

DAYS 1-3 TRANSFORMATIVE JUSTICE

Guiding Questions	<ul style="list-style-type: none"> • What are the systems used to respond to swastika-based prejudice, racism, and incidents based in hate? • How do systems orient us toward healing justice or away from it? • How do we create spaces of transformative justice when acts of harm happen?
Standards	<p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
Structures + Materials	<ul style="list-style-type: none"> • Place students into groups of no more than 3-4 students. There needs to be space for intimate conversation. • Select two articles per group from The Swastika Counter Project School Incidents Database. Note: Given that these are instances located on school grounds and mediated by school stakeholders, this is an important opportunity for students to critically engage in some of the very real problems they will encounter, but also practice how they will intervene and disrupt the root causes of these problems. In addition, you may want to look through The Swastika Counter Project School Incidents Database and curate the articles for your students so that they're not overwhelmed by all of the choices and you have familiarity with the 5-10 articles they are discussing, which will act as case studies for students. • Chart Paper and Markers • Post-Its • Labels for the Four Corners activity • Transformative Justice Community Project Inquiry document • Student Group Article Links document • Be sure that students have a space (journal, google document, binder) they can use in order to collect their learning over the course of the 4-day lesson. • Swastika Database access
Accommodations	<ul style="list-style-type: none"> • Students work in heterogeneous-leveled groups (high, proficient, developing) • Teacher should be floating throughout the classroom to listen to group conversation, ask probing questions, and support thinking as needed. • Using Google Slides or PPT to display directions will be ideal. • Print out multi-step directions or share as a google document with students. • Time allotment is inclusive of students who need extended time.
Day 1	

Dilemma (15 min.)	<p>Respond to one of the question below in your journal. Be sure to share why and provide an example from your life or an incident you have observed in order to respond. (5 min.)</p> <p>Prompt: Does punishment prevent harm from happening? Put another way, does punishment work to prevent crimes rooted in hate and racism?</p> <p>Turn and Talk: Share your response with the people in your group. (2 min.) Whole class share out (5 min.)</p> <p><i>TW say: Today, we're going to think about punishment and transformative justice, specifically, what is our individual and collective response when harm happens — whether we commit it or it's someone else. Later on in class, we're going to examine acts of harm caused by individuals' decisions to use the swastika and think about these acts of hate and racism through the lens of transformative justice.</i></p>								
Inquiry (Personal) (10 min.)	<p><i>TW say: We're going to begin by thinking about transformative justice and grappling with what this means when we think about someone who commits an act of harm against us or someone in our community. We're going to begin with a video clip (play until 8:22). As we watch and listen, respond to the following questions in your journal. We'll share out our responses and engage in some dialogue after.</i></p> <ol style="list-style-type: none">1. What is transformative justice?2. How does transformative justice contrast with punishment or punitive punishment?3. What questions do we hear the people in the video asking that feel relevant to understanding transformative justice, healing, and punishment?4. What are the challenges you see attached to implementing transformative justice (TJ)? Can TJ work in response to acts of harm that are motivated by racial hate, xenophobia, and racism? Why or why not? <p>Graphic Organizer (scaffold)</p> <table><tr><th>What is transformative justice?</th><th>How does transformative justice contrast with punishment or punitive punishment?</th><th>What questions do we hear the people in the video asking that feel relevant to understanding transformative justice, healing, and punishment?</th><th>What are the challenges you see attached to implementing transformative justice? Can TJ work in response to acts of harm that are motivated by hate and racism? Why?</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>https://youtu.be/U-BOFz5TXo (play until 8:22)</p>	What is transformative justice?	How does transformative justice contrast with punishment or punitive punishment?	What questions do we hear the people in the video asking that feel relevant to understanding transformative justice, healing, and punishment?	What are the challenges you see attached to implementing transformative justice? Can TJ work in response to acts of harm that are motivated by hate and racism? Why?				
What is transformative justice?	How does transformative justice contrast with punishment or punitive punishment?	What questions do we hear the people in the video asking that feel relevant to understanding transformative justice, healing, and punishment?	What are the challenges you see attached to implementing transformative justice? Can TJ work in response to acts of harm that are motivated by hate and racism? Why?						
Inquiry (In Group) (20 min.)	<p>When the video finishes, allow students time to talk in groups about their responses and to ensure they have documented their responses. (10 min.)</p>								

