

Ycteen

September/October 2019

LESSON GUIDE

Dear Educators and Counselors,

Welcome to a new school year! The theme of this issue is "We Can Make It Right." The stories tackle justice-oriented topics like **deportation** and **family separation**, the fight against **racism**, and the importance of seeking help when you face **mental health issues**. As always, the writers' stories focus on their strengths, successes, and wisdom gained through experience.

This lesson guide contains **four lessons** to help your students explore what is just and fair. Through the stories and activities, your students will not only define these **complex topics**, they will understand how they impact other youth in their everyday lives. The lessons are designed to be used together, in sequence, but they can serve as stand-alone lessons as well.

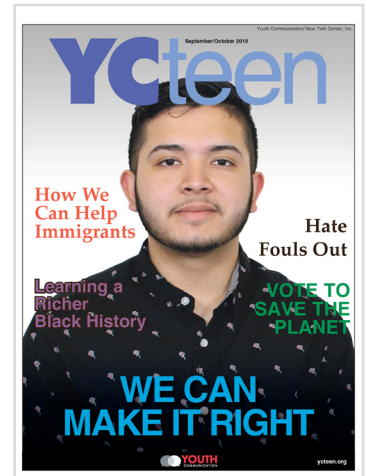
You'll notice some changes to the lesson guide. The lessons themselves are redesigned in the same style as the lessons included in our social and emotional learning curriculum. At the request of many of our subscribers, we've included a list of **vocabulary words** vital to understanding the story and which may be unfamiliar to your students. Lastly, at the end of the two story-based lessons, we've included **extension activities** to keep the learning going. You'll notice that one of the suggested activities in each lesson involves reading a previous *Ycteen* story. If you and your students are regular readers of *Ycteen*, you are likely to recognize the suggested stories. This kind of linking helps students deepen their understanding of **complex current events** and concerns.

We look forward to providing you and your students youth-written stories and lessons that make them the center of the learning in your classroom. Email us with your feedback!

Sincerely,



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CURRICULUM TRAINING FOR EDUCATORS

Help Youth Transcend Gender Roles

Mon., Sep. 30, 2019
9:30 a.m. to 4:30 p.m

Programs covered:
Real As Me/Real Men 2.0

Social and Emotional Learning for Teens

Tues., Oct. 1, 2019
9:30 a.m. to 4:30 p.m

Programs covered:
#trending/In Real Life/Upgrade





Social and Emotional Learning in a Diverse World

Wed., Oct. 9, 2019
9:30 a.m. to 4:30 p.m

Program covered:
All In

Packages begin at \$500, and include training, curriculum guides, anthologies, and ongoing coaching. To learn more, go to youthcomm.org/trainings or email: bcohen@youthcomm.org

Summary of Lessons

LESSON	STORY	SUMMARY	ACTIVITIES	SUBJECTS
What's Just and Fair 	No story	In this lesson, students explore definitions of justice and fairness across history before reflecting on their own definitions.	Ball Toss; Sprit Read; Silent Conversation	ELA; SS; SEL
The Threat of Deportation 	"Mami, What's 'Deported'?" by Luzeli, p. 6	Students read and complete activities to learn how one young woman feels about the constant threat of deportation to her parents.	Toss One, Take One; Identifying Emotions; Table Talk	ELA; Current Events; SEL
Fighting for Justice and Fairness 	"Don't Call Me Jeremy Lin" by Kevin Louie, p. 5	Students read about how the writer and his teammates worked to stop the racist taunts thrown their way by opposing fans.	Turn and Talk; Making Connections; Dear Teen Writer	ELA; SEL
Sorry, Not Sorry 	No story	In this lesson, students reflect on the importance of apologies—when are they enough in terms of making amends and when is more needed?	Group Discussion; Freewrite; Opinion Continuum	ELA; SS; SEL

What's Just and Fair?

SEL FOCUS: SOCIAL AWARENESS/SELF-AWARENESS

Lesson Summary: Students explore definitions of justice and fairness across history before reflecting on their own definitions.

