

“Ambassadors of Justice” Program Curriculum

At the Social Justice Resource Center
An Initiative of Center of Life

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center of life

hazelwood • pittsburgh

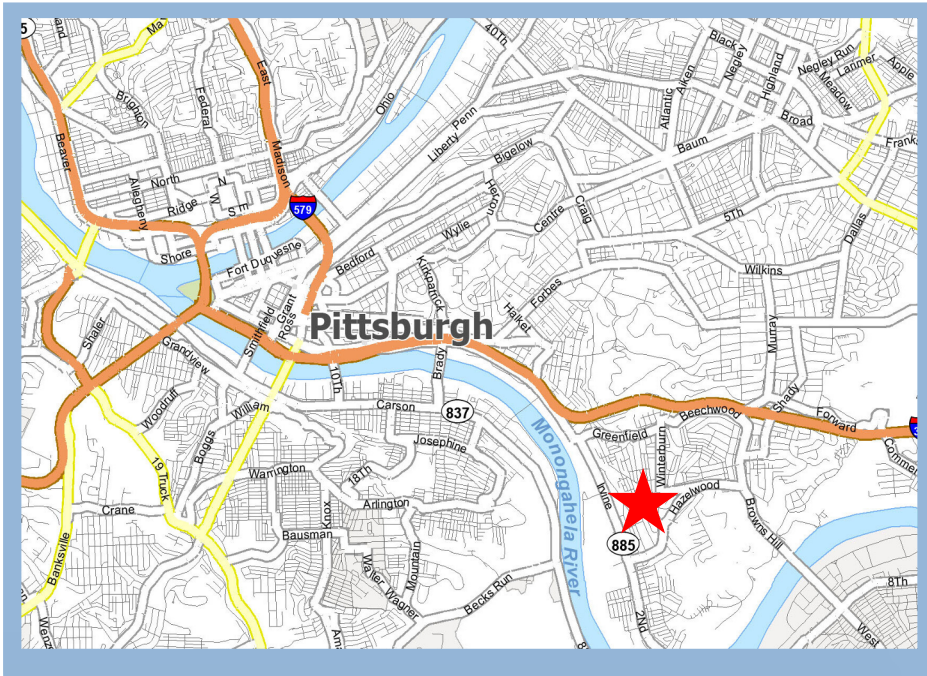


Table 2: Population by race, all ages and under 18, Hazelwood and the City of Pittsburgh, 2010

Race	All Ages				Under Age 18			
	Hazelwood		City of Pittsburgh		Hazelwood		City of Pittsburgh	
	#	%	#	%	#	%	#	%
White alone	2,554	50.7	201,766	66.0	364	30.5	23,110	46.4
Black or African American alone	2,259	44.9	79,710	26.1	742	62.2	21,168	42.5
Asian alone	66	1.3	13,465	4.4	14	1.2	1,334	2.7
Some other race alone	34	0.7	3075	1.0	10	0.8	752	1.5
Two or more races	120	2.4	7,688	2.5	62	5.2	3,435	6.9
Total population	5,033	100.0	305,704	100.0	1,192	100.0	49,799	100.0

Table 6: Poverty status by age, Hazelwood and the City of Pittsburgh, 2006-2010

Age	Hazelwood		
	People in poverty	Total population*	% in poverty
Under age 18	483	1,171	41.2
Age 18 to 64	584	2,858	20.4
Age 65 and over	126	970	13.0
Total population, all ages*	1,193	4,999	23.9

Source: U.S. Census Bureau, 2006-2010 5-Year American Community Survey

Our Mission

TO PROVIDE FAMILIES AND YOUTH WITH THE LIFE SKILLS, EDUCATION, TRAINING, AND RESOURCES NECESSARY TO BE STRONG AND TO MAKE THEIR COMMUNITIES STRONG.



Inside the Sanctuary

Other Center of Life Programs

ABOUT COL

PROGRAMS

COL STORIES

OVERVIEW

FUSION

CROSSOVER

THE KRUNK MOVEMENT

DANCE

COL JAZZ

FAMILY ENGAGEMENT

REPLICATION PROGRAMS

RESOURCES



A student-led music and health initiative uses the elements of hip-hop, dance, songwriting, beat making, and music production to communicate messages about current events, social justice, and mental health



SOCIAL JUSTICE

—Resource Center—
Pittsburgh

An initiative of Center of Life

The Social Justice Resource Center's mission is to be a catalyst for advocacy and action by providing information and education through various platforms and media such as data reports, exhibits, guest speakers, discussion forums, e-news, and print media.



