



Choice Board Lesson Plans



Week 6: Moving Forward: Collective Action

Division: JUNIOR/Intermediate

Category:

Comm & Team Building --- Physical Activation --- Social Emotional Skill Development

Lesson Title:

Say Something

Learning Goal:

Students will learn to consider issues they believe in and to use their voice to stand up for their beliefs.

Student Pre-Reflection:

Before you begin, think about...

- What are examples of situations you might “say something” about, or situations where you have used your voice to speak up in the past?
- Can you think of anyone in the past or present who has “said something” that caused changes in thinking and laws?

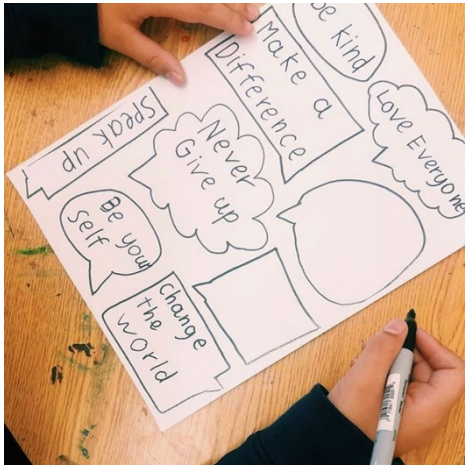
Learning Task/Activity:

Materials: projector equipment, Critical Analysis Process [Worksheet](#) (optional),

1. Watch [Say Something!](#) by Peter H. Reynolds read aloud OR [Kim Namjoon & BTS Speak Yourself Speech](#) ([Full Speech](#))
2. Say: *Most movements don't have one person to represent them – they are composed of many voices with many viewpoints. Sometimes, the media chooses representatives to speak on behalf of the movement, and they do their best to share all of the voices in the movement.*
Watch: [Josephine Mandamin](#), [Autumn Peltier](#), [Hilda Flavia Nakabuye](#), [A Brief History of the Black Lives Matter Movement](#), [Skyler Williams & Six Nations](#), [Amanda Gorman](#), Read or Research: [10 Young Racial Justice Activists](#), etc. (Note: Focusing on only young activists sometimes adds pressure to children who think they have a limited time to make an impact. The truth is that you can “say something” at any age and you should continue learning about issues throughout your life.)
3. Explore [protest art](#) (folder) and discuss why artists might use art as a way to express their viewpoints. Consider using the [Critical Analysis Process](#) (image) to make sense of the artists' messages.
 - [Margaret Wertheim Crochet Coral Reefs](#)
 - [The Landrights by Norval Morisseau](#) ([information about Norval Morrisseau](#))

4. Create an art project that “says something” or that helps you “speak yourself”.

Variation 1: Create a Say Something Self-Portrait (below).



Start with speech bubbles that Say Something and self-portraits. Use water colours to add interesting colours:



Variation 2: Use the Creative

Process (multiple periods) with a provocation to challenge & inspire (e.g., Make art speaking up about an issue that is important to you.) to create an artwork.

Ideas for Follow up / Discussion:

- What is the role of the artist in changing perspectives about society?
- What role might art play in current social/environmental/political movements?
- Why is art an effective way to say something or speak yourself?
- Create a gallery of the artworks (can also be done virtually with a tool like Emaze) and sell the artworks to fundraise for a cause chosen by the class.
- Follow the 12 lesson series about art and activism from Learning for Justice: [Art & Activism Lessons](#)

Further Resources:

This activity has been adapted from [Anti-Racist Art Teachers Say Something lesson](#).

Worksheet by ArtClassCurator.

Learning Connections:

We develop social-emotional learning skills throughout our lives. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. Both

elementary and secondary curriculum contain expectations for social-emotional learning. Here is an outline of the six skill categories of social-emotional learning. The two highlighted skills will be the focus of this lesson series. Integrating opportunities for students to practice and discuss stress management and coping strategies will benefit learning in all subject areas.

Students will learn skills to:

- **identify and manage emotions**
- **recognize sources of stress and cope with challenges**
- maintain positive motivation and perseverance
- build relationships and communicate effectively
- develop self-awareness and sense of identity
- think critically and creatively

So they can:

- **express their feelings and understand the feelings of others**
- **develop personal resilience**
- foster a sense of optimism and hope
- support healthy relationships and respect diversity
- develop a sense of identity and belonging
- make informed decisions and solve problems

The resources in this series contain links to sources external to HWDSB such as YouTube and TedTalk. The written content also relies on information gathered from external sources such as School Mental Health-ASSIST, Ophea and others.

Your feedback is appreciated, please follow the link: <https://ca.research.net/r/educatorfeedback>



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