Learning Objectives

Youth will build their SEL by:

- Comparing historical definitions of justice and fairness with their own
- Reflecting on their own definitions of justice and fairness

Youth will increase their literacy by:

- Making meaning of text through group read-aloud and discussion
- Writing to express personal connections and insights

Important Vocabulary

- convicted
- virtue
- moderation
- exertion
- welfare
- moral

Materials

- Balls for Ball Toss
- Journals or notebook paper, pencils

Preparation

- Prepare and post the session agenda.
- Make copies of the “What Is Justice and Fairness?” handout (p. 5), one for each student.
- For the Spirit Read, write the reflection prompts (**in bold**) on chart paper.
- For the Explore the Ideas Activity, write the Silent Conversation prompts (**in bold**) on chart paper.

GETTING STARTED

Review the agenda (posted):

Agenda: What's Just and Fair?

- **Opening Activity: Ball Toss**
- **Spirit Read: Definitions of Justice and Fairness**
- **Explore the Ideas Activity: Silent Conversation**
- **Closing Circle**

OPENING ACTIVITY — BALL TOSS (10 minutes)

This activity helps the students get to know each other.

1. After reviewing the agenda, tell the class that they are going to do an activity to help them get to know each other called "Ball Toss."
2. Tell students that they will take turns tossing a small ball to one another. Before tossing the ball, they should say the person's name to whom they are tossing and make eye contact with that person.
3. During this first round of tossing, tell students:
 - They should repeat their name after they catch the ball and finish the phrase: "If you want to get to know me ask me about..."
 - Then, they toss the ball to someone who has not yet received the ball during this first go-round.
 - They should remember who they tossed the ball to since they'll be repeating the tossing sequence later.
4. Once all students have gone, start a second round of tossing. This time, they will still say the name of the person to whom they are tossing and make eye contact, but they will try to speed up the tossing sequence.
5. On the third round of tossing, begin adding multiple balls to see if students can maintain the sequence without getting frazzled.
6. If things get out of control, stop the game and ask the class what they could do better as a team to make things flow more smoothly. Then try again. Repeat until the group establishes a rhythm.

7. Discuss what made the group successful and how that ties into their work together as a class.
8. Thank students for participating.

SPIRIT READ — DEFINITIONS OF JUSTICE

(20 minutes)

By practicing active reading strategies while reading aloud and discussing as a students build comprehension and support fluency.

1. Distribute copies of the “What is Justice and Fairness?” handout (p. 5), one for each student.
2. Have students take turns reading quotes aloud.
3. After all of the quotes have been read, ask students to pick one of the quotes and write in response to the following prompts:
 - **The writer says...**
 - **And I say...**
 - **A question I have is...**
4. After about five minutes have students share out excerpts from their writing.

EXPLORE THE IDEAS ACTIVITY — SILENT CONVERSATION (10 minutes)

During this post-reading activity group members make connections, build understanding, and rehearse positive behaviors.

1. Introduce the next activity by saying to the group:
 - “Now that we’ve read and reflected on some quotes, we’re going to do a silent activity where we learn more about each others’ definitions of justice and fairness.”
2. Have students find a partner and sit beside each other in a comfortable place in the room.
3. Pass out notebook paper and pencils.

4. Read the prompt or question aloud from the chart paper you've prepared:
 - **What is your definition of justice or fairness?**
 - **Give an example and then write a question to your partner.**
5. Remind the group that this is a silent activity because quiet can help when we want to think deeply about things.
6. Have everyone write for one or two minutes.
7. Then, ask partners to pass their notes to their partner.
8. Tell students to read their partner's writing and respond to the question. Move around the room to quietly check in with students and offer support.
9. Continue this process by directing partners to finish writing, pass their notes, and read/respond about every two minutes for several cycles.
10. After about 10 minutes, break the silence. Have partners thank each other for sharing. As a whole group, have students share one thing they learned in their silent conversations.

CLOSING CIRCLE (5 minutes)

In Closing Circle, group members make personal connections to the story and share their take-aways with each other.

Guide group members in a go-round share of responses to these prompts:

1. "What stood out for you in our activities today?"
2. Finish this sentence: "When I think about justice, I think about..."

What Is Justice and Fairness?

"Justice commands us to have mercy upon all men, to consult the interests of the whole human race, to give to every one his due."

—Cicero

"Justice is justly represented blind, because she sees no difference in the parties concerned. She has but one scale and weight, for rich and poor, great and small."

—William Penn

"If a man destroy the eye of another man, they shall destroy his eye. If one break a man's bone, they shall break his bone."

