

Becoming a Force for Good

Module 4

The Value of Diversity



INSTRUCTOR NOTES

- Print the notes page view of this presentation for reference during the class session- or access within the Instructor Manual
- Please use a projector to present the PowerPoint slides for Module 1, accessible online at <http://thekellyway.org/>
- Please present the slides using PowerPoint's SLIDE SHOW viewing mode

Becoming a Force for Good

Mission & Objectives

Mission

Building champions for social justice

Objectives

1. Reinforce the importance of diversity
2. Identify actions that may lead to injustice
3. Challenge students to stand for justice
4. Encourage the adoption of habits that support social justice



INSTRUCTOR NOTES:

Please note that charts that have the red **TEACHER INDICATOR** in the upper left corner are not intended for student viewing (Teacher discretion)

AGENDA

Module 4

	<u>Charts</u>
1. Game- building the tallest tower	4 - 9
2. Defining social injustice	10- 11
3. Respecting diversity	12 -16
4. Linking habits to acceptance of diversity	17- 18
5. Scorecard check-up	19
6. Reflection	20



INSTRUCTOR NOTES:

Charts that have the **TEACHER INDICATOR** in the upper left corner are not intended for student viewing (Teacher discretion)

Small Group Competition Build the Tallest Tower

Activity supplies:

- Construction paper
- Approximately 6 inch scotch tape
- Pipe cleaners or straws
- Strips of tin foil
- Scissors

(you may substitute the pipe cleaners and/or tin foil for another item on-hand and that could be used as well)

Quantity:

One item for each student
Items should be represented equally.

Example: 25 students: 5 of each items
(Have a double supply of those items
that may need to be replaced in order
to do Part 2)

Getting Started

Distribute one item to everyone in the classroom, making sure that the items are distributed as evenly as possible. For a classroom with 22 students:

- 4 students with construction paper
- 4 students with scotch tape
- 4 students with scissors
- 5 students with tin foil
- 5 students with pipe cleaners (or straws)

Divide into small groups

Place students with one kind of item into the same group:

All students with construction paper form their own group. As an example, a class with 22 students should be divided into the 5 groups described above.



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INSTRUCTOR NOTES:

The next three charts take us step by step through a “game” which is designed to demonstrate the positive impact of diversity

This chart focuses on getting the supplies identified and distributed, and breaking the students into groups for Part 1

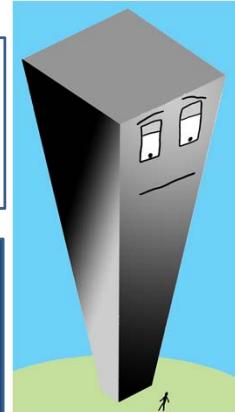
- Listing of supplies needed:
 - There is a great deal of flexibility with this, based on what is easily available within the classroom.
 - Make sure to have enough for everyone in the class, keeping in mind that there are two phases to the game and that items such as paper may need to be replenished for Part 2.
- Distribution of supplies to students:
 - It's important that the distribution be to individual students – linking them to their game identity to the supply that they have in possession
- Grouping of students:
 - Break out into groups based on the item that the student received
 - For example, all the students with construction paper are placed in the same group

Small Group Competition Build the Tallest Tower

Part 1

Each group must construct the tallest possible tower

- Only the designated supplies can be used in the tower construction
- The tower must stand on its own with no help or assistance
- Complete the task in **3 minutes**
- Each group must record the height of their tower in inches

**Group Discussion**

- Which group constructed the tallest tower?
- What was the greatest obstacle your group encountered?
- What would help the groups be more effective?