	<p>SW share out responses with their whole class. (10 min.)</p> <ul style="list-style-type: none"> - Ensure that students understand what TJ is and are developing opinions about it's ability to work for them in their contexts. - For students: What do you agree with and argue about connected to transformative justice? <p><i>Note: If you have more time to spare, add 5-10 minutes here (or take it from the closing) for student talk time and/or whole-class share out.</i></p>
Closing (15 min.)	<ul style="list-style-type: none"> - Prompt students for the next day's lesson if class is at its end: Tomorrow, we're going to examine incidents of harm rooted in the use of the swastika symbol and engage in transforming structures to reorient the space toward transformative justice. Bring your assertions, arguments, and ways of taking action to class. - Go to The Swastika Counter Project School Incidents Database and go to the Schools Only tab. Select two articles from the database Note: Though not required, we encourage you to pull from the Schools Only tab for students to use. See note in Structures & Materials above for further reasoning. - Begin to read your articles to prepare for tomorrow's transformative justice work. Let me know if you have questions. - HW (optional): Annotate your reading for tomorrow and select one article you would like to dig into in order to think about punishment and transformative justice.
Day 2	
Opening (7 min.)	<p>Four corners activity: Agree, Disagree, Undecided, Other (labels)</p> <ol style="list-style-type: none"> 1. Before label four corners of your room with the above "labels" on four separate sheets of paper. One corner is designated for each. 2. Instructions to share with students: <ul style="list-style-type: none"> • I will share a question. • You will quickly go to the corner that is most reflective of your response. • If other folks are there, listen to their responses and be ready to share yours. • I will ask at least one person to share out in each round. • Our objective is not to resolve these ideas, but to listen to ourselves and each other as we think about transformative justice. • What questions do you have? 3. OK, here we go! <ul style="list-style-type: none"> • Question 1: If someone has committed harm, it's only the job of the person who committed the harm to remedy the harm done. Be sure to share your why. <ul style="list-style-type: none"> ○ <i>Teacher probes for student responses:</i> <ul style="list-style-type: none"> ■ Is the harm done to one person, a community concern? ■ It is the job of the community to remedy the harm done, not only the individual who committed the harmful act. ■ Harm happens through a series of decisions and choices that an individual makes. However, would we say that people's decisions are shaped by the environments they live in? If the environment a person

	<p>lives in has an influence on how people think and what people do, then what is our responsibility in helping to address the harm done in our community by people in our community?</p> <ul style="list-style-type: none"> • Question 2: The current generation is responsible for repairing the harm done by previous generations. <ul style="list-style-type: none"> ○ We did not create slavery or racism, but there are some people who benefitted from the enslavement of African Americans and racism in the past and now in the present. What is the responsibility of those who have wealth and power to those whose ancestors were enslaved? ○ If the current generation is not responsible, then who is? Why? <p><i>Note: You may only have time for one question and not both. It's OK. Select one and keep it moving.</i></p>
<p>Opening (15 min.)</p>	<p>Today, we're going to dig into thinking about transformative justice and responsibility through the lens of acts of harm that involve the use of the swastika. Our first step is to norm what we know. We're going to jigsaw our responses.</p> <p><i>What do you know?</i> Using the site below as a resource, respond to the following questions in your separate groups. We're going to jigsaw the questions so only complete the question assigned to your group.</p> <ul style="list-style-type: none"> - U.S. Holocaust Memorial Museum Encyclopedia: Swastika <ol style="list-style-type: none"> 1. What does the swastika symbolize? (Groups 1, 2) 2. How has the swastika been used to commit acts of racism and evil? (Groups 2,3) 3. Who has used it to harm others? (Groups 3, 4) 4. What have people done to disrupt and heal from these acts of harm caused by the decisions of others to use the swastika? (all) <p>Student work time (5 min.) Share out jigsaw responses (10 min.)</p> <ul style="list-style-type: none"> - Remind students to take notes in their document. You can make the decision if you would like for each student to have a document or if you would like to share one file per group. - Ask one group to share out and for second group with the same question is there anything they would like to add or lingering questions.
<p>Inquiry Grapple #2 (35 min.)</p>	<ul style="list-style-type: none"> • Separate students into their pre-assigned groups of 3-4 people. • <i>TW say: We're going to examine at least one article and engage in a case study process. Our goal is to try to gain a more complex understanding of transformative justice by practicing a transformative justice response to violence. Use transformative justice principles and practices whenever possible to guide you. You all will show your process and thoughts on the chart paper. Please write as clearly as possible as you'll be sharing your ideas with your peers and they'll be sharing their ideas with you.</i> <p>Transformative Justice Community Project Inquiry document (This document is a copy of what is typed below.)</p> <p>TW circulate throughout the room during work time. When students present a</p>

