


Social Justice - Addressing Real- World Issues Through Making



Jasmine Atwal, Ka-Yee Chu, Michelle
Desgroseilliers, Mike Forsyth,
Tiffany Ku, Stephen Wellsby,
Vera Xiong

Land Acknowledgement

We appreciate that we are able to conduct this presentation on the unceded, traditional, and ancestral territory of the Musqueam, Squamish, and Tsleil-Waututh peoples.





PROVOCATION ACTIVITY

**Social Justice: What
does it mean?**

Take a few moments to consider for yourself what the term/concept of Social Justice means to you. You can write, sketch, or construct with materials on your desk your thoughts or ideas to help you in your consideration.



Critical Questions for Consideration

1. How would you define social justice? What does it mean to you personally?
2. In your opinion, what are the key principles or values that underpin social justice?



With two or three others, share and explain your thoughts about Social Justice. Are there areas where your ideas overlap? Are there areas where your ideas differ? Discuss your differing ideas of Social Justice, what about your different backgrounds has led to you having different ideas about Social Justice?

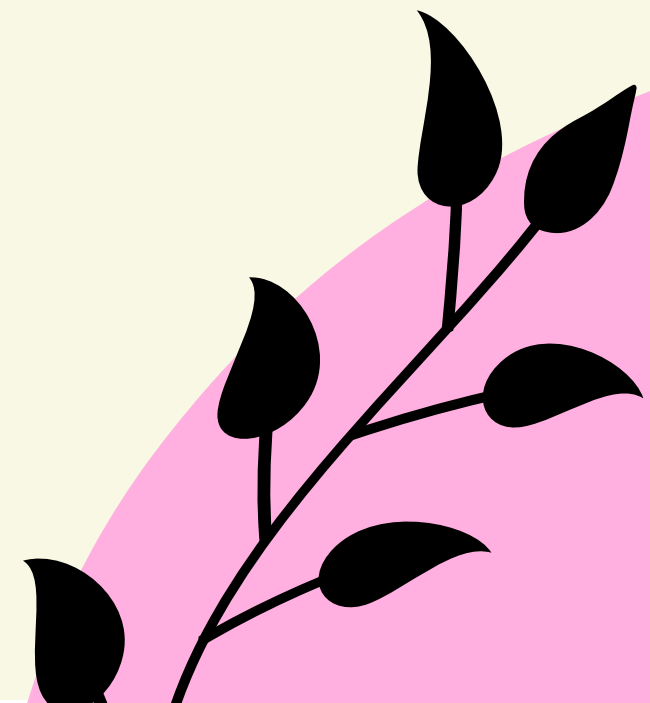


After discussing your thoughts on Social Justice your group should attempt to create a definition or definitions of what social justice means. These definitions (s) can be in a variety of formats (image, gif, meme, text). Share these definitions with the Social Justice Padlet.