Please note that SLIDE #6 is intended to be viewed by students during the game, and then SLIDE #7 for student view includes the Group Discussion questions included in the Teacher slide above

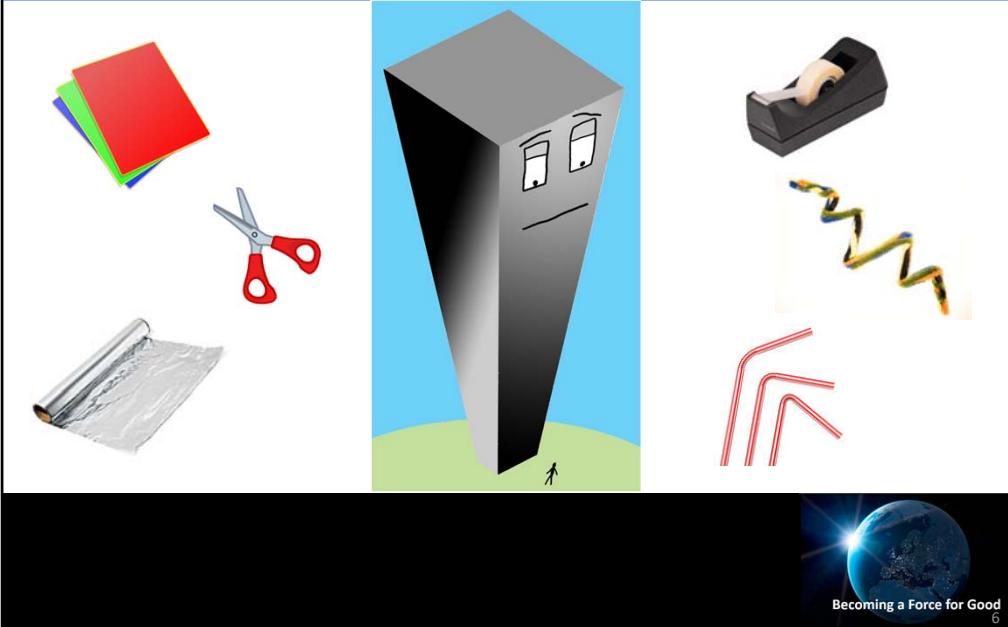
Charts that have the **TEACHER INDICATOR** in the upper left corner are not intended for student viewing (Teacher discretion)

INSTRUCTOR NOTES:**Group Discussion**

- This is an important part of the learning so don't short-change the group discussion
- Use the questions as a means of generating participation

Build the Tallest Tower

GAME



INSTRUCTOR NOTES:

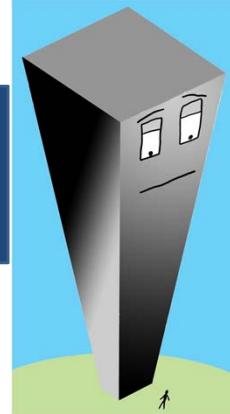
Display this chart during the Build the Tallest Tower Activity

Build the Tallest Tower

GAME

Group Discussion

- Which group constructed the tallest tower?
- What was the greatest obstacle your group encountered?
- What would help the groups be more effective?



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INSTRUCTOR NOTES:

Group Discussion

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- Use the questions as a means of generating participation

Small Group Competition Build the Tallest Tower

Part 2

Bring the class back together and make sure that each student has an assigned item, replacing any that aren't reusable from Part 1.

Divide into small groups

Place students into groups so that each supply is present in the group. In this case, each group will include at least one of each of the supplies distributed.

Repeat the exercise with the new groups creating the tallest tower possible

- The tower must stand on its own with no help or assistance
- Complete the task in **5 minutes**
- Each group must record the height of their tower in inches



Charts that have the TEACHER INDICATOR in the upper left corner are not intended for student viewing (Teacher discretion)

INSTRUCTOR NOTES:

- Disperse the groups formed in Part 1 of the game
- Make sure that every student has a fresh supply (replace as needed)

New Groups

- For Part 2, break into groups so that each group has at least a student with each of the different supplies
- Give the students a bit more time to build their towers and to express their creativity (5 minutes or a bit more)
- Remind the students that the towers need to be able to stand on their own in order to qualify for the competition

Group Discussion Build the Tallest Tower

GAME

- Which group had the highest tower in Part 2?
- Did every group improve their results?
- What did this experience demonstrate about diversity?
- Discuss how living in a world where people with differences are free to join together helps build better outcomes for everyone.



