**I'M HOPEFUL** because I know that while we still have race issues in America, we enjoy a much different normal than those of our parents and grandparents. I see it in my personal relationships with teammates, friends and mentors. And it’s a beautiful thing.

**I'M ENCOURAGED** because ultimately the problem is not a SKIN problem, it is a SIN problem. SIN is the reason we rebel against authority. SIN is the reason we abuse our authority. SIN is the reason we are racist, prejudiced and lie to cover for our own. SIN is the reason we riot, loot and burn. BUT I'M ENCOURAGED because God has provided a solution for sin through his son, Jesus and with it, a transformed heart and mind. One that’s capable of looking past the outward and seeing what’s truly important in every human being. The cure for the Michael Brown, Trayvon Martin, Tamir Rice and Eric Garner tragedies is not education or exposure. It’s the gospel.

So, finally, I'M ENCOURAGED because the gospel gives mankind hope. SOURCE: https://www.facebook.com/BenjaminWatsonOfficial/posts/602172116576590

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**DEBONO’S SIX HATS**

<table>
<thead>
<tr>
<th>WHAT IT IS</th>
<th>DESCRIPTORS</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHITE HAT – FACTS &amp; FIGURES</strong></td>
<td>Calls for information. Just the facts. No interpretation.</td>
<td>What information is needed? What data do we have?</td>
</tr>
<tr>
<td><strong>GREEN HAT – CREATIVE THINKING</strong></td>
<td>Focusses on creativity, the possibilities, alternatives and generating new ideas.</td>
<td>How could our response be different? How can we assess this situation through a different lens? How can we change the outcome? How do we probe new ideas? How do we get a different solution?</td>
</tr>
<tr>
<td><strong>RED HAT – FEELINGS, EMOTIONAL</strong></td>
<td>Based on emotion, feelings, no explanation needed.</td>
<td>What are your feelings regarding the topic? What is your gut telling you?</td>
</tr>
<tr>
<td><strong>BLUE HAT – ORGANIZING, PROCESS ORIENTED</strong></td>
<td>Manage the process, assure all guidelines and rules are observed.</td>
<td>What is the summary? What is the conclusion? What is the decision? I think we should consider these possibilities.</td>
</tr>
<tr>
<td><strong>YELLOW HAT – BENEFITS, POSITIVE THINKING</strong></td>
<td>Focuses on the positives, searches for the value and the benefit.</td>
<td>What are the benefits of this experience? What are the benefits of the results of these actions? How can we get it to work better?</td>
</tr>
<tr>
<td><strong>BLACK HAT – CAUTIONS, JUDGEMENT</strong></td>
<td>Searches for the problem and why something might not work. This is the hat of judgement.</td>
<td>Help me understand how that action fits within policy. Where does that information fit within the facts we know?</td>
</tr>
</tbody>
</table>

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**LESSON PLAN**

**UNDERSTANDING PERSPECTIVE: HISTORICAL & CURRENT EVENTS**

**OBJECTIVES:**

This lesson plan is focused on emphasizing different perspectives. The lesson will require students to think from different points of view using source documents to consider current events and historical events.

**INTRODUCTION:**

This lesson is designed to engage students in discussion, writing assignments and reading based on bullying and civil unrest. There are also many current events that are drawing attention to race relations and bullying. This lesson will give you the opportunity to engage students in using various perspectives to help them analyze written text. You can use both topics or choose one.

**Students will:**

- Explain how concepts or ideas specifically relate to other content domains or concepts
- Analyze multiple sources of evidence across genres
- Analyze complex/abstract themes
- Gather, analyze and organize information
- Explain thinking when more than one response is possible
- Make basic inferences or logical predictions from data or texts
- Explain how multiple themes may be interrelated

**Materials Needed:**

- Butcher paper
- Index cards
- DeBono’s Six Hats descriptors (each group will be assigned a Hat) — copy of chart for each group or student
- Video clip of Martin Luther King’s “I Have a Dream Speech” (optional: printed copy for each group or student)
- Printed copy of Watson’s article for each group or student

**BELL RINGER ACTIVITY:**

1. Think – Pair – Share (using butcher paper). Have students work with partners and in two minutes have them discuss examples in history where a person was bullied or picked on for who they were or what they believed, and list as many as they can.

2. Share Out. Have the pairs stand at their sheet. Each pair will be given thirty seconds to share the list of the individuals they came up with, and if a name is called out that is on another pair’s list, they need to check that name. When a name is called out that is not on another list, it should be added. Go around the room allowing each group to share. They will only add to the list as a whole, they will not repeat the names previously mentioned that they checked. Right now the students are only sharing the names in history they came up with, no discussion. Then, as a class see if there are any other names that have been left off that the students want to add to make a master list.

3. Have the students as a class select ten of the names from all the brainstormed options. These will be the master list that all the groups will now use for further activities.
4. 10 minutes. Combine two Think – Pair – Share teams to form one group of four. Have students use the ten selected names and complete the following chart on new sheets of paper. See sample in the chart below. You could add a column or writing assignment that includes RESULTS of decision.