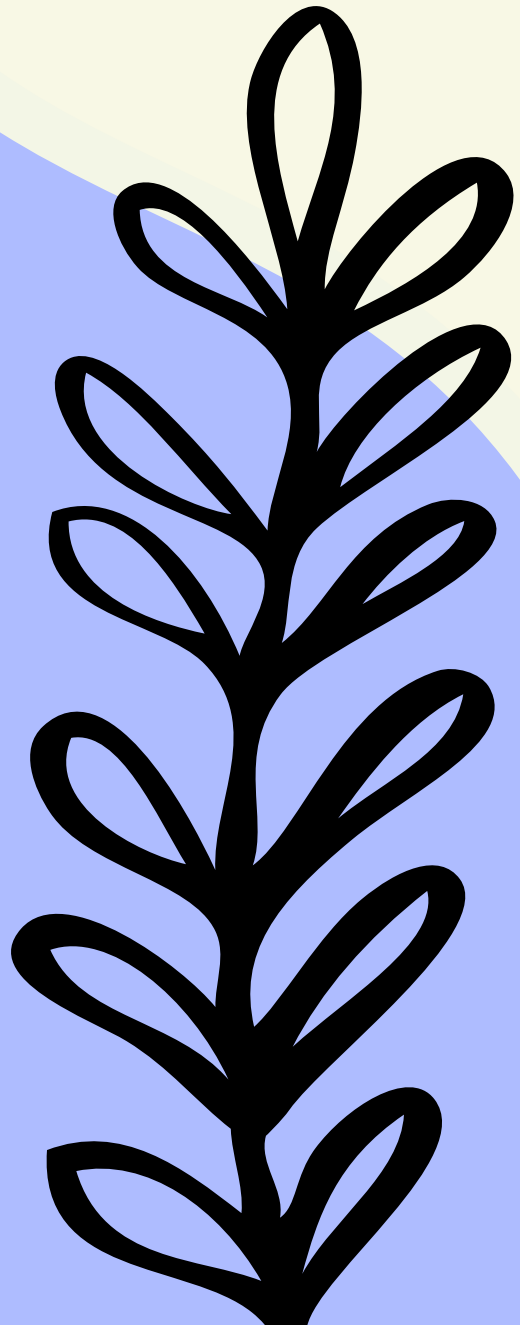
Target Audience

Cross-Curricular Unit of Learning in ADST and Social Studies (Civics, Social Justice, Design) at Grade 9-12 Level for 80-Minute Classes



Big Idea

Social Justice (EDIDA) Frameworks Along With Design Learning through Making can be Used to Address Real-World Social, Ethical, and Sustainability Issues.



LEARNING GOALS

- Understand and utilize inquiry-based learning.
- Incorporate liberatory design thinking.
- Research, learn, reflect, empathize with, and advocate for social justice issues.
- Use iterative design to provide a solution to social justice issues and take action on real-world problems.



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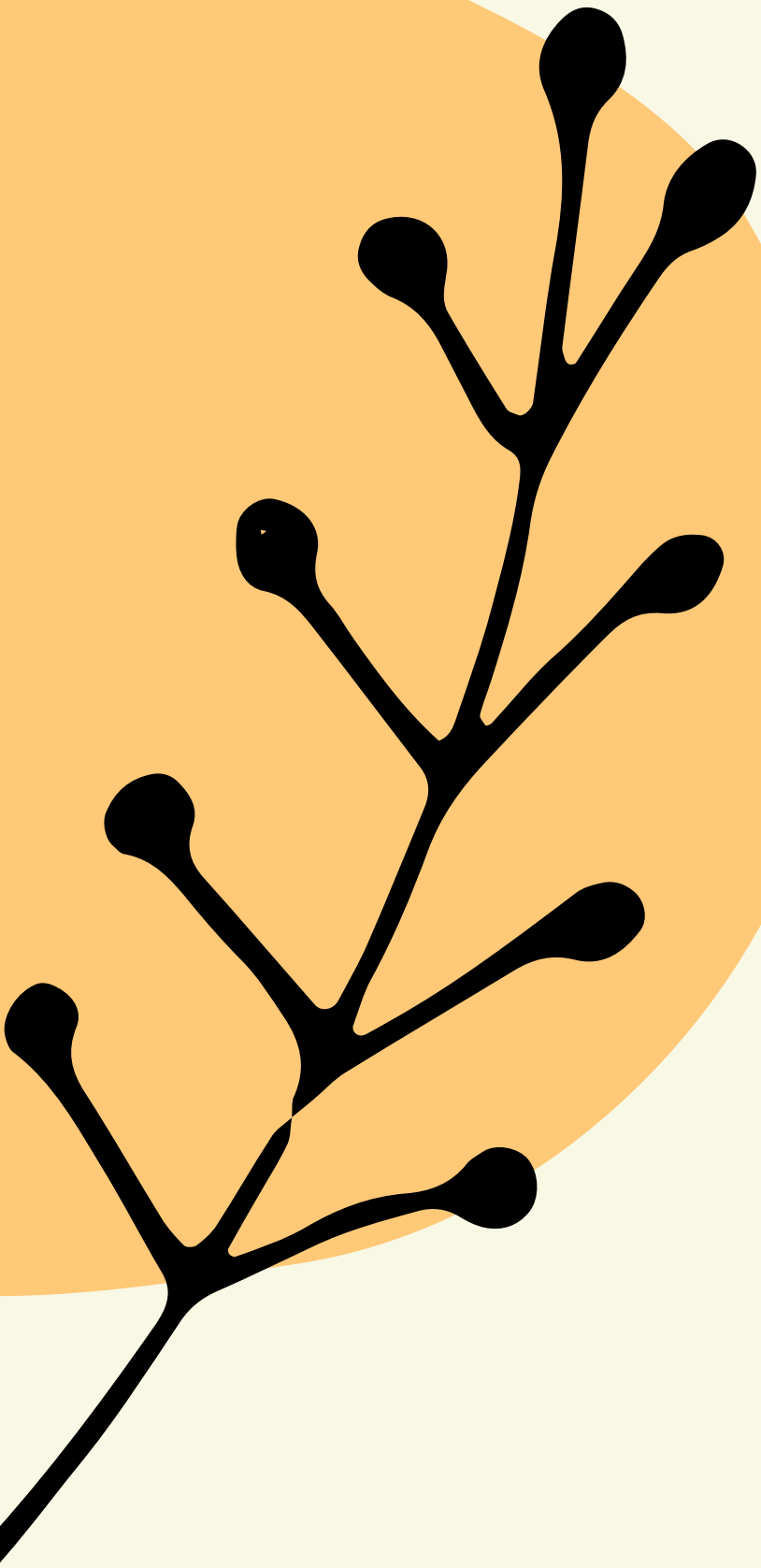


