

Exercise 1

VIDEO MODULE EXERCISE FOR

Sometimes I feel like a Motherless Child

Prerequisite knowledge: Have students **first** complete parts A and B of the exercise questions. Once completed, have students watch the videos to complete part C.

PRELIMINARY HEARING (ICEBREAKER)

A) Creative Brainstorm

Think: Provide students with a post-it note and a blank sheet of paper; alternatively students may use an electronic device for this exercise if needed. Ask students the following question, which can be answered using the blank sheet of paper.

When you hear the term “justice”, what words or ideas come to mind?

Students are encouraged to think freely and record any ideas that come to mind. Following this brief brainstorm as a source of inspiration, ask students to come up with their own definition of the term *justice* either in **one sentence, 3 key words or in an image**. Have students record their definition on the post-it note provided (if this method is being used).

Pair: Have students pair with a classmate to discuss their answer(s).

- How are their answers similar; how are they different?
- Do they believe that one’s experiences play a role in how this term is defined? Discuss.

Share: Teachers can ask each pair, or a select few students, to share their responses with the class.

Tip: Teachers may wish to collect each student’s post-it note and place them somewhere visible in the classroom to create a “post-it collage” for everyone to see and enjoy!

DISCOVERY (MAIN ACTIVITY)

B) Making Connections

Following the icebreaker activity, have each pair join another pair of students to create a new small group of approximately 4-6 students. To start, each group can select one spokesperson, who will share the group's findings with the rest of the class.

Since students have had the opportunity to explore the term *justice*, they will now explore the term social justice by answering the following questions. Teachers may wish to provide a brainstorming web ([see included PDF](#)) as a tool to foster reflection and discussion among students.

- When you hear the term *social justice*, what words or ideas come to mind (i.e., key words, thoughts, ideas)?
- What is one historical event that had a **positive impact** on social justice in Canada? For example, the Suffrage Movement (womens' right to vote).
- What are some ways that you can apply social justice in your daily life? Provide concrete examples.

Once completed, each group's spokesperson can share their group's findings with the class.

Tip: For guidance, teachers may provide students with a definition of the **term** *social justice* as a starting point for discussion and reflection (see below). Or, this definition can be shown at the end of the exercise as an "answer key". Additionally, teachers may provide their own print and/or electronic sources to further the discussion and exploration of the term, depending on the needs of their students.

Definition of the term social justice

"The objective of creating a fair and equal society in which each individual matters, their rights are recognized and protected, and decisions are made in ways that are fair and honest."

(Oxford Reference, Oxford University Press 2024)

C) Inquiry-based Thinking

During class, show students the video *Sometimes I Feel Like A Motherless Child*. Students are encouraged to rewatch the video on their own as needed to successfully complete this exercise.

Video reflection questions to consider:

- In your own words, summarize the **main message** of the video in one sentence or in 3 key words.
- Record your thoughts after watching the video:
 - What did you enjoy most about the video? Be specific.
 - Was there something you did not understand in the video? Elaborate.
 - Is there a topic or element within the video you wish to explore further? Elaborate.
 - Alternatively or additionally, you can have students complete a S.I.T. chart (*Surprising, Interesting, Troubling*), either independently or with a partner/small group.
- Did you recognize any themes of justice and/or social justice explored in the video? Provide examples.
- Imagine you were interviewing the video's broadcaster, Cooper Royale. What is one question you would ask him? Why?

CLOSING ARGUMENTS (Takeaways)

Knowledge and understanding: Write down one thing you learned from having completed this exercise.

Analysis and reflection: Write down a question or a point of uncertainty regarding the explored topic(s). Describe what you wish to have answered and/or clarified.

Application and creation: Explain how this information will help shape your future action as a student and as an individual.