

The Galactic Playground: A Lesson in Justice and Inclusion

Lesson Overview

Target Age: 11 Years Old

Duration: 25 Minutes

Topic: Decision-making, Inclusion, and Justice

Materials Needed

- Blank paper and drawing tools (markers, pens, or colored pencils)
- A timer
- Three small objects of different sizes (e.g., a coin, a glue stick, and a book)

Learning Objectives

By the end of this lesson, the learner will be able to:

- Define **inclusion** and **justice** in their own words.
- Apply a 3-step decision-making process to a social conflict.
- Create a design solution that accommodates participants with different physical needs.

1. Introduction: The "One Size Fits None" Hook (3 Minutes)

The Hook: Place the three objects (coin, glue stick, book) on the table. Tell the student: "I am going to give all three of these objects the exact same 'coat' to keep them warm." Wrap a single standard-sized tissue around each one.

Discussion:

- Does the tissue work for the coin? (It's too big/wasteful).
- Does it work for the book? (It's way too small/doesn't cover it).
- **The Big Idea:** "Treating everyone exactly the same (Equality) sometimes isn't fair. Today, we're learning how to make decisions that ensure everyone can actually participate (Inclusion) and how to fix the rules so they work for everyone (Justice)."

2. Content & Modeling: I Do / We Do (7 Minutes)

"I Do" - Defining the Terms

Explain these two concepts using the "School Bus" analogy:

- **Inclusion:** Making sure everyone is invited on the bus and has a seat that works for them (like a ramp for a wheelchair).
- **Justice:** Asking *why* the bus didn't have a ramp in the first place and changing the way buses are built from now on so nobody is left behind.

"We Do" - The 3-Step Decision Maker

Practice this quick framework together for a scenario: *A new video game is released, but it only has sound cues and no captions, so players who are D/deaf can't play.*

1. **Identify the Barrier:** What is stopping someone from joining in? (No captions).
2. **Consult the Community:** Who should we talk to before we fix it? (The players who can't hear).
3. **Redesign for All:** How do we fix the rule or the tool? (Add captions and visual alerts).

3. The "You Do" Challenge: The Galactic Tournament (12 Minutes)

The Scenario: You have been hired as the Lead Designer for the first-ever "Intergalactic Gravity-Ball Tournament." The tournament is being held on Earth, but players are coming from three different planets:

- **Earthlings:** Move on two legs, use their hands to throw.
- **The Slither-Zorks:** Have no legs or arms; they move by sliding and use powerful tails to launch balls.
- **The Hover-Exos:** These players float 3 feet off the ground at all times and cannot touch the floor.

The Problem: The current court is just a standard basketball court with a high hoop and a hard wooden floor. This is *unjust* because it only favors Earthlings.

Your Task: Using your paper and markers, redesign the **Game Court** or the **Rules** so that all three species can play together fairly. You have 8 minutes to sketch and 2 minutes to explain.

Success Criteria:

- Your design must have a way for Slither-Zorks to get "up" or compete with the Hover-Exos.
- Your design must ensure the Hover-Exos aren't disqualified for not touching the floor.
- You must explain one "Justice" change (a permanent rule change that makes the game better for everyone).

4. Conclusion & Recap (3 Minutes)

Presentation: Have the student show their design and answer: "What was the hardest part about making the game fair for everyone?"

Summary:

- **Inclusion** is inviting everyone to the game.
- **Justice** is changing the court so everyone can actually score.
- **Decision-making** means looking for barriers before we start building.

Differentiation & Adaptability

- **For Advanced Learners:** Ask them to create a "Budget." They have 100 Credits—how do they spend them to make the most impact?
- **For Struggling Learners:** Focus on just two groups (Earthlings and Slither-Zorks) to simplify the physical requirements.
- **Classroom Version:** Students can work in "Design Firms" (groups of 3) to negotiate their ideas.

Assessment

- **Formative:** Checking the "3-Step Decision Maker" during the "We Do" phase.
- **Summative:** The Galactic Tournament sketch. Does it physically solve the problems of the three species? Does the student's verbal explanation use the terms "inclusion" or "fairness" correctly?