—Code of Hammurabi

"Justice cannot be for one side alone, but must be for both."

—Eleanor Roosevelt

"Justice...is a kind of compact not to harm or be harmed."

—Epicurus

"Justice is served when a guilty man is convicted and an innocent man is not."

—Sonia Sotomayor

"The virtue of justice consists in moderation, as regulated by wisdom."

—Aristotle

"Fairness does not mean everyone gets the same. Fairness means everyone gets what they need."

—Rick Riordan

"Some people believe that fairness comes with obeying the rules."

—Al Green

"Nobody can give you freedom. Nobody can give you equality or justice or anything. If you're a man, you take it."

—Malcolm X

"Until the great mass of the people shall be filled with the sense of responsibility for each other's welfare, social justice can never be attained."

—Helen Keller

"Every step toward the goal of justice requires sacrifice, suffering, and struggle; the tireless exertions and passionate concern of dedicated individuals."

—Martin Luther King Jr.

The Threat of Deportation

SEL FOCUS: SOCIAL AWARENESS

Story Title: "Mami, What's 'Deported'?" by Luzeli

Story Summary: When Luzeli begins to hear about possible deportations, she becomes scared about what might happen to her, a U.S. citizen, if her parents, undocumented immigrants, are deported.

Learning Objectives

Youth will build their SEL by:

- Identifying the emotions of the writer
- Practicing empathy for others

Youth will increase their literacy by:

- Writing in a variety of formats to communicate their opinions on a topic

Important Vocabulary

- undocumented
- deportation
- residence papers
- raids
- refugee

Materials

- One copy of *YCteen* Issue #268 for each student
- Scrap paper, pencils, and a waste basket, box, or bins

Preparation

- Read the story ahead of time.
- Prepare and post the session agenda.
- Write the Toss One, Take One (**in bold**) prompt on chart paper.
- Write the Table Talk (**in bold**) prompts on chart paper.

GETTING STARTED

Review the agenda (posted):

Agenda: The Threat of Deportation

- **Opening Activity: Toss One, Take One**
- **Read and Discuss: "Mami, What's 'Deported'?" by Luzeli**
- **Explore the Ideas Activity: Table Talk**
- **Closing Circle**

OPENING ACTIVITY — TOSS ONE, TAKE ONE

(8 minutes)

This activity helps students activate background knowledge.

1. Welcome students to the class. Tell them that before reading a story, you are going to do an activity that allows you to do some anonymous writing on a topic related to a story you'll be reading together.
2. Introduce the Toss One, Take One activity by explaining they are going to do an activity that gathers everyone's ideas and allows them to hear multiple perspectives.
3. Pass out pieces of scrap paper and pencils. Tell group members not to write their name on their paper. This is an anonymous activity.
4. Ask group members to write a response on their paper to this question:
 - **What do you think it would be like to separated from your parents by the government?**
5. Give group members three minutes to think and then write their responses. If some group members are struggling, ask them to write about why they find it difficult to answer the prompts.
6. Write your own responses to the prompts to model the activity.
7. After group members have written their responses, tell them to crumple them into balls and toss them into the middle of the circle, or a container you have available.
8. Model for the group how you expect them to crumple and toss their responses into the center of the circle.
9. After everyone has tossed, each group member should

retrieve an anonymous response and return to their seats. As an alternative, walk around the circle with the responses and have each group member blindly pick a paper ball. (If a group member happens to choose their own response, it's okay because no one will know.)

10. Go around in a circle or ask for volunteers to read aloud the response from the paper.
11. Invite group members to comment on what they heard, such as similarities, differences, or personal connections to their peers' responses.
12. Thank group members for sharing.

READ AND DISCUSS THE STORY (20 minutes)

By practicing active reading strategies while reading aloud, students build comprehension and develop fluency.

1. Introduce the story (see the story summary on p. 6 of this lesson guide).
2. Share the expectations for a group read-aloud: volunteers take turns reading aloud as much or as little as they would like. As the group leader, you may stop periodically to ask students to share their responses to the story.
3. While sitting in a circle, read the story aloud together. Consider asking these open-ended questions during or after the read aloud:
 - What's standing out to you about the story?
 - What emotions does Luzeli have when she learns about deportation?
 - What advice would you give the writer if you were her friend?
4. Thank the group for reading and sharing.

