“WE NEED TO TALK ABOUT AN INJUSTICE”
CROWDSOURCED FACILITATION GUIDE

This facilitation guide was crowdsourced at the 2015 UGA Student Affairs Annual Professional Enrichment Conference following a viewing of Bryan Stevenson’s TED Talk, “We Need to Talk About an Injustice.” It serves as a tool to provide ideas for engaging in meaningful discussion and activity with students and colleagues.

Click here to view the TED Talk

INTRODUCTION TO TED TALK AND DISCUSSION

- Things to consider:
  - Are participants developmentally ready and do they have the foundations to engage in this discussion?
  - Size of group
  - Dynamics of group
- Introduce purpose and goals prior to viewing to help set the tone for the discussion
  - Utilize themes and statistics to engage in underlying issues rather than debate about the death penalty
    This can help prevent debate on the topic and create space for dialogue
- Include reading assignments or discussion prior to the viewing to help preface conversation and statistics discussed in the video
  - Possible Topics:
    - Equating slavery to domestic terrorism
    - Social identities
    - Injustice

SUGGESTED DISCUSSION QUESTIONS/PROMPTS

- What does justice mean to you?
  - Ask this before and after viewing the video
  - Connect to Stevenson’s comment: “The opposite of poverty is not wealth but justice”
- Do you see evidence of injustice on our campus
  - Where do you see it?
  - Why do you think it happens?
  - How and where should we intervene?
- How would you confront the issue of injustice with your peers?
- How does the historical context of race/slavery/segregation connect to our present day reality of poverty/mass incarceration?
  - “What does it mean to you that domestic terrorism relates back to the times of slavery?”
• How do you reconcile American principles of freedom and equality with our actions surrounding the poor, particularly in terms of incarceration?
• What parts of the video resonated with you?
  o Was there anything that surprised you?
  o What action does that make you want to take or what would you like to learn more about?
    ▪ Use these responses to expand into additional learning and workshop activities
• How might we use this as a stepping stone into additional discussions about privilege?
• How do we think about the things that don’t affect us?
• How does this impact you systemically?
• Where do you see examples of power and privilege in your life? On this campus? In this community?
• What role do you have in creating change? Do you feel that you have a role?
• What is privilege?
  o How do you harness your privilege for change?
  o How do you become an ally?
• Why do people get angry when we discuss race?
  o Who do you believe tends to get angry when we discuss race?
• What is the importance of caring? Especially in relation to identity?
• What other topics do we have the privilege not to discuss?
• How would you explain the justice system to a 13 year old child being tried as an adult?
• Do you know anything about other countries’ juvenile justice system? If so, how could the US reform its system?
• What types of discrimination are illustrated in this talk?
• Address compassion fatigue:
  o What makes you tired about this and what makes you brave?
  o How can you redirect your energy in way that is helpful for you?
  o How do you keep your eye on the prize when the road is tough? When you need to be brave?
• If there is resistance from participants, ask them to identify their resistance to engaging in this and similar conversations.

SUGGESTED RESOURCES & ACTIVITIES
• Engage the group in service-learning, especially service with impoverished children
  o Allows them to better identify with the population
  o Join them in that experience to co-construct conversation and reflection
  o Consider engaging in the service before showing the video and then continuing the service after showing and reflecting on the TED Talk
• Ask participants to identify dissonance between statements of equality and inequalities
  o Use this as an example for groups to consider whether they are living their values and missions
    ▪ Some participants may not be developmentally ready for this conversation – making this parallel can get them thinking in this way
• Supplement with The Atlantic - Angola for Life documentary and the article The End of the Line: Rehabilitation and Reform in Angola Penitentiary
• Supplement with a viewing of Is Justice Worth It?, a spoken word video
• Supplement with a viewing of Social Justice Lawyering: Confronting Power, Racial and Economic Injustice and Hopelessness within the Law
• Engage in dialogue groups
  o Use as a stepping stone to discuss other topics that we have the privilege to not engage with because we don’t think they impact us
• Facilitate in classes intentionally paired with learning communities
• Have participants define terms before the video and reflect/compare after viewing
• Develop a list of statements/questions from the TED Talk that participants may be wrestling with and ask them to reframe them
• Have participants create an action plan and/or brainstorm ways to change from the bottom up
  o Individual
  o Organizational
  o Community
• Connect to “powerful” music with related lyrics and themes
• For on-going interactions with students, research what other countries do in relation to justice for youth
• Facilitate an activity around privilege
  o Throwing paper into the trash can activity