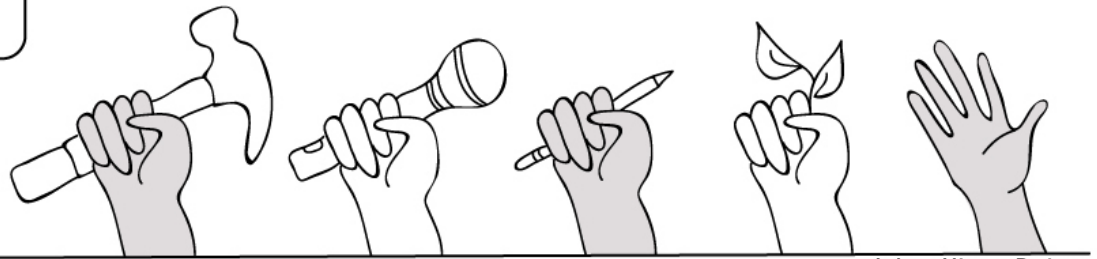




## Lesson 2: Where do you stand?



Labour History Project

**Lesson Summary:** An interactive lesson where students consider ethical issues related to social justice and labour matters. Students engage in a self-assessment of their own attitudes and values.

**Time:** One period

**Essential Question:** Where do you stand?

### Lesson Activities

1. Distribute Handout #2a **Where Do You Stand: Labour and Social Justice** and read instructions at the top of the page. Direct students to think about the statements and consider what each means.
2. After they have completed all questions in column one, they leave their seats and attempt to convince as many students as possible of the correctness of their views. Students should be told that they can change their views. Once they have a partner they team up and travel and discuss together attempting to convince another pair to join them, then they are a group of four, then a group of eight...
3. The first step may take thirty-five to forty-five minutes, depending on the nature of the class. When the time is ready for a class discussion, have students form a large circle or return to their seats. Go through the statements addressing the different opinions in the class and attempt to reach a class consensus. For example, "How many students thought the first statement was true and why?"
4. Attitudes reflection: ask students to consider where they get their views. Parents? Media? Religion? What is the source of their views on this topic?

## Learning Objectives

1. To help students clarify their values and understanding of some controversial issues in relation to labour and social justice.
2. To assess how belief systems can affect perspectives and decisions in relation to social justice issues
3. To conduct a self-assessment of their own attitudes and behaviours related to social justice
4. To demonstrate attitudes and behaviours that promote social justice, including... questioning and promoting discussion and ongoing examination and reassessment of own beliefs.

### Materials and Resources Needed

- Handout #2a – Where Do You Stand: Labour and Social Justice

### Backgrounders and Other Materials

- None

## Extension Activities

1. Students choose statements they had a strong feeling about and write persuasive paragraphs explaining their opinions.
2. Students write a reflective journal to discuss on such questions as: Why do they hold the views they do? What perspectives were challenged in the discussion? What do they want to know more about? What do these questions have to do with social justice? Compare to the terms list provided at the beginning of the unit.
3. Students undertake further research on one of the statements posed in the discussion.