dilemma, let them do as much labor as possible. Your job is not to solve the issue for them or to guide them through transformative justice, ask clarifying and probing questions to support their understanding and address what is coming up for them.

Student Instructions: Step into the community you are reading about. You and your group members are a part of a community group of neighbors who want to create a safe place for everyone in your neighborhood. You have heard about what happened in the news and have been asked by a special community-government partnership created through protesting and organizing against violence and incarceration. This group is called the Incident Intervention Taskforce to develop a transformative justice plan of action that addresses the harm done to the survivor(s). You all are new to your jobs and care deeply about the community and the well-being of others.

Remember, you are not students, you are youth community members charged with a serious task that your community will begin using to support the survivors and hold doers of harm accountable to survivor needs.

1. Each group should have two articles from [The Swastika Counter Project School Incidents Database](#) from the **Schools only section or the teacher-curated list from the Swastika Project Database.**
2. Read through both, then **select one of the articles** to go through the transformative justice case study process. [Please place a link to the article your group selected in our Group Articles Link Share document so that everyone has access to it.](#)
3. When you select your article, annotate it for understanding, inclusive of any clarifying (Who, What, When, Where) and probing (Why, How) questions.
4. **Using the markers and chart paper at your desk, write your group members' names and class period on the back of your chart paper.**
5. **Write a brief 2 to 5-sentence summary of what happened in the article.**
6. **Next, create a visual map.** This will be a useful touchstone that you can refer back to as you move forward as a group. Visually map out:
 - all the people in the case study
 - along with their roles and relationships to each other
7. **Track any questions and observations that arise on your chart paper.**
8. **Make sure to note the following roles,** knowing that these roles are not mutually exclusive. Where there are supportive relationships and where there are unsupportive or even hostile relationships. This will help as you try and figure out who could be supportive in this response and where you might need to proceed with caution. **Please know there is so much slippage in all of the roles. Survivors can also be people who harm. Bystanders can transition to upstanders and upstanders to bystanders. People who have harmed others are often survivors of other kinds of harm and can become people who hold themselves accountable for the harm caused and seek to repair and restore what they caused another person to lose.**
 - Survivor(s), person/people who have been harmed
 - Bystanders, protective and supportive; un-protective and unsupportive
 - Upstanders, people who attempt to intervene and/or disrupt harm or folks who hold themselves accountable for transforming the harm done
 - People who have harmed others

