

LESSON: H-UVII-L1

Cycle of Liberation: A Model to Work Out World Problems?

Unit VII: Building Better Futures: Narrative, Recovery, and Responsibility

Grade Levels: 9–12

Time: 120 minutes+



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Objective

- Read, analyze, and discuss the Cycle of Liberation model.

Key Terms

- ally
- assumptions
- authenticity
- coalescing
- cognitive dissonance
- inspiration
- intrapersonal
- internalized oppression
- interpersonal
- introspection
- model
- privilege
- systemic

Lesson Materials

- Cycle of Liberation from M. Adams, L.A Bell, & P. Griffin (eds.) in *Teaching for Diversity and Social Justice: A Sourcebook* (Routledge, 1997)
- graphic of the Cycle of Liberation by Bobbie Harro (found at <http://www.library.wisc.edu/edvrc/docs/public/pdfs/SEEDReadings/CycleLiberation.pdf>) (one copy for each student)
- overhead projector or computer and projector

Lesson Plan

- Hand out copies of the Cycle of Liberation graphic and project the model onto the board.
- Show the students how to follow the flow of the diagram. Begin with the darkened stages: waking up, getting ready, reaching out, building community, coalescing, creating change, maintaining.
- Discuss the core results.
- Ask the students: “Why is the model divided into the three areas? Why are the three areas placed in the order that they are?”
- Choose (or have the students choose) an incident that created cognitive dissonance. (The incident could be a local event or situation at school.)
- Have the students break up into three groups: intrapersonal-reaching out; interpersonal-building community; systematic-creating change.
- Ask the groups to analyze the event based on the parameters of their grouping and according to the flow chart.
- Have each group report back to the class, and have the class construct a master plan of how to deal with the event. Ask the class: “How might we be able to translate your plan to the global world?”

Evidence of Understanding

Have the students work in groups to construct a model that would affect a situation or event in the global world.

Taking Action and Giving Service

Have the students identify and explore services their communities that provide for the unemployed, homeless, or others in need.

- Ask them to research information about the programs in their community that provide clothing, food, jobs, medical and legal services, and shelter to people who cannot afford them.
- Encourage the students to do volunteer work with these agencies.
- Have them gather information to write letters to the editor of the local newspaper or editorials concerning current issues in the community and suggest ways to make it better.