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INSTRUCTOR NOTES:

Group Discussion

- The purpose of the game is to provide students with an example of the value of diversity
- Let students know that almost all major corporations and government organizations spend a great deal of time and money in making sure that they have diverse groups of employees
- Organizations do this because it helps them achieve their objectives- we are truly better when we have a diverse group of people working together

Social justice is a concept of *fair and just* relations between an individual and society.

"We hold these truths to be self-evident, that **all men** are created **equal**, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness."

From the United States Declaration of Independence



The **Fourteenth Amendment** of the United States Constitution states that "no state shall . . . deny to any person within its jurisdiction the equal protection of the laws."



INSTRUCTOR NOTES:

- It is recommended that teachers distribute a **STUDENT HANDBOOK** 3-ring binder to each student to following the Build-the-Tower activity.
- The **STUDENT HANDBOOK** is intended to be kept by the student for reference and scoring following the conclusion of the program.
- The teacher has the discretion of keeping each student's **STUDENT HANDBOOK** in their classroom until program completion.

SOCIAL JUSTICE

- We first introduce the concept of social justice by framing its importance by referencing both the Declaration of Independence and the US Constitution
- Our nation is founded on the underlying principal that all PEOPLE are equal and deserve to be treated with respect
- However we don't always get this right
- The 14th amendment was added to stop racial injustice against African Americans
- The 14th amendment also serves as a reminder that we need to be sensitive to injustices that may be happening around us- even those that may not be identified as problems by others

Social injustice... when people in the world are treated in inhumane/unfair ways and don't have the resources (food, clothing, shelter) and opportunities (political freedoms, work opportunities, etc.) that they should.

Examples of social injustice:

Trail of Tears



Slavery



The Holocaust



Unfortunately, acts of social injustice continue to occur.

"As you grow older, you will discover that you have two hands, one for helping yourself, the other for helping others."

— Audrey Hepburn

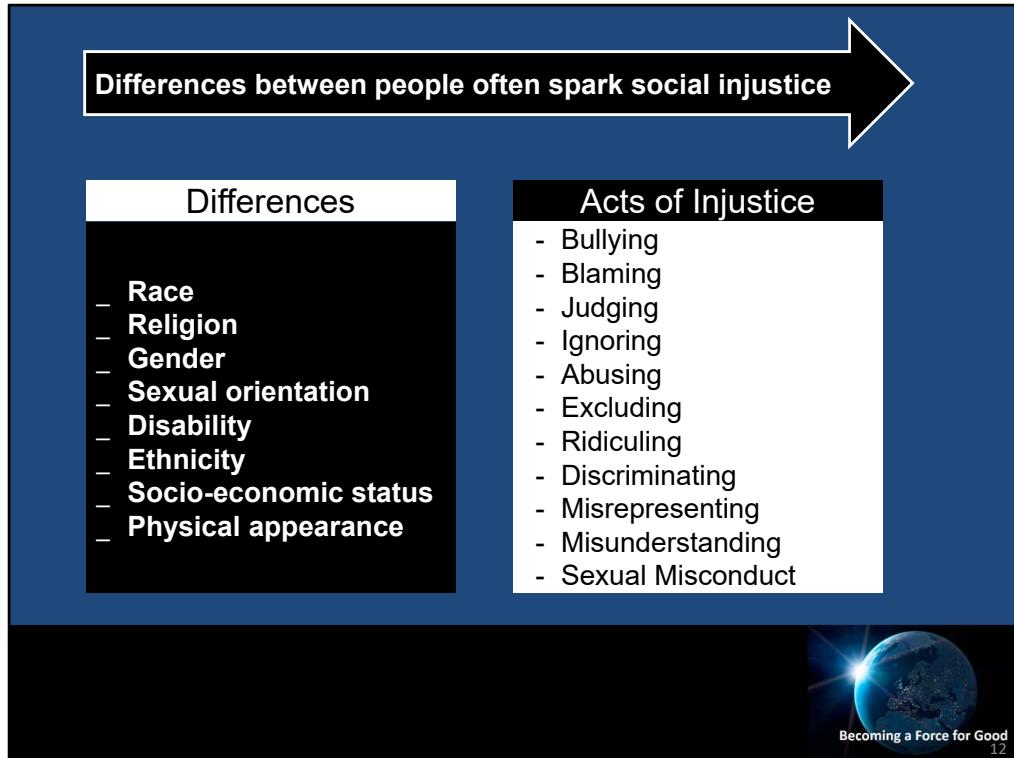


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INSTRUCTOR NOTES:

- We not only need to understand what social justice is, but we also must be able to recognize social injustice
- We should all be aware of significant social injustices:
 - Native Americans: they were murdered and their lands were stolen, and when they fought back the white newcomers did everything they could to exterminate their lifestyle and relegate them to desolate and faraway places
 - African Americans: Enslaved by force ending with limited freedoms through the Civil War, social injustices have continued even into present day society
 - Jewish people: The Holocaust is a troubling reminder of how people can be misled into the most evil types of social injustices possible, including the pursuit of mass extermination based on race and/or religion



INSTRUCTOR NOTES:

- Diversity is good
- Go through the differences that represent diversity
- Unfortunately, the differences among us that are the basis of diversity can be targets of social injustice
- Read through the list of injustices and address any questions

The Lynching of Private James Neely

Equal Justice Initiative Video Portrays Lynching of Private James Neely,
Veteran Murdered in Act of Racial Terrorism

Source: Equal Justice Initiative

<http://thekellyway.org/the-lynching-of-private-james-neely/>

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INSTRUCTOR NOTES:

This video tells the story of how an American soldier who happened to be an African American man was murdered by a group of white people just for wanting to be treated with respect.

<http://thekellyway.org/the-lynching-of-private-james-neely/>

DISCUSS

Private James Neely

Private James Neely suffered the ultimate social injustice just because the color of his skin was black. He chose to live his life with the dignity he deserved, not anticipating that he would be murdered for pursuing this basic human right.

While Private James Neely surely didn't choose to die in order to make a point, his death provides a glaring example of how people are capable of the most extreme cases of social injustice, even in America.



Why do you think this group of people did this terrible deed?

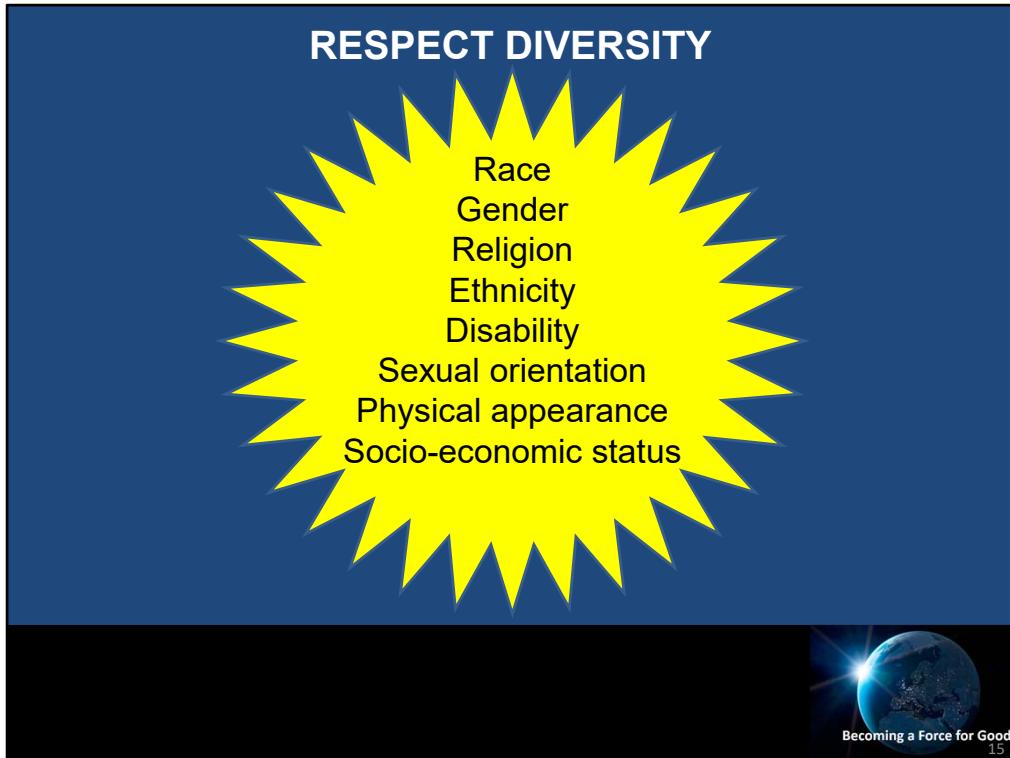
What other types of differences between people might lead to instances of social injustice?