EXPLORE THE IDEAS — TABLE TALK (12 minutes)

During this post-reading activity, students make connections, build understanding, and rehearse positive behaviors.

1. Introduce the Table Talk activity by explaining to the class that they will do an activity where they move around and share their thinking about parts of the story in a small group.
2. Tell students to locate the following four quotes in their copy of the story and underline them:
 - **Quote 1: "Her response made me feel I was no longer going to have a childhood and soon I would have to worry about adult things."**
 - **Quote 2: "I felt angry and annoyed that nobody was telling me anything, because they thought I was too young to understand."**
 - **Quote 3: "I asked my mom what would happen to my siblings and me if she and my dad got deported, and she said that we would live with our godparents who are here legally."**
 - **Quote 4: "I am proud to be a daughter of hardworking immigrants who risked their lives so that my brother, sister and I would have a better future."**
3. Give students 60 seconds to decide on their own which quote out of the four above is the most thought-provoking or stands out to them the most.
4. Direct students to move to different parts of the room based on their choice (for example, students who chose quote 1 could come to the front of the room, etc.).
5. Once they have gathered at each spot, ask students to face the people around them and share their thinking about why their chose this quote.
6. Debrief by having someone from each group briefly share a few

highlights from their discussion and one new thing they learned about someone else in their group from their conversations.

7. Thank students for being thoughtful members of the class and working to make connections to the story, reflect on their own lives, and share with one another.

CLOSING CIRCLE (5 minutes)

In Closing Circle, group members make personal connections to the story and share their take-aways with each other.

Guide group members in a go-round share of responses to these prompts:

1. "What stood out for you in Luzeli's story and our activities today?"
2. Finish this sentence: "A fair immigration policy would..."

EXTENSION ACTIVITIES

Were your students interested in this lesson? Here are some ways to extend the learning:

- "[Leaving El Salvador Forever](#)" by U.S. (YCteen, May/June 2019) tells the story of a young man who makes the journey from El Salvador, through Mexico, and across the southern border to be reunited with his family. Read and discuss the similarities and differences in the emotional experiences of these young people. (There is also a [lesson](#) to go along with U.S.'s story.)
- Immigration is a topic that is frequently in the news. Pair this story with a closely related news article, and have students freewrite and pair share how they think the immigrants in the news article are feeling.

Fighting for Justice and Fairness

SEL FOCUS: RESPONSIBLE DECISION-MAKING

Story Title: "Don't Call Me Jeremy Lin" by Kevin Louie

Story Summary: When Kevin's basketball team plays against opposing teams, they are often the victims of racist taunts. After lashing out at one team, the team finds a more productive and satisfying way to advocate for themselves.

Learning Objectives

Youth will build their SEL by:

- Describing methods to positively fight for social justice
- Making connections between their experiences and the experiences of others

Youth will increase their literacy by:

- Writing in a variety of formats to communicate their opinions on a topic
- Annotating a text for text-to-self connections

Important Vocabulary

- lay-up
- opponent
- opposing
- continuous
- encountered

Materials

- One copy of *YCteen* Issue #268 for each student
- Journals or notebook paper, pencils

Preparation

- Read the story ahead of time.
- Prepare and post the session agenda.
- Write the Turn and Talk prompt (**in bold**) on chart paper.
- Write the Dear Teen Writer (**in bold**) guidelines on chart paper.

GETTING STARTED

Review the agenda (posted):

Agenda: Fighting for Justice and Fairness

- **Opening Activity: Turn and Talk**
- **Read and Discuss: "Don't Call Me Jeremy Lin" by Kevin Louie**
- **Explore the Ideas Activity: Dear Teen Writer**
- **Closing Circle**

OPENING ACTIVITY — TURN AND TALK (8 minutes)

This activity helps the participants activate background knowledge.

1. After reviewing the agenda, tell students:
 - "We've been talking about what the words 'justice' and 'fairness' mean. Today, we are going to read a story and find out how the members of a basketball team fought for justice and fairness."
2. Ask students to turn to a partner and discuss the following question:
 - **When you have been on the receiving end of an unjust and/or unfair action, what have you done?**
3. Give students four minutes to discuss with their partner. Circulate to give encouragement and support to pairs as they discuss.
4. After four minutes, bring the class's attention together. Ask if anyone would like to share what they talked about with their partner.
5. Thank group members for sharing.