LESSON 1 - IDENTIFY SOCIAL JUSTICE

- The class will define Social Justice in the context of the class
- Introduction of the Unit Maker Challenge

LESSON 2 - NOTICE THE CONTEXT

- Identity Iceberg Provocation
- Challenge: Creating a 3-D Identity Iceberg exploring your own identity and how others perceive you.
- Discussing concepts of power, privilege and oppression and how that impacts and shapes your identity and how you view others.
- Reflection/Provocation # 2: How can you develop greater empathy and understanding for individuals who have different identities or experiences than your own? Consider specific strategies or actions you can take when tackling your Final Makerspace Challenge.



LESSON 3 - EMPATHIZE WITH THE USERS

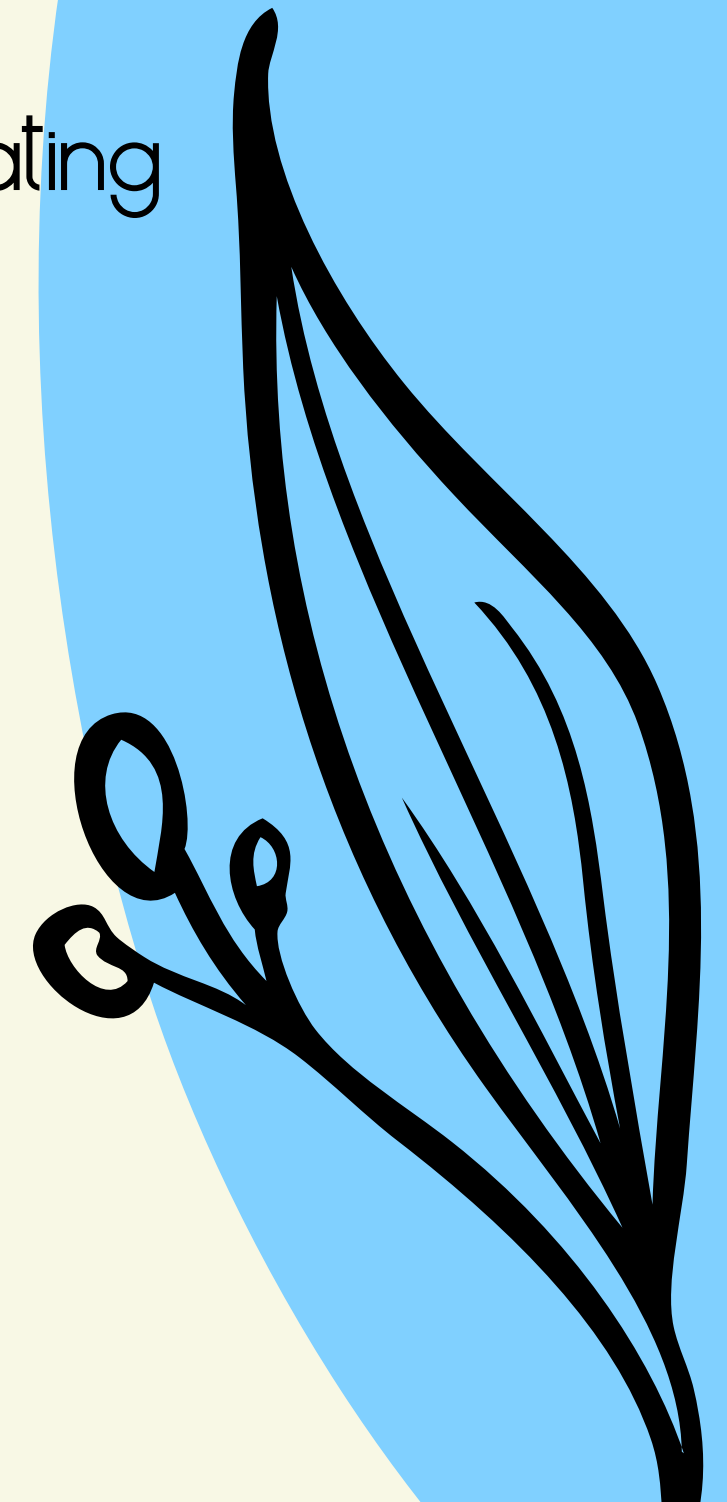
Empathize with Users

- Develop hypotheses about who is impacted
- Conduct primary research to confirm/disprove
- Create Personas, Empathy Maps, & User Journeys communicating people's experiences
- Design Journal

