








Unit Title	<b>Recipes and Roadmaps for Healing</b>
Unit Length	At least six lessons, however, any of these lessons can be shortened or extended to accommodate the needs of your students.
Grade Level(s)/Subject(s)	9-12th grade Social Studies, English Language Arts, Health
Unit Overview	<p>Students engage with journalism, short films, local interviews, and self reflection to expand their definitions of advocacy, explore the causes and impacts of trauma, and ultimately compose a recipe book for healing.</p> <p>Students start the unit by talking about advocacy and what advocacy looks like in a broad sense. Students then more closely examine what advocacy looks and feels like on a personal level through explorations of news stories and short films. They also reflect on what self-advocacy can look like while in the midst of traumatic circumstances.</p> <p>Students interact with resources such as film shorts, documentaries and articles related to self advocacy and resilience. They then apply their analyses of these resources to the creation of a recipe book with tips for healing in their communities.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How are communities navigating traumatic experiences and invoking community action/advocacy?</li> <li>2. What are the different emotions that emerge from loss, and what are healthy ways to engage with those emotions?</li> <li>3. How are individuals navigating these experiences and invoking action/advocacy for themselves?</li> <li>4. What is the role of "storytelling" in supporting healing and inspiring informed action?</li> <li>5. Who is responsible for telling the story? Why does that make a difference?</li> </ol>
Objectives & Outcomes	<p>Students will be able to...</p> <ol style="list-style-type: none"> <li>1. Recognize and define the three parts of trauma: Event, Experience, and Effect.</li> <li>2. Analyze various video and text resources to evaluate the impact of violence and victimization on communities.</li> <li>3. Analyze the role of storytelling in supporting advocacy and healing.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Interview local advocates to research strategies for healing and action in the face of harm in a community.</li> <li>5. Synthesize their learning into a guide for students their age that articulates tips for advocacy and healing in the face of harm.</li> </ol>
<p>Standards</p>	<p><a href="#">Learning for Justice Standards:</a></p> <ol style="list-style-type: none"> <li>1. Standard 14: Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</li> <li>2. Standard 15: Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</li> </ol>
<p>Unit Resources</p>	<p><b>Texts:</b>  <a href="#">“The Future of Labor Advocacy is as Diverse as Workforce”</a> by Herbert White for <i>The Charlotte Post</i>  <a href="#">The Freedom Writers Diary</a> by The Freedom Writers and Erin Gruwell</p> <p><b>Videos:</b>  Video: <a href="#">“What are under-reported stories?”</a> From the Pulitzer Center</p> <p><b>Short films exploring loss:</b></p> <p>“  A homeless 7-year-old who lives on the beach makes and sells 'st... ” Directed by Doug Roland, 2017. (15.59 min)</p> <p> <i>Oscars: A clumsy crochet dinosaur must unravel itself to save the love ...</i> . Directed by Andrew Goldsmith and Bradley Slabe, Screen Australia, 2018. (7.31 min)</p> <p> <i>Oscars: A homeless teen meets a deaf-blind man who changes his life f...</i> Directed by Doug Roland, Doug Roland Films, 2021. (18.26 min)</p> <p><b>*** If time and interest allows</b></p> <p> A DeafBlind man makes history starring in a film   'Connecting th... (24.07 min), Directed by Doug Roland, Doug Roland Productions and Helen Keller National Center, 2021</p> <p> <i>TRAUMA - Short Film</i> , Directed by Mark Kinsella, Fifty Nine Pictures, 2016. (6.43min)</p> <p> <i>Remembering Trauma Official Film (2017)</i> , Center for Child Trauma Assessment, Services, and Interventions (CCTASI) in collaboration with partners from the National Child Traumatic Stress Network (NCTSN) and creator of the ReMoved film series, Nathanael Matanick, 2017. (16.00 min)</p> <p> <i>Trauma is irreversible. How it shapes us is our choice.</i>   Sasha Joseph N...</p>