INSTRUCTOR NOTES:

It's important that students feel comfortable in sharing their perspectives with the group. Make sure that everyone that wishes to speak is heard.

- The example of Private Neely sets up the following discussion about the value of diversity in society, keep that in mind when facilitating the questions
- People often fear things that are different, and the ignorance of the crowd led them to believe that African Americans were not only “different” but also inferior to themselves
- Help students think about other instances where fear and a sense of superiority lead to social injustice



INSTRUCTOR NOTES:

- We here a lot about the importance of diversity, this list provides examples of the type of differences between people that should and must be respected

Group Discussion

Quotes from champions for justice

DISCUSS

We inhabit a universe that is characterized by diversity.
-Desmond Tutu

America's answer to the intolerant man is diversity - the very diversity which our heritage of religious freedom has inspired.
-Robert Kennedy

It is time for parents to teach young people early on that in diversity there is beauty and there is strength.
-Maya Angelou

Diversity is about all of us, and about us having to figure out how to walk through this world together.
-Jacqueline Woodson

We need to reach that happy stage of our development when differences and diversity are not seen as sources of division and distrust, but of strength and inspiration.
-Josefa Iloilo



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INSTRUCTOR NOTES:

It's important that students feel comfortable in sharing their perspectives with the group. Make sure that everyone that wishes to speak is heard.

- Have students share why diversity is important to them

DISCUSS

Brainstorm

How habits can help in standing against injustice

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Be The Light

1. Do everything with love
2. Be compassionate
3. Give to others
4. Live with integrity
5. Create positivity
6. Be a force for good in the world
7. Keep promises to myself and others
8. Appreciate life
9. Be in the moment
10. Spread love to everyone

TheKellyWay.org

INSTRUCTOR NOTES:

- Lead the group in a discussion about how the positive habits identified by the group on slide 10, along with Kelly's Be the Light habits, can help someone take a stand against injustice
- Ask students to start thinking about creating a list of 5 habits that will help them to stand against injustice
- Inform students that the next session will provide the opportunity for each student to develop their own list of 5 habits



INSTRUCTOR NOTES:

“Becoming a force for good” involves not only being kind to one another, but using one’s voice and presence in order to stand against injustice

Please note that Gandhi’s story is featured in Module 2 as an example of non-violent intervention

Update Your Scorecard Daily

Becoming a Force for Good

5 Week Challenge

SCORECARD

Week:	1	2	3	4	5
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#	My Top 5 Habits	MON	TUE	WED	THU	FRI	SAT	SUN
1								
2								
3								
4								
5								



Right on target!



Okay, but room for improvement



Need to work on this one

"Somebody has to stand when other people are sitting.

Somebody has to speak when other people are quiet."

— Bryan Stevenson



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INSTRUCTOR NOTES:

Ask students how they are progressing with daily scorecard updates

- Which habits come easy (1 ratings)
- Which habits are more difficult (3 ratings)

Encourage students to update scorecards which is key to developing new habits

Reflection

- Discuss the importance of social justice
- Share why diversity is important to you
- Continue to track your habits daily on your scorecard



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INSTRUCTOR NOTES:

- Distribute Stop Injustice magnets to each student
- Encourage students to talk about the things they've learned and discussed at home