Education

All students have a right to high quality, public education no matter where they live.



Policing

Law enforcement should be the same for all people regardless of their race, gender, culture, religious beliefs or zip code.



Courts

The court system should be set up to establish fair and equitable practices that prioritize intervention not incarceration.



Prisons

The prison system should have programs that are designed to rehabilitate, prepare people to re-enter society, and reduce recidivism, as well as punish.

The “Ambassadors of Justice” Program (KRUNK’s Sister Program)



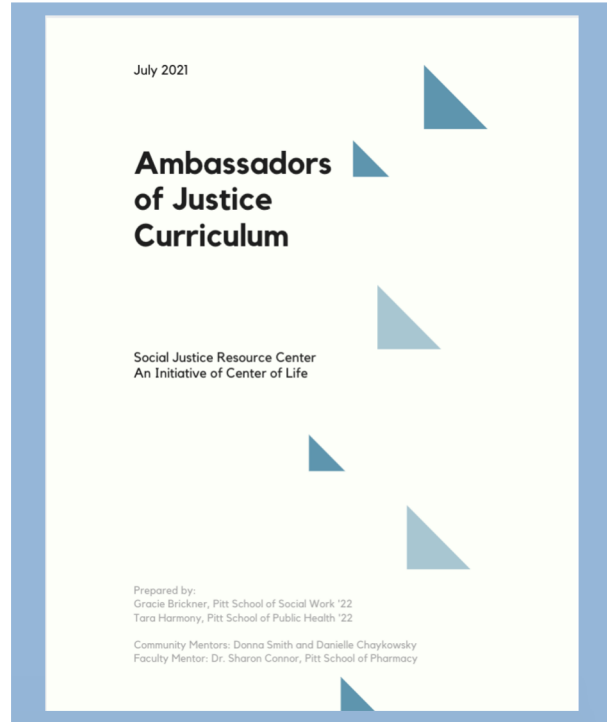
High school students discuss and learn social and racial justice, promote change, and become leaders in their communities

The Project: The “Ambassadors of Justice” Program Curriculum

The curriculum includes:

Content lessons on social justice concepts and the four topics

Skill-building lessons such as storyboarding, campaign planning, and writing testimonies



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CURRICULUM

The table of contents page has a light blue background with dark blue triangles on the right side. The page number '02' is at the top left. The title 'Table of Contents' is centered. The table lists page numbers in blue boxes next to their corresponding page titles. The word 'CURRICULUM' is at the bottom right.

Project Activities:

The creation of the curriculum topics (so students can vote on which topics they want to cover) and the Social Justice Sharing Corner

Education

- Segregation in Schools: Zipcode, Funding, Education Quality
- School to Prison Pipeline: the Juvenile Justice System & Police in Schools
- Dress Coding: Discrimination, Sexualization, and Criminalization
- Education Advocacy: Educational Policy, the School Board, Education Resources

Policing

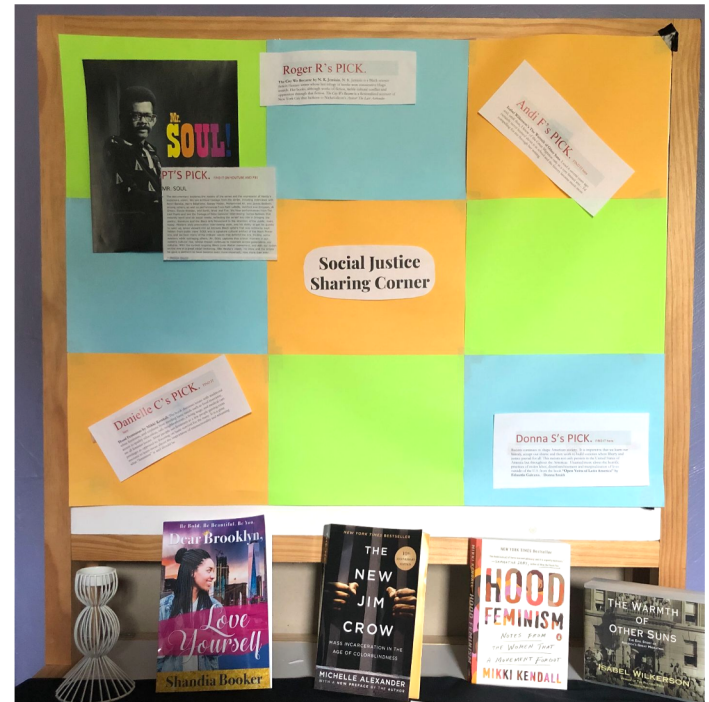
- History of Policing to Now
- Racial Profiling: Stop and Frisk, War on Drugs
- Police Brutality/BLM
- Alternatives to Policing: Abolishing/Defunding/Demilitarizing the Police