	<p>(9.17 min)  <a href="#">▶ are you okay?   Award-Winning Short Film</a> , Directed by Ryan Cannon, Barbara Sinatra Children's Center Foundation, 2021. (8.46 min)  <a href="#">Watch The Rebellious Life of Mrs. Rosa Parks Streaming Online   Peacock</a>  <a href="#">"KC Mothers Charge Fight Against Gun Violence"</a> from KCTV5 News</p> <p><b>Teaching Materials:</b>            Advocacy Handout [<a href="#">.pdf</a>][<a href="#">.docx</a>]            Types of Trauma handout with resources from the <a href="#">National Center on Safe Supportive Learning Environments</a> [<a href="#">.pdf</a>] [<a href="#">.docx</a>]            Exploring Evidence of Trauma in Short Films Graphic organizer [<a href="#">.pdf</a>] [<a href="#">.docx</a>]  <a href="#">Going to the Movies graphic organizer</a>            Graphic Organizer: The Freedom Writers Diary [<a href="#">.pdf</a>][<a href="#">.docx</a>]            Graphic organizer for analyzing news articles [<a href="#">.pdf</a>][<a href="#">.docx</a>]  <a href="#">KC Mothers In Charge</a> website  <a href="#">Information and videos about What KC Mothers in Charge does for the families in the Kansas City area.</a>            Lesson: <a href="#">Interview Techniques for Telling Under-reported Stories   Pulitzer Center</a>            Guide for Final Project [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p>
Performance Task(s)	<p>Students will create "trauma-informed recipe books" that will offer their own suggestions for guidelines to mitigating trauma. The suggestions will be informed by their analyses throughout the unit.</p>
Assessment/Evaluation	<p>Daily lessons will be evaluated on participation and completion. The final project will be evaluated using the Design Rubric/Scoring Guide for Final Project [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p>

## Daily Lesson Plans

### Lesson 1

<b>Lesson Objective(s) or Essential Question(s)</b>
<ol style="list-style-type: none"> <li>1. How are people navigating traumatic experiences and invoking community action/advocacy?</li> <li>2. How are individuals navigating these experiences and invoking action/advocacy for themselves?</li> </ol>
<b>Focus text(s) / resource(s) for today's lesson</b>
Advocacy Handout [ <a href="#">.pdf</a> ][ <a href="#">.docx</a> ] Classroom Discussion on "What is Advocacy?" "Types of Advocacy" Small group Discussion on "Experiences with Advocacy"
<b>Lesson / Activities</b>
<ol style="list-style-type: none"> <li>1. Warm up: Students share the first words that come to mind when they think of the word, "advocacy." Who do they think of? What? And where? What does advocacy look like? Students then create a definition for the term advocacy.</li> <li>2. Students will be given a <u>handout</u> that gives a brief definition of advocacy along with terms for the types of advocacy. They then compare these definitions to what they discussed in the warm up. As part of this discussion, students also analyze when and why advocacy is necessary." They will also discuss a definition for "self-advocacy."</li> <li>3. Teacher will lead students in a discussion about examples of advocacy in our school community and community at large i.e. Restorative Justice, education system, family, Government programs, laws and bills, law enforcement as non exhaustive examples.</li> <li>4. Students will illustrate examples of, or symbols of, advocacy using details from their discussions and analysis throughout the lesson.</li> </ol>
<b>Lesson Materials</b>
<ul style="list-style-type: none"> <li>● Willingness to learn and grow</li> <li>● Advocacy handouts</li> <li>● Writing materials and paper</li> </ul>

