities, and equity/inequity.
 - Know and understand a child's perspective. Children cannot achieve the same results despite similar opportunities.
 - Develop understanding and cultivate empathy toward the frustration of children whose opportunities are unjust.
 - Be able to take a stand to promote equity for children who are not served justly.
 - Be able to find solutions that create greater equity for individual children.
- 4) **Assessment:**
 - Students will be able to explain why similar opportunities lead to different results amongst children.
 - Students will perceive the need for social justice for the children who are not starting at the same place as others, and do not have similar tools.
 - Students will be able to interpret and suggest modes of operations to facilitate greater equity.
 - Students will express empathy or develop new understandings about the unjust opportunities in the kids' world.
 - Student - parents/ educators will be able to adapt their expectations based on a child's individual needs.



5) Learning experiences and core activities

- | | |
|---|-------|
| A) Introducing the topic - Meme, exploring & understanding what we see. | 4 min |
| B) Raise up the essential questions. | 3 min |
| C) Share personal stories. | 5 min |
| D) Puzzle activity in small group → Jacob & Esau | 5 min |
| Each group will share their puzzle building process and decision making. They are all invited to leave pieces out and explain their decision, and how it reflects where they are coming from, and their perspective of Equality / Equity / Justice. | |
| E) Video Assessment activity | 8 min |
| F) Summarize the experience, hand out brief feedback survey | 3 min |

6) Set induction "scaffolding"

- Meme - attention grabber using a well-known children's book:
<https://www.greateducation.org/bridge-the-gap-equity-room>
- Storytelling - Make personal connections, hear other people's perspectives.

- Group activity - Puzzle Play - All groups will get the same cut out puzzle pieces. They are all block parts of the story of Esau and Jacob. The students will be asked to choose from the pieces and create the story in their own perspective. They don't have to use one piece from each colored category, they can use multiple or none, and there is no specific order, and they can build it up or down. They will be asked to make cognitive decisions, and to be able to explain these decisions.
- Sharing the experience - group conversation.

7) Anticipating students' questions:

- a. Why do we have to learn this material anyway? Developing empathy in children early sets up a paradigm that has long lasting effects, but in order to develop this skill we as parents/educators must first understand why this is vital.
 - b. Why do we have to learn it this way? Learning is stronger when done through personal and varied lenses. Relating to our children's world, through a childlike activity and a cognitive emotional self-exploration, will bring us closer to understanding a child's perspective, and facilitate a better understanding of what we can do to aid them.
- 8) Our instructional techniques uses multiple learning styles:
Storytelling / discussion, tactile, memes, and my final assessment that involves videos.
 - 9) The activities will support our Core Concept by engaging the students to experience a child's perspective. The students will experience generating different outcomes and experience different feelings through an equal but unjust opportunity.
 - 10) Our audience is adults, and our questioning technique is sincere and at their level – we are opening our hearts, sharing, and inviting them to do the same. This lesson involves higher order thinking skills of interpreting and applying knowledge and experiences. At the same time, by bringing them to a childlike position with a “children's game” – the puzzle, we are allowing them to position themselves in a place closer to understanding a child's experience.

Jacob & Esau Equity Puzzle – story in a nutshell

To be photocopied, cut out (by separate rubrics) and distributed to the participants.

Two twin brothers destined to fight

Two brothers who fight
for their parents' attention and blessings

Two skilled brothers
trying to show up the other one

The elder is strong, the second is weak

The second is outwitting his elder

The kids have different interests
and different strengths

The father has only a finite number of blessings

The father would like to bless one of his kids

One kid would like to get the father's blessing
more than the other

The first one to bake a tasty dish
will get the blessings

The kid that will whine more
will be dismissed first

Whoever mommy wants will get the blessing

Daddy prefers a “real man”
who knows how to kill an animal

Isaac was deceived

Jacob got there first and won the blessings

Esau missed his opportunity

There were no winners in this deceit,
which can be felt for them

The brothers did not have the same equity

The brothers were never equal, and this
inequality will follow for generations

The brothers were destined not to get along

This is a biblical story about injustice

Brief Feedback survey:

On a scale of 1 – 5 where 1 is highly disagree and 5 is highly agree,
please respond to the following statements:

1. I connected to this material on a personal level.
2. What I experienced in the lesson has impacted how I understand my child's perspective.
3. I feel that I understand the differences between equality, equity, and justice.
4. I'd like to come to another educational event.

Is there anything else you would like to share?

* If you'd like to continue the conversation, write to me, and let's schedule a time.