Courts

- Sentencing: Mandatory Minimums, Three-Strike Laws,
- "Money Matters": Plea Deals, Bail, Fines, Expungement
- Wrongful Convictions & The Death Penalty
- Faces of the Court: Judges, Public Defenders, District Attorneys

Prisons

- The Prison System: Public vs Private Prisons
- Prison Exploitation & Prison Conditions
- The Cycle of Incarceration: Re-entry and the Effects of Incarceration
- Prison Reform & Prison Abolition



Project Activities:

Interviewed with KRUNK Students (inspired lesson on media literacy)
Tabled at KRUNK performances and COL Basketball Games





Healthy People 2030

Social & Community Context: Increase social and community support

Education: Increase educational opportunities and help children and adolescents do well in school

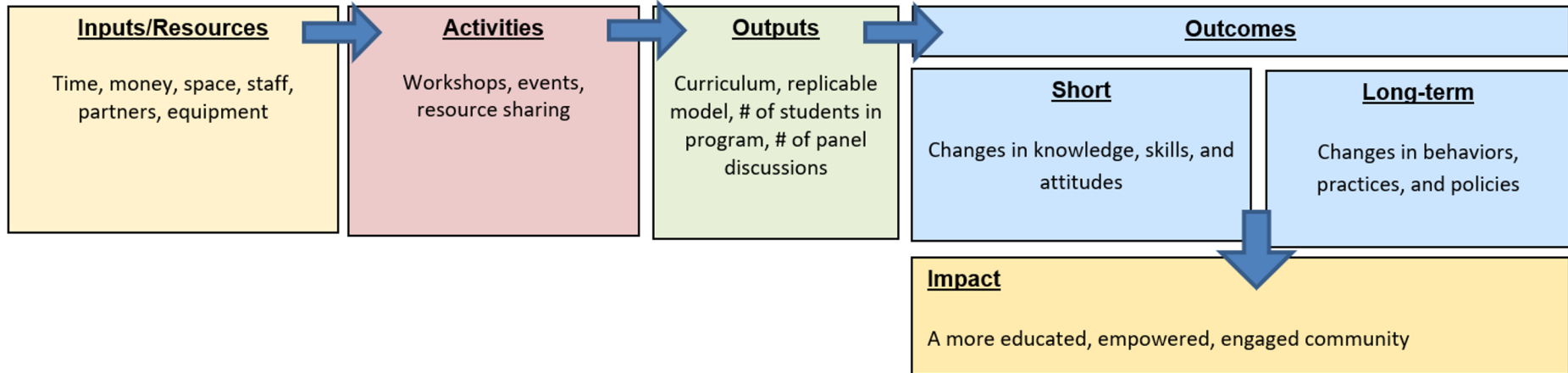
Adolescents: Improve the health and well-being of adolescents

Community: Promote health and safety in community settings

Evaluations:

- Student Outcomes: pre- and post-program surveys, attendance numbers, number of speakers, and number of completed student projects
- Broader Community Involvement: attendance numbers for Social Justice Resource Center events, voter registration in Hazelwood, and general surveys about social justice knowledge

Logic Model and SMART Goals



Recommendations:

- Hire appropriate support staff for the Ambassadors of Justice Program
 - program leader
 - social media intern
 - contractual counselor
- Finish the Social Justice Resource Center Website
- Recruit with the KRUNK program in the fall



Summary/Results

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Program Agenda

Week 1: Program Intros

- Monday:
 - Introductions, program agenda, norms/expectations, icebreakers,
 - Social justice overview
- Wednesday: Overview of the 4 topics