Lesson 2-4

Lesson Objective(s) or Essential Question(s)
<ol style="list-style-type: none"> <li>1. What are the losses experienced in the stories explored in class?</li> <li>2. How are individuals navigating these experiences and invoking action/advocacy for themselves?</li> <li>3. What is the role of "storytelling" in supporting healing and inspiring informed action?</li> </ol>
Focus text(s) / resource(s) for today's lesson
<p><b>Short films exploring loss:</b></p> <p>“ <a href="#">YouTube</a> A homeless 7-year-old who lives on the beach makes and sells 'stick people' to get by.   Jada ” Directed by Doug Roland, 2017. (15.59 min)</p> <p><a href="#">YouTube</a> Oscars: A clumsy crochet dinosaur must unravel itself to save the love of its life.   <i>Lost and Found</i> . Directed by Andrew Goldsmith and Bradley Slabe, Screen Australia, 2018. (7.31 min)</p> <p><a href="#">YouTube</a> Oscars: A homeless teen meets a deaf-blind man who changes his life forever...   <i>Feeling Through</i> Directed by Doug Roland, Doug Roland Films, 2021. (18.26 min)</p> <p>*** <b>If time and interest allows</b> <a href="#">YouTube</a> A DeafBlind man makes history starring in a film   'Connecting the Dots' (do... (24.07 min), Directed by Doug Roland, Doug Roland Productions and Helen Keller National Center, 2021</p> <p><a href="#">YouTube</a> <i>TRAUMA - Short Film</i> , Directed by Mark Kinsella, Fifty Nine Pictures, 2016. (6.43min)</p> <p><a href="#">YouTube</a> <i>Remembering Trauma Official Film (2017)</i> , Center for Child Trauma Assessment, Services, and Interventions (CCTASI) in collaboration with partners from the National Child Traumatic Stress Network (NCTSN) and creator of the ReMoved film series, Nathanael Matanick, 2017. (16.00 min)</p> <p><a href="#">YouTube</a> <i>Trauma is irreversible. How it shapes us is our choice.</i>   <i>Sasha Joseph Neulinger</i>   <i>TEDxBozeman</i> (9.17 min)</p> <p><a href="#">YouTube</a> <i>are you okay?</i>   <i>Award-Winning Short Film</i> , Directed by Ryan Cannon, Barbara Sinatra Children's Center Foundation, 2021. (8.46 min)</p> <p><a href="#">Watch The Rebellious Life of Mrs. Rosa Parks Streaming Online   Peacock.</a></p> <p><a href="#">The Freedom Writers Diary</a> by The Freedom Writers and Erin Gruwell</p> <p>Types of Trauma handout with resources from the <a href="#">National Center on Safe Supportive Learning Environments</a> [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p>
Lesson / Activities
<ol style="list-style-type: none"> <li>1. Warm up: Guide students in a discussion about the advocacy handout and discussion from the lesson prior.</li> <li>2. Over the course of three lessons, students view the films in the focus text section, and relate the films to the discussion on advocacy in the previous lesson. Here are some optional questions that can be used in the discussion:             <ol style="list-style-type: none"> <li>a. What is happening in the video and who is involved?</li> <li>b. What challenges are the individuals facing? What are the root causes of these challenges?</li> <li>c. What are some of the emotions that people experience when facing loss in their lives and communities?</li> <li>d. How do people navigate those emotions? How do I navigate those emotions?</li> </ol> </li> </ol>

- e. What has it looked like for communities to take action in the face of loss, and how do they balance their emotions while taking that action?
  - f. Why is it important to tell stories of how people navigate loss and difficult emotions? How are these underreported stories, and why is it important to tell them?
  - g. Where do you see evidence of trauma in the video?
  - h. In what ways did you see healing and advocacy?
    - a. When do we advocate?
    - b. Why do we advocate?
    - c. What do you think it feels like to advocate?
3. Discussion about trauma using the Types of Trauma handout with resources from the [National Center on Safe Supportive Learning Environments](#) [.pdf] [.docx]
    - a. Acute
    - b. Complex
    - c. chronic
  4. Students review the films and discuss what types of trauma were a part of each film using a graphic organizer. [.pdf] [.docx]
    - a. These questions lead to a discussion about how advocacy can be a response to the impacts of systemic issues in a community.
  5. After watching the short films, students view the film "[The Rebellious Life of Mrs. Rosa Parks](#)" and use the graphic organizer "Going to the Movies" to support their analysis. They also review selections from "The Freedom Writers Diary" and use the graphic organizer, "[The Freedom Writer's Diary](#)" to analyze diary selections
  6. After engaging with the resources above, students engage in a discussion about how advocacy can be a response to the impacts of systemic issues in a community.