READ AND DISCUSS THE STORY (15 minutes)

By practicing active reading strategies while reading aloud, students build comprehension and develop fluency.

1. Introduce the story (see the story summary on the previous page).
2. Share the expectations for a group read-aloud: volunteers take turns reading aloud as much or as little as they would like. As

the group leader, you may stop periodically to discuss or check in on active reading by asking students to share their responses to the story.

3. Tell students they will practice an active reading strategy called reading for a purpose. This will help them read for a purpose and be prepared to use the text in later activities.
4. Reading for a purpose directions: Ask students to identify when they have a connection to something in the story. When they have a connection, students should write a "C" in the margin.
5. While sitting in a circle, read the story aloud together. Stop to discuss periodically, supporting peer-to-peer talk and non-judgmental listening. To do this, ask for volunteers to share what they wrote an "C" next to and why. Alternately, you can pose an open question such as "What stands out to you in this section and why?"
6. When you finish the story, ask the group to discuss their reactions to the story, including the questions it raised for them. They can turn and talk to a neighbor before you discuss as a whole group.

EXPLORE THE IDEAS — DEAR TEEN WRITER

(17 minutes)

During this post-reading activity, students make connections, build understanding, and rehearse positive behaviors.

1. Introduce this activity by saying to the group:
 - "Now that we've read the story, we're going to write a letter to Kevin giving him ideas about additional methods he could use to fight the racism he experienced on the court."
 - "Your goal is to communicate your ideas and responses to the story, so don't worry about spelling and grammar."
 - "There are no right or wrong answers, just your ideas and how the story spoke to you."
2. Read the Dear Teen Writer guidelines aloud from the chart paper you've prepared:
 - **Greeting: Dear Kevin, I just read your story, "Don't Call Me Jeremy Lin."**
 - **What were some details of Kevin's experiences that**

resonated or stuck out to you?

- **What were some connections you made with Kevin's experiences?**
- **What sort of advice would you give Kevin on additional methods for fighting back against the racism he experienced on the court?**
- **Closing: "Sincerely, (Your Name)"**

3. Pass out journals or notebook paper and pencils.
4. Give group members about 10 minutes to write their letters. Move around the room offering encouragement and support.
5. When about 10 minutes are up, tell group members to finish their last thought and put their pencils down.
6. Explain to the group that they are now going to do a Pair Share. Tell them to turn to the person next to them and take turns sharing the parts of their letters that they feel comfortable sharing.
7. Each member of the pair should take about a minute to share. Cue partners to switch roles after the first minute. Use a timer or wait until the hum of conversation dies down before closing the activity.
8. Time permitting, lead a discussion by asking group members to comment on what they heard, such as similarities, differences, or personal connections to their peers' responses. They can also discuss points they agree or disagree with, new ideas they've been given, and questions they still have.
9. Thank group members for sharing.

CLOSING CIRCLE (5 minutes)

In Closing Circle, group members make personal connections to the story and share their take-aways with each other.

Guide group members in a go-round share of responses to these prompts:

1. "What stood out for you in Kevin's story and our activities today?"
2. Finish this sentence: "Something I can do to fight injustice when I see it is..."

EXTENSION ACTIVITIES

Were your students interested in this lesson? Here are some ways to extend the learning:

- "[How I Became a Racist](#)" by Anonymous (*YCteen*, November/December 2018) tells the story of a young man who falls in with the wrong crowd and engages in racist behavior. The story—and the [lesson](#) that goes with it—can help students explore the experience of someone who took a very different journey to "making it right."
- Read and discuss [an article about Jeremy Lin](#) and the racism he faced in his basketball career. Ask students to write a compare/contrast essay about Kevin's and Jeremy's experiences.
- Read and discuss Teaching Tolerance's [Six Steps to Speak Up](#) and have students create a presentation to give to other classes about how to speak up against racism.

Sorry, Not Sorry

SEL FOCUS: RELATIONSHIP SKILLS

Lesson Summary: Students reflect on the importance of apologies—when are they enough in terms of making amends and when is more needed? Through freewriting and activities, group members dive deep into what it takes to repair a relationship.