	<ul style="list-style-type: none"> ○ Any relationships where there was abuse and/or where there could have been (or is currently) abuse, violence or harm. <p>9. Asks, Goals and Priorities:</p> <ul style="list-style-type: none"> ○ What are people asking for? Be specific, survivors, bystanders, people who have committed acts of harm ○ What are the goals of these asks and responses? What are the priorities? (e.g. if there is immediate danger/violence—especially if children or youth are at risk—then that must be the first priority). ○ Thinking of transformative justice, what <i>could</i> be the goal(s) of these responses? Consider what asks and responses <i>could</i> be reflective of a transformative justice approach. <p>10.Roles: Assess the roles within this response, not only within the case study, but also within your small group.</p> <ul style="list-style-type: none"> ○ Who can help? Consider the roles that you have already documented, but who else in the community may be equipped to help? ○ What are the different roles your group could play? ○ What role can you play? What are the skills your group has that could be useful? ○ Who may be hostile or unsupportive? ○ Are there any creative ways we can think to change this? ○ What resources can we pull from (e.g. local organizations or groups)? <p>11.Process: Think through your process, both your process as a group and of your response.</p> <ul style="list-style-type: none"> ○ If an accountability process is asked for, how will you (prepare to) ask the person who was harmed to be part of an accountability process? ○ What if they say “no?” ○ What will your response look like? What should happen first? Next? <p>12. Review what you have documented using the following questions. Add responses and questions as you work. Again, the goal is not for you to “solve the problem,” but to think about the role of transformative justice in acts of hate and racism rooted in the use of the swastika. It’s OK if what arises for you all is more questions.</p> <ul style="list-style-type: none"> ○ a. What are the outstanding questions we need answers to that we don’t have right now? What do we need to know more about? What are the important questions we need to ask? ○ b. What do we need that we don’t already have? What do we need in order to respond better? These could be small things such as more information or more skills you need in various areas; but these could also be larger in scope such as an underground network of medical professionals who will not report criminal acts to law enforcement or changing laws and policies. ○ c. What could be the obstacles or drawbacks to your plans and ideas? What could be the backlash from individuals involved or different communities? How can we responsibly and proactively plan for these? ○ d. How are we supporting everyone involved? Especially, how are we supporting the survivor(s)? <p><i>Note: Some of these questions have been borrowed and modified using a protocol from TransformHarm.org and the Bay Area Transformative Justice Collective.</i></p>
Closing (3 min.)	Students should post their work on the classroom wall using painter’s tape or the self-stick tape on the back of the chart paper. They may need multiple sheets of chart paper, so have that readily available.

	<p>Tomorrow, we'll examine each other's work and use what we've come up with to think more deeply about transformative justice and harm rooted in Anti-Semitism, hate, and racism.</p> <p>HW (optional): Ask students to read at least 3 of the articles from the other groups. There are at least 3-5 other articles depending on the size of your class.</p>
Day 3	
Do Now (10 min.)	<ol style="list-style-type: none"> 1. Get into your groups from our previous class day. 2. Find your chart paper and bring it to your group's desks. 3. Read "Transformative Justice: A Brief Description" by activist Mia Mingus, <i>Transformative Justice Blog</i> <ol style="list-style-type: none"> a. As you read, add questions and additional possibilities to your chart paper. 4. Be ready to share out questions and reflections from the reading with community members in other groups.
Opening (5-7 min.)	<ol style="list-style-type: none"> 1. Check in with students. <ul style="list-style-type: none"> • How are you all doing? How is your heart feeling? 2. Give students an additional 5 min. to check in with each other and use what they've gleaned from the Transformative Justice reading (Mingus) to revise or think about their work. <ul style="list-style-type: none"> • What did you all glean or pull from the Mingus reading about transformative justice? Was there something that felt like an ah-ha, something you wanted to argue with our about, a question that's rising for you? It's OK if it's not fully formed. (Get at least one response.) • Write some initial questions and musings on the board.
Inquiry (20-30 min.)	<p>OK, let's get ready to learn from each other and share knowledge about transformative justice.</p> <p>You're going to rotate with your group today and offer feedback to other community groups' work. You see Post-It Notes at your desks? Leave them at your group's station. Do not take them with you when you rotate.</p> <p>You'll have about 5-10 min. at each group's station.</p> <ol style="list-style-type: none"> 1. Scan through the article and the summary the group used to craft their transformative justice-based response. 2. Use the Post-Its to: <ol style="list-style-type: none"> a. ask questions b. suggest interventions c. add to the group's reflections and proposal d. celebrate what works 3. As you all spend time together with a group's work, engage in dialogue together about questions that arise for you. 4. Wait until you hear the chime, and I'll give us the signal to move to the next group's artifact. 5. After spending time with two groups, you will return to your group, look at comments and spend time in class discussion. (2-5 min.) <p>Note: The goal is not for students to visit every group's station, but to think critically</p>