### Lesson Materials

- Willingness to learn and grow
- Large Video/TV Screen with Internet access to YouTube (putting the videos into a playlist)
- Advocacy Graphic Organizers to accompany YouTube films)
- Exploring Evidence of Trauma in Short Films Graphic organizer [.pdf] [.docx]
- [Going to the Movies graphic organizer](#)
- Graphic Organizer: The Freedom Writers Diary [.pdf][.docx]

Lesson 5

<b>Lesson Objective(s) or Essential Question(s)</b>
How are individuals navigating trauma and invoking action/advocacy for themselves?
<b>Focus text(s) / resource(s) for today's lesson</b>
<p>“<a href="#">The Future of Labor Advocacy is as Diverse as Workforce</a>” by Herbert White for <i>The Charlotte Post</i>                  Video: “<a href="#">What are under-reported stories?</a>” From the Pulitzer Center</p>
<b>Lesson / Activities</b>
<ol style="list-style-type: none"> <li>1. Students review the video on <a href="#">underreported stories</a> and discuss the role of underreported stories in highlighting the impacts of systemic issues AND elevating stories of how advocacy can be a response to the impacts of systemic issues in a community.</li> <li>2. Students explore the underreported news story, “<a href="#">The Future of Labor Advocacy is as Diverse as Workforce</a>” and use the graphic organizer for analyzing news articles to track their thoughts.                         <ol style="list-style-type: none"> <li>a. <i>Note to teachers: For students who prefer to process verbally, the teacher can use this graphic organizer to track students' responses as they discuss the questions.</i></li> </ol> </li> <li>3. Students then engage in a discussion about the article using the following questions:                         <ul style="list-style-type: none"> <li>● What is happening in the text and who is involved?</li> <li>● What challenges are the individuals facing? What are the root causes of these challenges?</li> <li>● What are some of the emotions that people experience when facing loss in their lives and communities?</li> <li>● How do people navigate those emotions? How do I navigate those emotions?</li> <li>● What has it looked like for communities to take action in the face of loss, and how do they balance their emotions while taking that action?</li> <li>● Why is it important to tell stories of how people navigate loss and difficult emotions? How are these underreported stories, and why is it important to tell them?</li> <li>● <b>How are individuals navigating these experiences and invoking action/advocacy for themselves?</b></li> <li>● Where do you see evidence of trauma in the video?</li> <li>● In what ways did you see healing and advocacy?                                 <ul style="list-style-type: none"> <li>○ When do we advocate?</li> <li>○ Why do we advocate?</li> <li>○ What do you think it feels like to advocate?</li> </ul> </li> </ul> </li> </ol>
<b>Lesson Materials</b>
<ul style="list-style-type: none"> <li>● Graphic organizer for analyzing news articles [<a href="#">.pdf</a>][<a href="#">.docx</a>]</li> <li>● Willingness to learn and grow.</li> </ul>

- 
- Computers with text to voice.
  - Writing materials and paper.