LESSON 4 - DEFINE & IDEATE

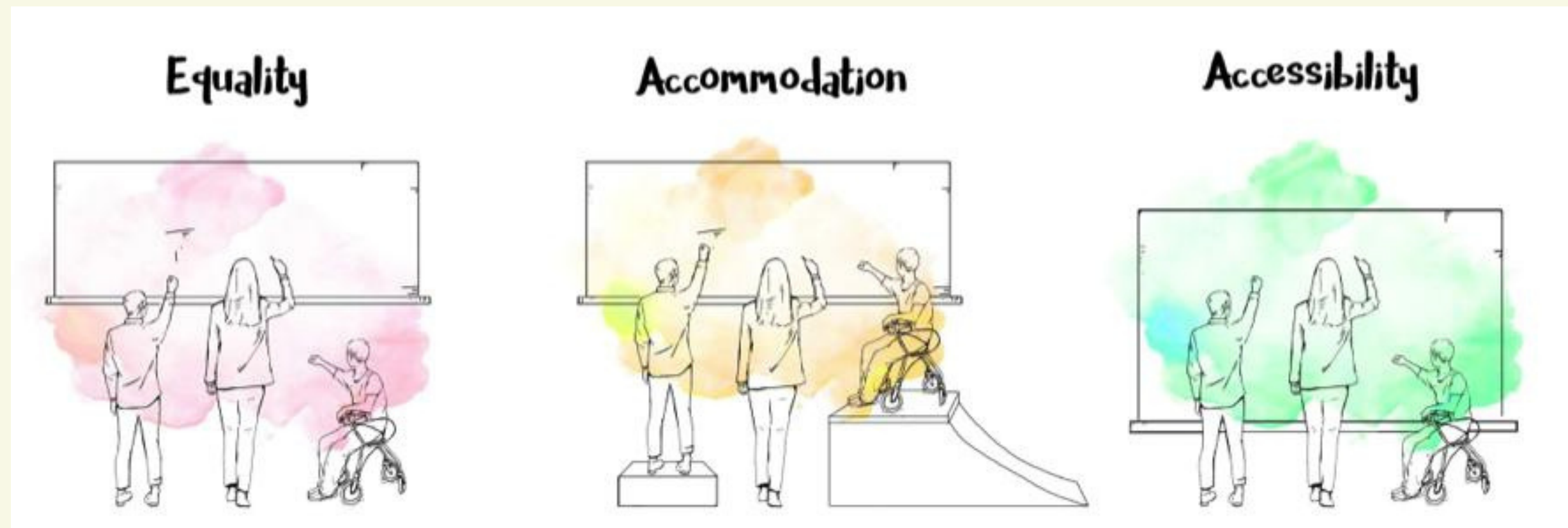
Define & Ideate

- Use Applied Design Skills and Technologies (ADST) to address social, ethical, and sustainability issues
- Provocation: Use generative AI (i.e. ChatGPT and DALL-E2) critically
- Challenge: Design a culturally inclusive public art installation



LESSON 5 - PROTOTYPE

- Prototyping! Intro: play SOAR.
- Brainstorm a list of questions to guide the iteration process and discuss how "impact" should be measured.
- Make: an interactive Twine story based on the differing impact between equality, accommodation, and accessibility

