APPENDIX V - 37
Science and Social Justice

Promoting Authentic Projects

SUSAN OSIAGO - DIRECTOR OF MULTICULTURAL CURRICULUM
Agenda

• **Introduction** to Workshop (5 min)

• Audio Journey & Photo Essay: How can multimedia be used as an entry point for integrating social justice into a curriculum on nuclear physics? (30 min)

• **Introduction to integrating social justice** into a curriculum on nuclear physics (15 min)

• Questions, comments, resources (10 min)

• **Think-Pair-Share:** Begin developing the essential questions and enduring understandings on a unit/lesson you teach often using the PBIS Project Planner &

• Questions, comments, resources, and time for completing evaluations (10 min)

• **Self paced lesson plan development**
Essential Questions

❖ How can science educators help young people analyze the beliefs and practices that shape their lives?

❖ How can teachers empower students to take the needed steps towards creating a more inclusive, tolerant, just, and peaceful society?

❖ What are the historical and modern social justice issues in science and society?
WORKSHOP GOALS

• How can science educators help young people analyze the beliefs and practices that shape their lives?

• How can teachers empower students to take the needed steps towards creating a more inclusive, tolerant, just, and peaceful society?

• What are the historical and modern social justice issues in science and society?
What is Social Justice?

A project based social justice lesson is one that highlights and unpacks:

- the issues/moral dilemmas that elicit students’ values and promote the development of a plan of action
- hierarchies (interpersonal, social, and institutional patterns) and practices that sustain racism and the status quo
- the question of who benefits and who suffers from inequalities and injustices
- the issues around privilege and status and how those factors contribute to social standing
- the historical roots, stories, and social hierarchies that sustain inequality and injustice