### Lesson 6

<b>Lesson Objective(s) or Essential Question(s)</b>
How are individuals navigating trauma and invoking action/advocacy for themselves?
<b>Focus text(s) / resource(s) for today's lesson</b>
<p><a href="#">KC Mothers In Charge</a> website  <a href="#">Information and videos about What KC Mothers in Charge does for the families in the Kansas City area. "KC Mothers Charge Fight Against Gun Violence"</a> from KCTV5 News</p>
<b>Lesson / Activities</b>
<ol style="list-style-type: none"> <li>1. Students review the video about KC Mothers in charge and reflect on the following questions:             <ol style="list-style-type: none"> <li>a. What challenges are the individuals facing? What are the root causes of these challenges?</li> <li>b. What are some of the emotions that people experience when facing loss in their lives and communities?</li> <li>c. How do people navigate those emotions? How do I navigate those emotions?</li> <li>d. What has it looked like for communities to take action in the face of loss, and how do they balance their emotions while taking that action?</li> <li>e. Why is it important to tell stories of how people navigate loss and difficult emotions? How are these underreported stories, and why is it important to tell them?</li> <li>f. Note to teachers: This lesson could feature any advocacy organization that is relevant to your students and their communities.</li> </ol> </li> <li>2. Based on information learned from watching the videos about KC Mothers in Charge students will compose interview questions for KC mothers in charge staff and members.</li> <li>3. Teacher or student(s) will share aloud questions composed by students.</li> </ol> <p><i>Note teachers: This lesson could feature any organization that is actively advocating to support people in your community who are navigating trauma.</i></p>
<b>Lesson Materials</b>
<ul style="list-style-type: none"> <li>● Willingness to learn and grow</li> <li>● Large Video/TV Screen with Internet access to YouTube (putting the videos into a playlist)</li> <li>● Writing materials and paper</li> <li>● Lesson: <a href="#">Interview Techniques for Telling Under-reported Stories   Pulitzer Center</a></li> </ul>

**Lesson 7**

<b>Lesson Objective(s) or Essential Question(s)</b>
How are individuals navigating trauma and invoking action/advocacy for themselves?
<b>Focus text(s) / resource(s) for today's lesson</b>
Speakers: KC Mothers in Charge (or another organization identified by the educator)
<b>Lesson / Activities</b>
<ol style="list-style-type: none"> <li>1. Students will engage with speakers from KC Mothers in Charge, or another local advocacy organization, to learn about their work and conduct their interviews.</li> <li>2. Students will get into their groups after the presentation from KC Mothers in Charge to ask their interview questions. The discussion will ideally include a reflection on the role of storytelling in navigating trauma and supporting advocacy.</li> <li>3. Students will thank their guests and give them mementos from their community as appreciation and thank you.</li> </ol>
<b>Lesson Materials</b>
<ul style="list-style-type: none"> <li>● Willingness to learn and grow</li> <li>● Writing materials and paper</li> <li>● Video camera</li> <li>● Camera</li> </ul>

**Lesson 8**

<b>Lesson Objective(s) or Essential Question(s)</b>
<ol style="list-style-type: none"> <li>1. How are people navigating traumatic experiences and invoking community action/advocacy</li> <li>2. How are individuals navigating these experiences and invoking action/advocacy for themselves</li> <li>3. What is the role of "<i>storytelling</i>" in supporting healing and inspiring informed action?</li> </ol>
<b>Focus text(s) / resource(s) for today's lesson</b>
Materials to review and draw upon from prior lessons in this unit
<b>Lesson / Activities</b>
<ol style="list-style-type: none"> <li>1. Students will use their notes and review information from prior lessons to compose their blueprints (recipe books) for healing. Students' blueprints for healing should reflect responses to the following questions:             <ul style="list-style-type: none"> <li>● What are some of the emotions that people experience when facing loss in their lives and communities?</li> <li>● How do people navigate those emotions? What are productive and healthy ways to navigate those emotions?</li> <li>● Based on their analysis of the resources in the unit, what are students' tips for taking action in the face of loss, and how do they recommend balancing their emotions while taking that action?</li> <li>● <b>In preparing their books, it could be helpful to review the Tedx video on "<a href="#">Dealing with Trauma.</a>"</b></li> </ul> </li> <li>2. Students work on their books throughout the class.</li> <li>3. <b>Once books are complete, students share their finished products.</b></li> </ol> <p>***Teacher will bind the book after all work has been collected and edited.</p>
<b>Lesson Materials</b>
<ul style="list-style-type: none"> <li>● Willingness to learn and grow</li> <li>● Writing materials and paper</li> <li>● Markers, crayons, colored pencils</li> </ul>