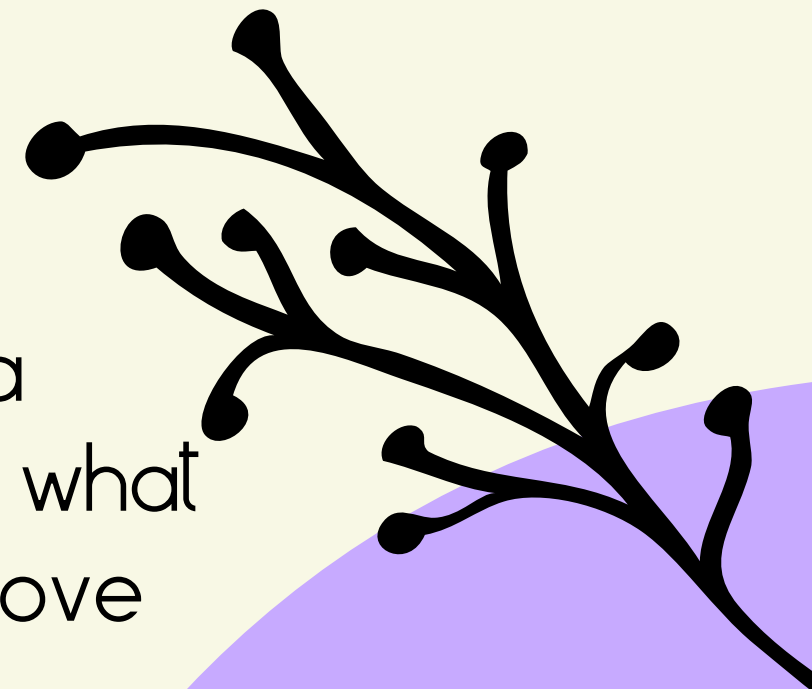


LESSON 6 - TEST (TRY)

- Provocation: Activity doing basic tasks with a handicap - wearing oven mitts, "olive oil hands", etc.
- Reflect on how biases may exist in testing
- Challenge: Design an appropriate test that can capture the target audience's perspectives

