

GOALS of SAP:

At SAP, C5 teens will have the opportunity to...

1. learn and become aware of social issues
2. share ideas, experiences and feelings with each other
3. appreciate one another's differences
4. think about pressures on each of us from
 - media
 - friends
 - society
5. develop tools to use in positive and constructive ways



SAP

Year 3, Session 1

SAP Mission:

The Social Awareness Program will increase participant's awareness of issues and how they impact their perception of themselves, of others and of the world.

Through the SAP program we strive to help participants understand themselves, appreciate those who are different from themselves and develop skills for dealing with issues related to peers, families, their communities and the world

Responsibility and Powers

GENERAL INFORMATION

C5 Outcomes:

- Respects human diversity and is capable of living in a diverse community.
- Forms and maintains positive relationships.
- Develops leadership and navigation skills in the areas of: self-awareness, communication and group effectiveness.

Materials Needed:

Lesson Plan

CD and Lyrics

50 copies of "4.1 quotes"- printed on ½ sheet for journal entry

Large Group Discussion Needs:

White Board and White Board Markers

Opening Song from Children's March Instructor's Guide

"The Children's March" DVD

CD and DVD Player and Screen

Personal Journals/Pens/Pencils

Small Group Discussion Questions (6 copies)

*Lesson Plan for GC's: Insight (6 copies)

Index card for each group member

Pencil or pen for each group member

**Items in File Box*

Required Time: 90-120 Minutes

Definitions:

Responsibility: moral, legal, or mental accountability

Power: ability to act or produce an effect; possession of control, authority, or influence over others

Resistance: an opposing or retarding force; the inherent ability of an organism to resist harmful influences;

Injustice: absence of justice : violation of right or of the rights of another, unfairness.

Grace: the quality or state of being considerate or thoughtful; sense of propriety or right.

LEARNING EXPERIENCES

Introduction:

Play CD: Opening Song from “Children’s March” Instructor’s Guide

Director reads quote by Pete Seeger, Songwriter and Activist

- debriefs quote and song with group
 - What did song “say” to you?
 - How did that song make you feel?
 - What is Pete Seeger saying in his quote?
 - How are these two pieces related?

Large Group Discussion (led by a Director)

Director reviews Goals and Mission of SAP. Director explains that the movie being viewed today will stir up many emotions in all of us. It is very important that we always remember that we can “take a break” at any moment.

Director then directs group to large white board with 4 definitions (from dictionary) written on board:

Resistance-

Injustice-

Grace-

Power-

Staff and teens together discuss what these words mean and how they are related. Staff and Director should guide discussion with questions such as: “What kinds of injustices do you face?” “Think of a time in history where people experienced resistance.” “Is power a negative thing?” “How is grace related to power?”

WATCH VIDEO (NOTE: this film is appx. 1 hour)

Activity 1

Director asks youth to spend a minute re-reading the definitions discussed pre-movie. Director then asks staff to spread themselves around room and has teens walk to appropriate Group Counselor.

Lesson Plan for Small Group Facilitators:

Small group discussion (suggestions):

With your small group, ask the following questions about the video:

1. What has the video left you thinking about?

2. What did you learn or become aware of as a result of this movie?
3. Have any of you seen anyone experience an injustice like the people in this film?
4. Have you personally ever been a part of an injustice in your own community?
5. What did you learn or become more aware of from this movie?
6. What issues did this movie raise?
7. Why do we watch this movie?
8. Who were the leaders in this movie?
9. Who has POWER in this movie?
10. How does this relate to each of you?
11. What are some social justice actions that will help ease sufferings or struggles of others that you can do here? In your community?

Activity 1

Once staff and their cabins have had a safe discussion around the Children’s March, Director should pass out “The Grace of Power” story. All youth should read the story silently. Give the teens a time for all of the information to sink in. After a few minutes, GC should begin reading the story so that their cabin can hear him/her. Then, staff should encourage youth to begin thinking about the questions at the bottom of the page. When ready, they should begin answering one or all of those questions in their journals.

Conclusion

Reconvene for Large Group Discussion:

Director should bring all youth together and clarify any looming questions or concerns. Then, Director should close with 2nd quote by John Kielsmeier from the National Youth Leadership Council. Director should repeat last phrase: “...we need to see youths as citizens: as resources and producers who are valued, needed, respected and acknowledged.”

Director closes with statement, “YOU ALL ARE VALUED, NEEDED, RESPECTED and ACKNOWLEDGED in this community. HOW are YOU going to find grace in your own power and use that to become the valued leader in other communities... just as the youth from the Civil Rights Movement did?”

Session developed by:

Kara Allen, Program Director, C5 New England

References:

Teaching Tolerance

Tolerance.org, Southern Poverty Law Center

THE GRACE OF POWER...

In 1963, Birmingham was Alabama's biggest city. Many people considered it the "baddest" as well. From 1957- 1963, there had been 18 bombings in Birmingham- but no arrests. In 1957, Reverend Fred Shuttlesworth was chain-whipped by a crowd because he attempted to enroll his children into an all-white school. His wife was stabbed. Again, there were no arrests. In 1961, a black man was dragged from the streets to a shack and then castrated. There were no arrests. When Freedom riders entered Birmingham in 1961, they were almost beaten to death. How many arrests were made? Zero.

It quickly became evident, the black children of Birmingham felt oppressed at every turn. In the Spring of 1963, they played a vital role in restoring humanity to themselves and to a race-divided America.

A famous gentleman named William Glaser believes that youth are driven by 6 basic needs: survival, **power**, love, belonging, freedom, and fun.

The word "power" has many negative connotations in our culture. Maria Harris has re-envisioned a negative concept of **power** and instead writes about the "**GRACE OF POWER**."

The **GRACE OF POWER** is present when we discover our own power and then exercise it. What do we mean "exercise it?" How in fact, do we "discover it?"

Power. Rebellion. Expression. Injustices. Protest. Resistance. Love.

These words have much impact to all of us. What comes to your mind when you hear them? How are they connected to one another?

When we discover our **power**, we move toward a second kind of **power**, the **power** to rebel. Rebellion is the expression of feeling that comes when we name those injustices and sufferings that can not be tolerated. Engaging in rebellion means claiming the right to say that injustice is wrong. When we name that injustice, we keep alive that human feeling of protest.

When we name injustice, we are led to a third **power**, the **power** to resist. Resistance is active opposition toward injustice. Resistance is refusal to accept the way things are because things can be different. The **power** to rebel and the **power** to resist must always be present with the **power** to love. Not the love of a material but the love of a better place, an improved community, nation, people. If the end is not love, we revert back to a negative construct of **power**; we go back to being oppressors.

The GRACE OF POWER. The power to rebel. The power to resist. The power to love.

On May 2nd, 1963, in Birmingham, Alabama, about 1,000 students went to jail. By May 10th, 3,000 were in jail.

What spurred thousands of children to action? What gave them the **power** to rebel and resist? How is it that children of all ages were the ones to garner the largest victory seen thus far in the Civil Right Movement? How is that graceful? How did the **power** of love form their strategies and their actions?

How? How? How?...