	<p>about the role of transformative justice and possibility for healing in responding to acts of harm rooted in hate, Anti-Semitism, and racism. Though, if there is time for them to visit every group, then do so.</p> <p><i>If you have more time, allow students to move to additional groups' stations/tables.</i></p>
<p>Discussion (15-20 min.)</p>	<p>This can be a Socratic Seminar discussion or one in which the teacher gently facilitates the discussion. This should be between students. It's OK if there are long pauses.</p> <p>Discussion Options:</p> <ul style="list-style-type: none"> - Small group or paired discussion - Whole class discussion - Snowball: Students begin by working in pairs, then they connect with another pair, then another group, and another until it moves into a whole class discussion. This can get beautifully loud and requires students to move around the room. Be sure your community norms are in place and you offer a reminder and check in about those norms before launching this method. This enables students to understand how to experience joy in ways that allow them to retain focus and connection with each other. - Speed date: Students have time to reflect on their response and may even bring notes. Set up the classroom in such a way that students are sitting across from each other like they would at a rectangular lunch table. Students are given a short amount of time (3 min to 5 min.) per question or discussion session depending on the task or what you want for them to reflect about aloud. This should be quick, but you may need to pace students. For example: 1) Share with students that the objective is to listen to each other's ideas, then in the final 2-3 minutes for them to have a conversation. Do not interrupt each other. Student A has 1 minute, Student B has 1 minute. The last 1-2 min. are spent in a dialogue thinking about what the other has shared and building on each other's ideas. - Jigsaw: Students are already in their groups of 3-5 students. Have them count off in their groups. Then, send all the 1s to a group, all the 2s to a group and so on. This way, there's one person from each group in every group. As they circulate around the room, a person from each group becomes the "expert" when they arrive at their group's station and can summarize the article, but also clarify questions from their jigsaw group members. <p><i>TW say: Take a moment and write at least two questions you have about anything that has come up for you in our past 3 days of class.</i></p> <ul style="list-style-type: none"> - Students can write it on Post It notes, computer, or index cards. - Having student questions posted may be something great to have as you move through the different class periods. This way, students can examine their peers' questions and even borrow ones that feel especially strong or curious. <p>Backpocket Questions</p> <ul style="list-style-type: none"> • Let's begin with your questions. (Begin with student questions and statements.) • What came up for you during this experience? What were some of the things you were thinking about, discussing, and processing as you read the article about the act of harm using the swastika? • What kinds of community infrastructure (programs, structures, policies,

	<p>human presence and roles, etc.) can we create to support more safety, transparency, sustainability, care and connection (e.g. a network of community safe houses that those in danger can use, an abundance of community members who are skilled at leading interventions to violence)?</p> <ul style="list-style-type: none"> • What were skills that you used in order to work successfully in your community group? • What are the skills we need to be able to prevent, respond to, heal from, and take accountability for harmful, violent and abusive behaviors? • What do survivors and people who have caused harm need? • Why do survivors and people who have caused harm have so few options in our community? • What are some of the harmful ways that we treat each other that help set the stage for violence and abuse, and how can we change this? <p><i>Discussion should be at least 15 min.</i></p>
Closing (3 min.)	<ul style="list-style-type: none"> - Where do we go from here? <i>(This could be a closing reflection that they write at the end of class or that they complete for homework.)</i> - What are your thoughts about transformative justice? What are the challenges involved in engaging with TJ? What “works” about TJ? - Take care.