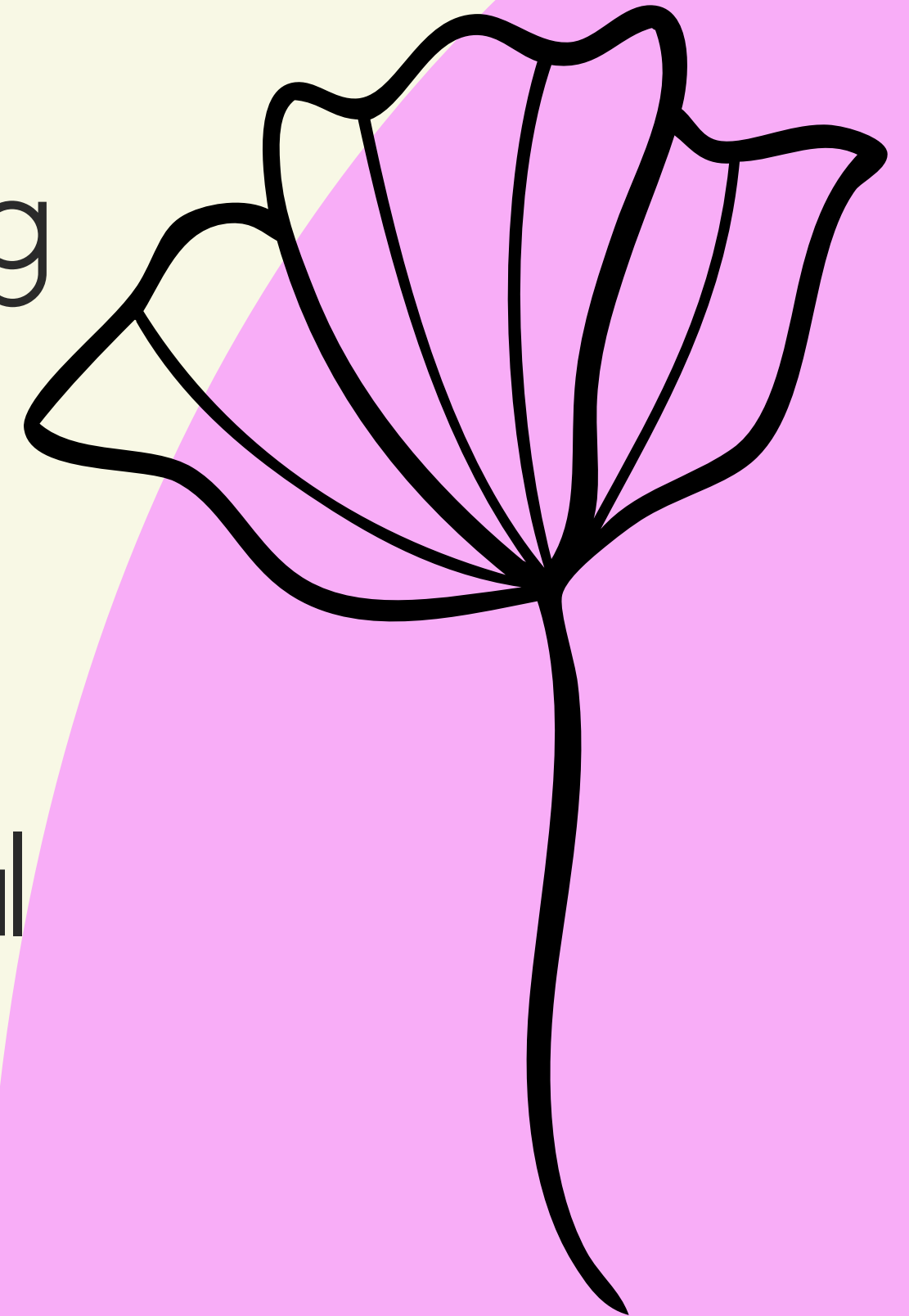
LESSON 7 - REFLECTING

- Provocation: Based on a shared video, students will be led through a discussion of the liberatory design cycle, with the overall question of what aspect of the design cycle is the most important when trying to improve the well-being of others. Does the answer depend on whether the affected party is individuals, communities, or the environment.
- Challenge: Create a process journal, poster, website, or other approved material for sharing their learning about all aspects of the liberative design cycle that they undertook to create their process.



UNIT MAKER ACTIVITY

In the challenge students, working in groups, will choose a real-world social, ethical, or sustainability issue and design and produce a physical or digital product that tackles the issue



UNIT ASSESSMENT

Diagnostic:

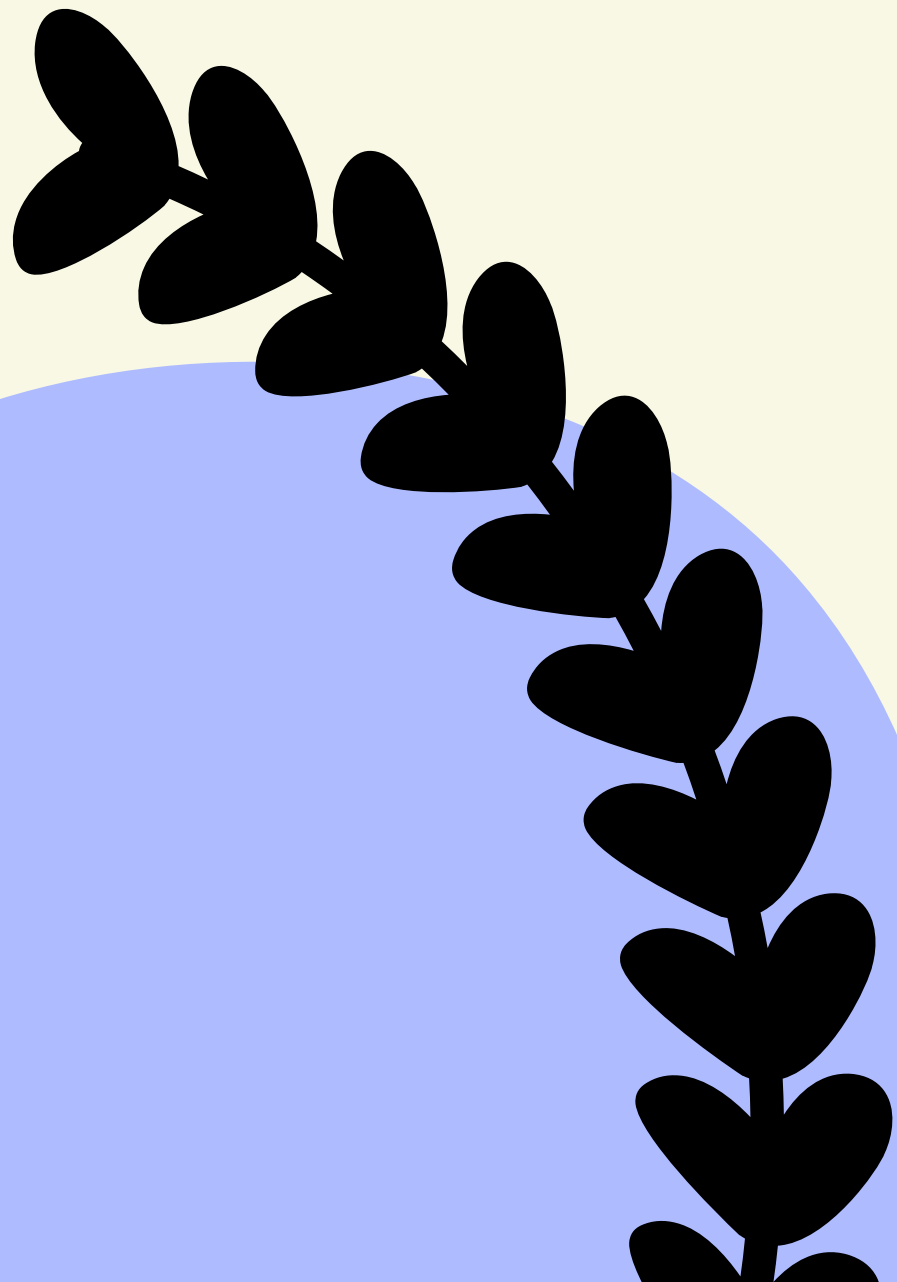
- Observations
- KWFLSD chart

Formative:

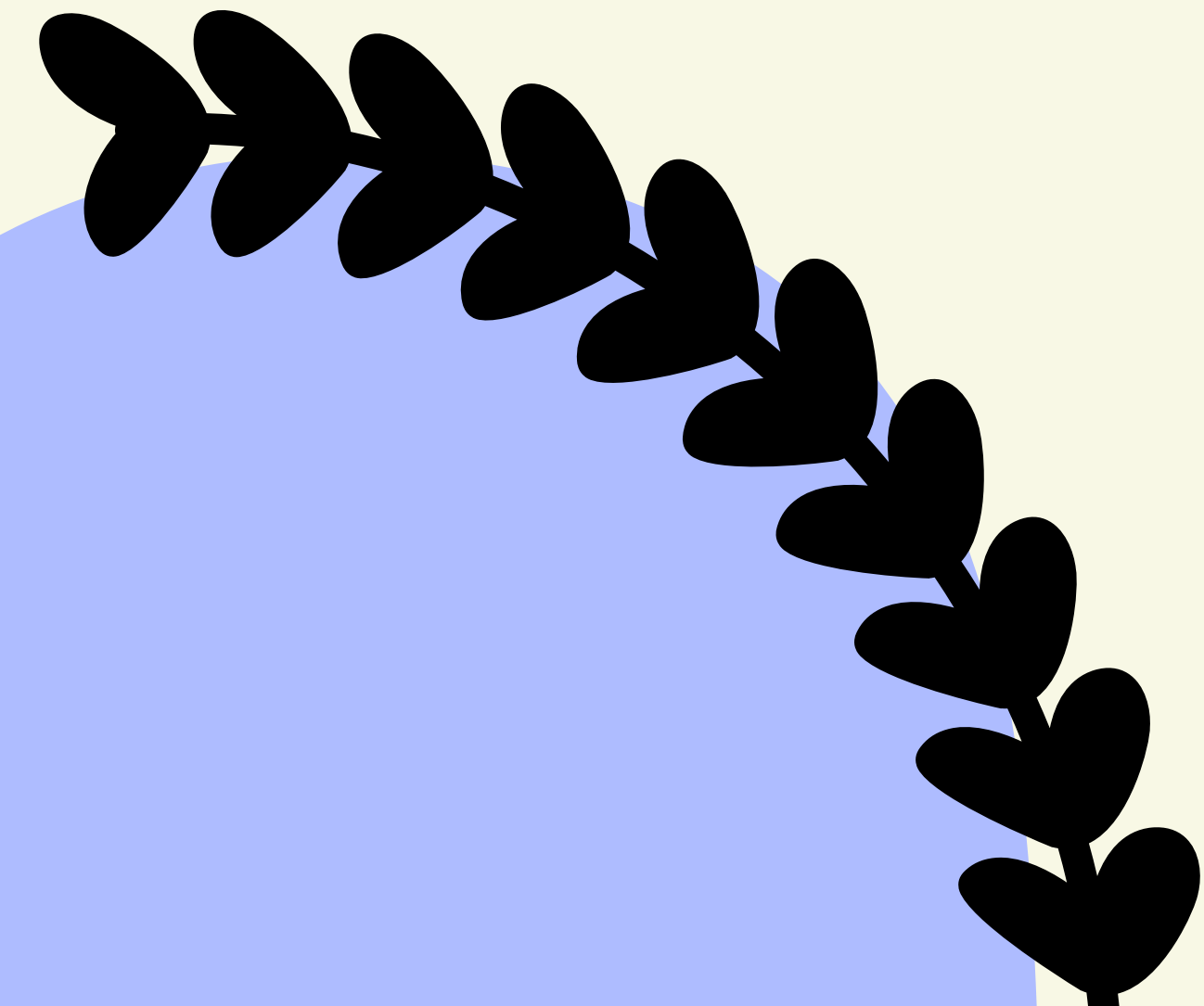
- Lesson-specific Assessments

Summative:

