Social Justice/Human Rights Curriculum
To understand and exercise basic concepts in the Human, Environmental, and Animal Rights field, the overarching issue of Power, and the engagement of concerned activities in our world for the benefit of all.

Topic: Police Violence

Objective of Police Violence Module
- Develop critical thinking skills
- Define/Identify Police Violence
- Explore importance of social schism between Police and Communities
- Explore relationship of Police Violence to other Social Justice issues
  - Explore presence of Police Violence as a global concern
  - Explore Police Violence as symptom, not simply a cause
  - Explore the nature of conflict and conflict resolution
- Explore what we can do to eliminate Police Violence and move toward Peaceful Coexistence

NOTE: This outline represents a stand-alone sample class for students on Police Violence. However, as part of a larger Social Justice curriculum and program of activities, I feel it is essential to structure programming that first provides students with a social context of: 1) a shared humanity imbued with cultural distinctions and, following that; 2) core Human Rights models and resources (as I’ve previously referenced). Both are essential reference points for the students’ critical investigations, personal investment, and self-determined activism. These reference points would certainly be foregrounded in full program curricula using social justice issues, like Police Violence, that are of particular interest to students, for illustration.
Police Violence: The Thin Blue Line (2 hours)

Objectives
• Acquire deeper sense of critical inquiry
• Define Police Violence
• Begin to explore scope of Police Violence
• Begin to explore effective activism to counteract Police Violence

Materials
Paper for each student
3x5 index cards
Markers, Crayons
Videos, projection
Photos, Tape
Extra Journals
2 Handouts

I. Activity: Identity Map of Police Violence (5 min)
   Gallery Walk of Identity Maps (5 minutes)
   Journal: Mark down any elements of note to you

II. Video Activity: “The Last Word” (30 min)
    A. Introduction of Activity (1 min.)
    B. Video Study (5 min.)
    C. “The Last Word” breakout groups and share (20 min)

III. Critical Thinking/Writing Activity (20 minutes)
    A. Writing Prompt: “What is Police Violence?” (5 minutes)
    B. Group Share, Contributions & Key Words on Board (15 min)
    C. Question to Group: Why is it important to define Police Violence?

IV. Video Activity: Gallery Walk – The Thin Blue Line, Activism
    Viewing: 10 minutes
    Journal (10): To you, what is notable about the pictures? Why?
    Is there a common characteristic to all Police Violence?
    What responses against Police Violence were in the exhibit?
    In addition to Race, what are other SJ concerns in the settings of Police Violence?

    Large Group Share (10 min)
    (Note: In the coming weeks, we’ll explore tools to critique the media, as well as use it for activism.)
V. Review Discussion (10 min)
   - Where can Police Violence occur?
   - Who is subject to/affected by Police Violence? Are Police?
   - What are some ways in which Police Violence occurs?
   - How do we know/let people know about Police Violence?
   - Key Question: When does Police Violence occur?
   - The Big Question: Why does Police Violence occur?

VI. (Assessment)
   Last Activity (20 min)
   Review Prompt: What is Police Violence? (10 min)
   A. Group reviews/adjusts/determines definition
   B. Handout: The Law Dictionary Definition
      AI Definition
   C. Compare the class’ definition to the legal definitions

   New Identity Map of Police Violence (10 minutes)
   Note: How is your identity map the same/different from the first?

In the coming sessions, we’re going to continue to explore the roots of Police Violence, the variety of social contexts where Police Violence is found, and activist responses. Of course, you'll also develop your own ideas on how you would like to counteract Police Violence.

In this or in any Social Justice study, I strongly encourage you to pay special attention to the critical role that Police Forces play with regard to Human, Environmental, and Animal Rights issues.