<table>
<thead>
<tr>
<th>PERSON(S) AFFECTED</th>
<th>EVENT/TOPIC</th>
<th>OPPONENTS</th>
<th>CAUSE</th>
<th>CONTRIBUTING FACTORS</th>
<th>RESPONSE OF AFFECTED PERSON(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rain Perkins</td>
<td>Civil Rights Movement</td>
<td>White supremacists</td>
<td>(multiple answers possible)</td>
<td>Non-violent demonstration, refusal to give up seat</td>
<td></td>
</tr>
</tbody>
</table>

CLASS ACTIVITY:
1. 10 minutes: Give each group of four (the same groups as in the bell ringer activity) one of the six hats. (You can give the Six Hat chart or just their hat description.) Using the same ten individuals they just used in the bell ringer, have them use a new sheet of paper to recreate the chart (same as above; again students can add columns) but using only the perspective they have been given.
2. Share Out. Have the groups stand at their sheet of paper. Each group will be given one minute to share a high-level overview of their information using only their designated perspective. After the share out, facilitate a discussion where students get to ask questions, debate and understand reasoning behind the charts of the other groups. The students must continue to work from the perspective (hat) they have been given.
3. Debrief Discussion. Spend five minutes debriefing the discussion. Have the students share their thoughts on the different perspectives, i.e., which perspective is aligned more with their personality, which perspective annoyed them the most, etc. After the debrief, ask the students to take their original chart and compare it with the one based on the singular perspective. How are they different? How are they similar?
4. Using an index card, have the students write a reflection on this class exercise.

APPLICATION ACTIVITY:
1. Write the following topics on the board:
   - School Bullying
   - Ferguson, MO
   - Other topics of teacher choice and/or student choice
2. Discuss the topics listed on the board. Ask students what they know about them. Brainstorm the information they know currently, this is not a discussion based on opinions, only information. Keep these lists visible on the board. Make sure the students only brainstorm details.
3. Using the same groups of four as before, distribute the chart of the Six Hats descriptors, giving each group one hat to filter their information. Give the students ten minutes to prepare notes on one of the topics (teacher can select topic, give students options or let students all select the same one) based solely on the perspective they have been given.
4. Facilitate a class discussion where the students only comment based on the hat perspective they have been given.
5. Debrief the students about the Hats Perspective exercise. What are their thoughts after the class experiment? Discuss the power of the perspective. How willing are they to work at understanding another person’s perspective or field alternate viewpoints from news articles? (Many extension exercises could be incorporated using newscasts from various networks on the same topic.)

READING APPLICATION ACTIVITY:
1. Distribute the Benjamin Watson article to the students. This exercise is not designed to agree or disagree with Watson's comments, it is to facilitate a discussion on respecting different viewpoints. Have the groups each use all six hats to create a graphics organizer based on the article. The teacher can provide a graphics organizer (mind map, tree, chart, etc.) or the students can design one.
2. Show students a video of Martin Luther King's "I Have a Dream" speech. Have students take notes during the speech of the key points. Have students complete the Venn diagram using the Watson article and King's speech to demonstrate the similarities and differences.
3. Have a class discussion to respond to the article and the group's responses based on each of the hats.

Additional Teacher Recommended Resources:
- http://www.tolerance.org/blog/new-web-package-teaching-ferguson

BENJAMIN WATSON PERSPECTIVE:
At some point while I was playing or preparing to play Monday Night Football, the news broke about the Ferguson decision. After trying to figure out how I felt, I decided to write it down. Here are my thoughts:

I'M ANGRY because the stories of injustice that have been passed down for generations seem to be continuing before our very eyes.

I'M FRUSTRATED because pop culture, music and movies glorify these types of police/citizen altercations and promote an invincible attitude that continues to get young men killed in real life, away from safe movie sets and music studios.

I'M FEARFUL because in the back of my mind I know that although I'm a law-abiding citizen, I could still be looked upon as a "threat" to those who don't know me. So I will continue to have to go the extra mile to earn the benefit of the doubt.

I'M EMBARRASSED because the looting, violent protests and law breaking only confirm, and in the minds of many, validate, the stereotypes and thus the inferior treatment.

I'M SAD because another young life was lost from his family; the racial divide has widened; a community is in shambles; accusations, insensitivity, hurt and hatred are boiling over; and we may never know the truth about what happened that day.

I'M SYMPATHETIC because I wasn't there so I don't know exactly what happened. Maybe Darren Wilson acted within his rights and duty as an officer of the law and killed Michael Brown in self defense like any of us would in the circumstance. Now he has to fear the backlash against himself and his loved ones when he was only doing his job. What a horrible thing to endure. OR maybe he provoked Michael and ignited the series of events that led to him eventually murdering the young man to prove to a point.

I'M OFFENDED because of the insulting comments I've seen that are not only insensitive but dismissive to the painful experiences of others.

I'M CONFUSED because I don't know why it's so hard to obey a policeman. You will win!!! And I don't know why some policemen abuse their power. Power is a responsibility, not a weapon to brandish and lord over the populace.

I'M INTROSPECTIVE because sometimes I want to take "our" side without looking at the facts in situations like these. Sometimes I feel like it's us against them. Sometimes I'm just as prejudiced as people I point fingers at. And that's not right. How can I look at white skin and make assumptions but not want assumptions made about me? That's not right.

I'M HOPELESS because I've lived long enough to expect things like this to continue to happen. I'm not surprised and at some point my little children are going to inherit the weight of being a minority and all that it entails.