Learning Objectives

Youth will build their SEL by:

- Reflecting on forgiveness—what constitutes it and when is it enough

Youth will increase their literacy by:

- Writing to express personal connections and insights

Materials

- Journals or notebook paper, pencils

Preparation

- Prepare and post the session agenda.
- Prepare the Freewrite prompt (**in bold**) on chart paper.
- Write Explore the Ideas scenarios on slips of paper (**in bold**), one for each group (five groups total).

GETTING STARTED

Review the agenda (posted):

Agenda: Sorry, Not Sorry

- Opening Activity: Fake Apologies
- Freewrite: Saying Sorry
- Opinion Continuum
- Explore the Ideas Activity: Scenarios
- Closing Circle

OPENING ACTIVITY — FAKE APOLOGIES (5 minutes)

This activity helps the students activate background knowledge.

1. After reviewing the agenda, ask students to summarize "Don't Call Me Jeremy Lin" by Kevin Louie, the story read in the previous lesson. After students have retold the story, tell them:
 - "Kevin and his teammates fought to be treated justly, and it's important for us to fight for ourselves. It's also important for us to know how to 'make it right' when we've done something that hurts someone else."
2. Ask students if they've ever been forced to apologize for something they weren't really sorry about.
3. Share your own story and ask a few students to share a story. [As an alternative, students can act out for the class what it might look like to make a "fake apology."]
4. Facilitate a discussion about the following questions:
 - "How does it feel when someone 'fake apologizes' to you?"
 - "Does it fix the problem?"
5. Thank students for their participation.

FREWRITE — SAYING SORRY (15 minutes)

This activity furthers students' thinking about the concept at the center of the lesson.

1. Ask students to freewrite for 5 minutes based on the prompt you've prepared on chart paper below:
 - **How should you react when you realize you've hurt someone's feelings? Is saying you're sorry enough? What else can you do to make it right?**

2. As the students write, circulate around the room to offer encouragement and support.
3. Once the five minutes is up, ask volunteers to share a sentence or two from their writing.
4. Thank volunteers for sharing.

OPINION CONTINUUM (10 minutes)

During this activity, students share their opinions and learn about the opinions of their classmates.

1. Tell the group they are going to do an activity where they listen, see, and respect where others stand.
2. While the group is still seated, review the directions. Tell them:
 - "On either end of the room, there are signs that read 'Agree' and 'Disagree.'"
 - "I will read a statement and then you will decide whether it's true for you (agree) or not (disagree). You will move toward the sign that reflects your opinion. If you're unsure, you should stand somewhere in the middle."
 - "Once everyone has moved, I will invite volunteers to share why they chose to stand where they are."
3. Next, ask the group to stand up and move to the center of the room.
4. Read the first statement and ask group members to move to a spot between the two signs.
 - "When I forgive someone, I have to forget about what they did."
5. Once all group members have moved, ask them to notice where other group members are standing. (You can support minority positions by moving closer to someone who is alone at one end of the continuum.)
6. Ask for volunteers to share why they are standing where they are. Ask at least one group member from each end of the continuum. Tell group members they may change their position if they are influenced by another group member's opinion.
7. After each question, have everyone return to the middle.

8. Repeat for the next several statements:
 - “If I forgive someone, I’m basically saying they didn’t do anything wrong.”
 - “If someone tells me they’re sorry and they really mean it, that’s enough for me.”
 - “There are some situations where just saying sorry doesn’t cut it.”
9. Thank group members for sharing their opinions.

EXPLORE THE IDEAS ACTIVITY — MAKE IT RIGHT SCENARIOS (10 minutes)

During this activity, students will share their opinions and learn about the opinions of their classmates.

1. Introduce the next activity by saying to the group:
 - “Sometimes an apology alone isn’t enough; things can still feel out of balance. In these times, we need to figure out what, if anything, can make it right.”
2. Divide the class into five groups and give each group one of the following scenarios:
 - **A friend borrowed your class notes and lost them.**
 - **Two friends went to see a movie that they knew you wanted to see and didn’t invite you.**
 - **A girl who sits next to you got a detention because of something you did—the teacher thought it was her, and you didn’t come forward.**
 - **Someone spread a rumor about you.**
 - **You borrowed your friend’s bike and damaged it. You don’t have enough money to fix it, and he doesn’t either.**
3. Ask each group to read the scenario together and then talk about what the person in the scenario could do, in addition to saying they’re sorry, to make things right. Groups can act out their scenario if they choose.
4. Have groups share their responses with the rest of the class.