



Black Lives Matter in #PHLed

Day 1 (1/23) - Restorative Justice, Empathy, and Loving Engagement

Black Lives Matter Guiding 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.
- Loving Engagement: We are committed to embodying and practicing justice, liberation, and peace in our engagements with one another.

Lesson Objectives:

- SWBAT create a definition of justice
- SWBAT compare and contrast the ideas of justice held in both Western and Traditional societies
- SWBAT simulate courtroom/council cases using both Western and Traditional ideas of justice (extension)
- SWBAT evaluate the outcomes of dramatized scenarios that seek to resolve conflict (trials) after applying both Western and Traditional ideas of justice (extension)
- SWBAT determine which values are most conducive to restorative practices (extension)
- SWBAT, based on scenario outcomes and further discussion (extension), construct a system of restorative values to be applied to resolving conflicts within their classroom, school, community, etc.

Essential Questions:

- What is justice?
- How would you classify the ideas held and applied about justice in Western society (punitive)?
- How would you classify the ideas held and applied about justice in Traditional societies (restorative/empathetic)?
- What is the relationship between the degree of humanity displayed to/by citizens of a society and their core values as they relate to justice?



- How can you improve our current system/ideas/beliefs about justice to change our society for the better?

Alignment to Common Core State Standards/College and Career

Readiness Anchor Standards:

[CCSS.ELA-LITERACY.CCRA.R.1](#), [CCSS.ELA-LITERACY.CCRA.R.2](#),
[CCSS.ELA-LITERACY.CCRA.R.7](#), [CCSS.ELA-LITERACY.CCRA.SL.1](#),
[CCSS.ELA-LITERACY.CCRA.SL.2](#), [CCSS.ELA-LITERACY.CCRA.SL.4](#),

Lesson Activities:

Hook: (Written or Verbal) Ask students to give examples of when injustices have occurred either to them personally or in the greater society. Have them share their examples and further discuss the circumstances and reasons under which these injustices occurred.

Direct Instruction/Guided, Independent and Collaborative Practice:

1. Show students [the video “Crash Course in Philosophy: Justice”](#). Have students take notes on the following types of justice discussed in the video:

- Need-based
- Merit-based
- Retributive
- Restorative

In addition, have students either answer, individually, or discuss, in groups (then share out) the following questions:

- Should entitlement be a factor in the distribution of justice?
- What things should be in place for a just society?
- Which of type(s) of justice do you believe is practiced in our society?

2. After whole class discussion around the above questions, have identify the predominant type of justice that is practiced here in our society.

3. Then have students create a (an ideal) definition of justice.

4. Ask students to, in groups, create a shortlist (3 max) of beliefs and values that speak to the type of justice practiced here in our society. Share as a class and create a public list of no more than 10.

5. Distribute handouts from [Chancellor Williams “Destruction of a Black Civilization”](#).

Direct students to read African Constitutional Law and The Fundamental Rights of African People. Students should take notes on the following:

- What can you identify as the fundamental belief of traditional African societies when it comes to justice?



- Identify (3) laws and (3) rights that are most important to you.

Students should discuss their findings in their groups. Have them, as a group, identify 2 fundamental beliefs for the group.

6. Student groups should share out their conclusions to create a classroom list of fundamental beliefs/values/practices as it relates to justice in African societies.

7. Students will refer to their notes on the video to retrieve the definition/explanation of restorative justice. They will determine what components of each list and which society comes the closest to practicing tenets of restorative justice. Students will make a determination as to which society can be considered restorative.

8. Students, in their groups, using their findings from the video, reading and discussion will create a list- “Restorative Manifesto” - of practices, beliefs and values that are restorative in nature. They will begin the manifesto with a rationale that will include a why, how and where the restorative values will be implemented/practiced.

Materials and Resources:

- [“Crash Course in Philosophy: Justice”](#)
- [Chancellor Williams “Destruction of a Black Civilization”](#)
- [Court Simulation Extension Activity](#)

Extension Activities:

1. Organize students into responsibilities resembling that of a U.S. courtroom (judge, jury, attorneys, etc.) Give them one of the scenarios listed on [the handout](#) and have them simulate a trial. Have students determine the degree of responsibility of the accused in the “crime” and conclude what the accused should do as a result of their level of responsibility. Discuss with students the outcome of the trial; why they made the decisions they did.

2. Using the handouts, organize students into responsibilities. Have them use the same scenario they were given for the U.S. mock trial. Have them simulate a trial and determine the responsibility of the accused in the “crime” and conclude what the accused should do as a result of their level of responsibility. Discuss with student the outcome of the trial; why they made the decisions they did. **EMPHASIZE TO STUDENTS THEY MUST DRAW UPON THE AFRICAN CONSTITUTION AND FUNDAMENTAL PRINCIPLES FROM THE HANDOUT WHEN DECIDING AN OUTCOME.** Have students complete questions on handout related to position they were assigned.



*** The results of the two trials should be very different. Students, not fully aware of how they are influenced by the culture of justice in our society, will more than likely hand down a punishment in the first trial, maybe even jail time. If they internalize the laws and principles from the document, the second trial should result in them deciding that there is shared responsibility between the community and the accused and they must somehow decide how all entities can work together to prevent said crime from occurring again.