- Design journal
- Final product
- Sharing and presenting

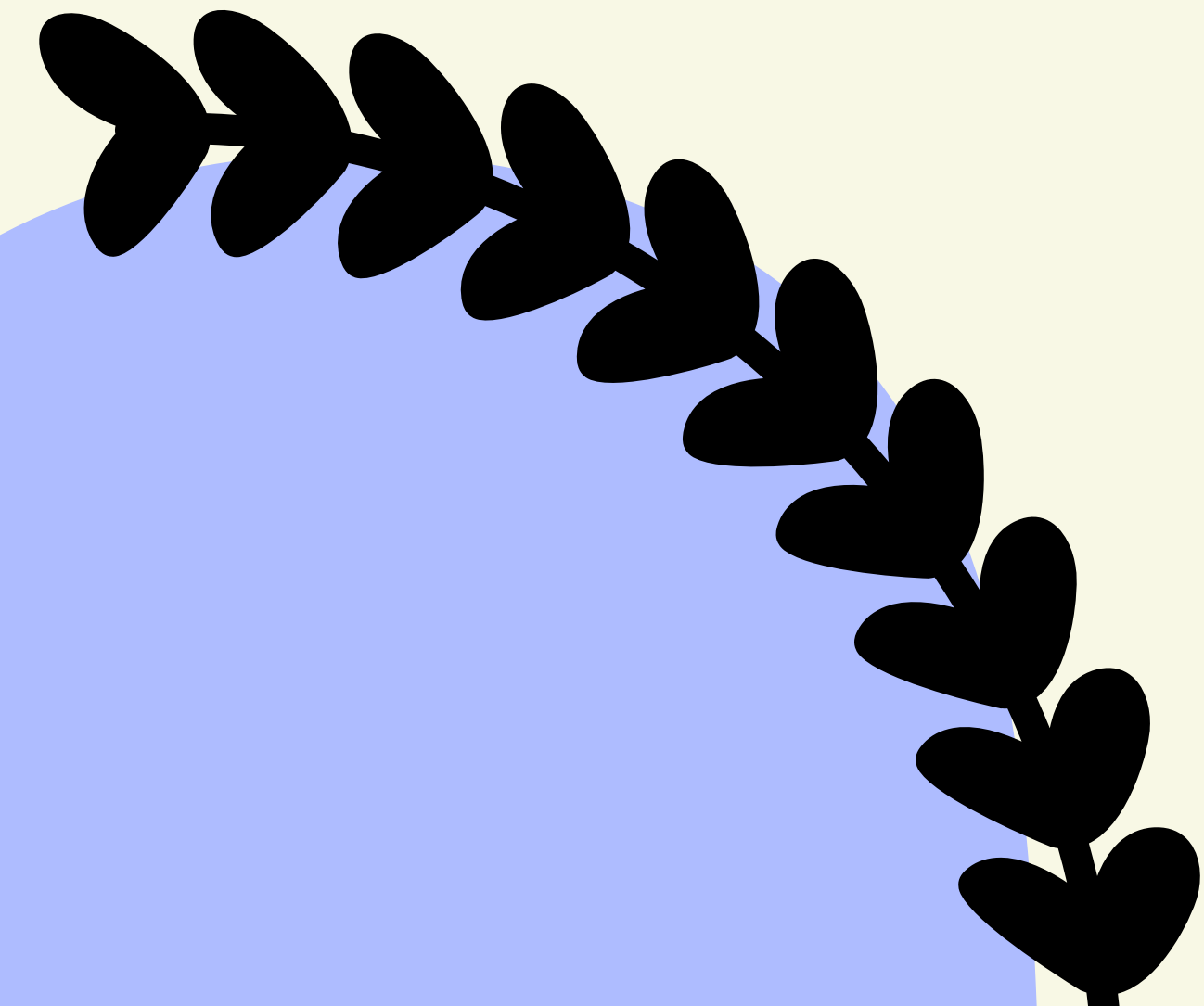


QUESTIONS?



ONE MORE SHOT AT THE PADLET?

(OPTIONAL)



THANK YOU!

- Feedback

