

Social Justice Plans

September

1. What is Social Justice

Watch video and discuss

<https://mail.google.com/mail/u/0/#inbox/FMfcgzGpGTLnSPsLqjNVzpVDCZzpqcxL?projector=1>

<https://www.youtube.com/watch?v=z754lhcX6qw>

2. Skin Again

Watch video and complete worksheet

- <https://youtu.be/zlHu5niYMwl>
- [worksheet](#)

3. Speak Up Molly Lou Melon

Watch video, discuss, and complete worksheet

- <https://www.youtube.com/watch?v=FLJlkwZUT0o>
- [discussion and worksheet](#)

October

1. What Happened To You

Watch video and discuss

https://www.youtube.com/watch?v=gFjXfU8C_I

Discussion questions

- When we meet someone, how can we show them we want to be friends?
- Brainstorm in small groups, 'How do we make friends?'
- Students can write or draw out their ideas on chart paper to share with the class.

2.All the Way to the Top

<https://www.youtube.com/watch?v=FmM8Ns1DOb0>

Discussion questions

Come together as a class and discuss the big ideas and themes in this book.

- find examples that illustrate the main themes.
- Have volunteers share their findings about each theme.
- What do students think was the most important idea in this book?

November

1.Sharices Big Voice

<https://www.youtube.com/watch?v=tld3xRGzmr4>

Complete worksheet

[worksheet](#)

2.Mama, Do You Love Me?

<https://www.youtube.com/watch?v=BWRBz5QZR->

Discuss

Say: The mother in the story represents unconditional love. She will love her daughter no matter what the daughter does. Ask: What is something, or who is someone, that you love no matter the circumstance? How do you show you care about the people you love?

December

1.Say Something

<https://www.youtube.com/watch?v=WSpu5bbHIHY>

Activity and discussion

Pick someone you don't normally reach out to, and write them a note to tell them something awesome you've noticed about them! Review how to give [genuine compliments](#) and then let students write their notes of awesomeness.

2. The Thing Lou Couldn't Do

https://www.youtube.com/watch?v=wd_J1_5BTwY

Discussion questions

- *What are “strengths” and “struggles”?
- *What does it mean to really be brave?
- *Why is it important to think about when you need to be brave trying something new?
- *How can you use your strengths to help other members of your classroom community?

January

Be a Friend

<https://www.youtube.com/watch?v=NlrxrfI946E>

Discussion

- *When were the characters being inclusive?
- *How did the characters show empathy in this story?
- *What experiences of your own does this story remind you of?
- *What can kids do to make their communities stronger?
- *After reading this story, would we add anything to our “I can be inclusive by” or “I can show empathy by” lists?

February

1.I am Every Good Thing

(can be found on Novel Effect)

<https://www.youtube.com/watch?v=nn2YGzxzF-0>

Complete worksheet

[worksheet](#)

2.The Other Side

<https://www.youtube.com/watch?v=QqKteFSLPtE>

Discussion questions

ASK: Why do you think Clover's mother didn't tell her to get down from the fence?

SHOW: Look at the pictures on the last two pages of all the girls on the fence. What do you think is going on in these pictures?

CONNECT: Have you ever felt like something was wrong and you knew something had to be done to fix it? What did you do about it?

March

1.Malala's Magic Pencil

- <https://www.youtube.com/watch?v=uSrC-GNbjQg>
- On Novel Effect
- Pick one worksheet to discuss and complete [click here](#)

2. Shark Lady

- https://www.youtube.com/watch?v=A5jDI_mVFTw
- On Novel Effect
- Discussion questions
 - Have you ever met anyone like Eugenie?
 - If you could ask Eugenie any question, what would it be?

- Eugenie’s work helped people learn about sharks. What is something she helped people understand about sharks?
- Which fact did you find the most interesting?
- What was the author’s purpose in writing this book?
- Were there any facts that surprised you? Why was that surprising?
- How has your opinion of sharks changed or stayed the same?

April

1. Sometimes People March

<https://www.youtube.com/watch?v=ZaqdV6GJT8g>

Discussion questions

Ask: What words describe how the people who march felt? How do you know they felt that way, or what examples from the book support your answer?

Show: Re-read the page “Sometimes great change starts small, with a brave question.” How can a question be brave?

Connect: When we listen to each other, our understanding of each other and the world grows. Tell about a time when you had a problem and someone really listened to you. When people march, they are raising their voices together to amplify one message. How can a community demonstrate that it has listened to the people who march?

2. Worm Loves Worm

https://www.youtube.com/watch?v=b_Kc0IbZm5Y

Discuss

- Does everyone always have to do everything the same way
- Is it okay to be different

May

1. Eyes that Kiss the Corners

- Novel Effect
- <https://www.youtube.com/watch?v=VFz0wktGr2k>
- Discuss

Ask: What words does the girl use to describe her eyes? What words would you use to describe her personality?

Show: Look at several pages with flowers in the illustrations. Describe the way the flowers are different. How are people like the flowers?

Connect: The girl talked about how special she felt when she was with her Mama and Amah and little sister Mei-Mei, telling stories and playing games. Who in your life makes you feel special, and what do they do that makes you feel that way? In what ways can you pass that on to others?

2. Suki's Kimono

<https://www.youtube.com/watch?v=xrXsFs5KpLQ>

Discuss

Worksheet (will be adding)

June

1. Juneteenth for Mazie

- Found in Novel Effect
- https://www.youtube.com/watch?v=8icqK_KUtQY
- Discuss

What is "Juneteenth"? What does it celebrate?

How did Juneteenth become a national, not just regional, celebration?

2. This Day in June by Gayle E

- <https://www.youtube.com/watch?v=3VI8UgEkH-c>
- Also found in Novel Effect
- Discuss
 - 1) What makes a family?
 - 2) A family can be..?
 - 3) Who can be considered to be your family?
 - Teacher starts off by stating that every family is unique and different.
 - Teacher will show students various pictures of different family types. (Nuclear, single, same sex, and etc.)
 - Teachers would tell students about their family and what makes their family unique and special (family traditions).
 - The teacher would then ask the students what makes a family special. the teacher would ask the students to turn and talk.
 - Prior to reading the book, the teacher would ask for a few examples of what might make a family special. The teacher would then set a purpose for reading by asking the students to watch for what makes a family special in the book they are about to read aloud.