Monday	Wednesday	Thursday (Optional)
4:00 - Welcoming	4:00 - Welcoming	4:00 - Welcoming
4:30 - Introductions	4:30 - Icebreaker	
5:30 - Break	5:00 - Break	Work on Projects
5:45 - Lesson (Intro)	5:15 - Lesson (4 topics)	
6:30 - Wrap Up	6:30 - Vote/Wrap-up	7:00 - Leave
7:00 - Leave	7:00 - Leave	

Week 2: Social Justice Overview

- Monday: Media/News Literacy and News Activity
- Wednesday: Storyboarding/Outlining and Draft of the Project

Monday	Wednesday	Thursday (Optional)
4:00 - Welcoming	4:00 - Welcoming	4:00 - Welcoming
4:30 - Identity Activity	4:30 - Skills Lesson	
5:00 - Break	5:15 - Break	Work on Projects
5:15 - Media Lesson	5:30 - Activity	
6:30 - Wrap Up	6:30 - Skillshare	7:00 - Leave
7:00 - Leave	7:00 - Leave	

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Learning Goals

By the end of the program, students should be able to:

- Understand basic social justice concepts and commonly used terminology
- Explain ways in which injustice is perpetuated in this country's education, police, court, and prison systems
- Educate their family, peers, and other community members about social justice topics and how they can get involved in social issues

*These goals will be measured through pre and post-survey questionnaires

Learning Objectives

Over the course of this program, students will:

- Apply their knowledge and skills to develop a project that will serve a social issue that they are interested in
- Create a storyboard in order to visualize the steps necessary for completing their project
- Evaluate relevant news sources for quality and validity
- Write a testimony, letter to the editor, op-ed, or press release
- Identify their local political representatives and learn their significance to the community
- Learn strategies for social justice campaign escalation and mobilization
- Hear from a variety of speakers and experts in the field about relevant social justice topics
- Discuss and share relevant social justice issues with their peers

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Glossary

- Capitalism
 - an economic and political order that relies on a mostly private, unequal market system of production and consumption
- Colorism
 - A practice of discrimination by which those with lighter skin are treated more favorably than those with darker skin.
 - This practice is a product of racism in the United States, in that it upholds the white standards of beauty and benefits white people in the institutions of oppression (media, medical world, etc.)
- Critical Race Theory (CRT)
 - CRT is not a diversity and inclusion "training" but a practice of interrogating the role of race and racism in society. It critiques how the social construction of race and institutionalized racism perpetuate a racial caste system that relegates people of color to the bottom tiers
 - Tenets of CRT: race is a social construct, racism is embedded within systems and institutions, it's not just a "few bad apples", the importance of storytelling and people's everyday lives
- Equality vs. Equity
 - Equality: Each individual or group of people is given the same resources or opportunities
 - Equity: Individuals or groups of people with different circumstances are given the appropriate resources and opportunities needed to reach an equal outcome.
- Gender/Gender Identity
 - Gender: the socially constructed roles, behaviors, activities, and characteristics that a given society categorizes as 'masculine' and 'feminine'; not defined by one's biological sex
 - Gender identity: a person's individual sense of their own gender; gender identities exist in a spectrum and are not just masculine and feminine

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Reflections

“I applied for the Bridging the Gaps summer internship because I wanted to learn more about local communities, gain practical experience in public health, and help people from underserved populations. I was able to achieve all three of these things this summer through my work at Center of Life--a Hazelwood community center full of passionate, dedicated staff who are always exploring new ways to better serve the community. I learned so much about community outreach and engagement, and I have been continually inspired by the warmth and resilience of Hazelwood residents.” – Tara Harmony

“ I am beyond grateful for my experience at Center of Life and could not have asked for a better site. Hazelwood is such an amazing and vibrant community and I am honored that I was welcomed in so graciously and with open arms. Through this opportunity I learned so much, not only about myself, but about communities, specifically Hazelwood, how resilient people are, and how important social justice is, especially for the youth. I am continuously inspired by the work Center of Life does and hope to one day have such a meaningful and impactful career.”

– Gracie Brickner



Big thank you to our community mentors, Donna Smith, Danielle Chaykowsky and Andi Fischhoff, our faculty mentor, Dr. Sharon Connor, Center of Life Staff, Center of Life Founder, Pastor Tim Smith, the community of Hazelwood and you all here at Bridging the Gaps.

We couldn't have done this without you!



**THANK
YOU!**