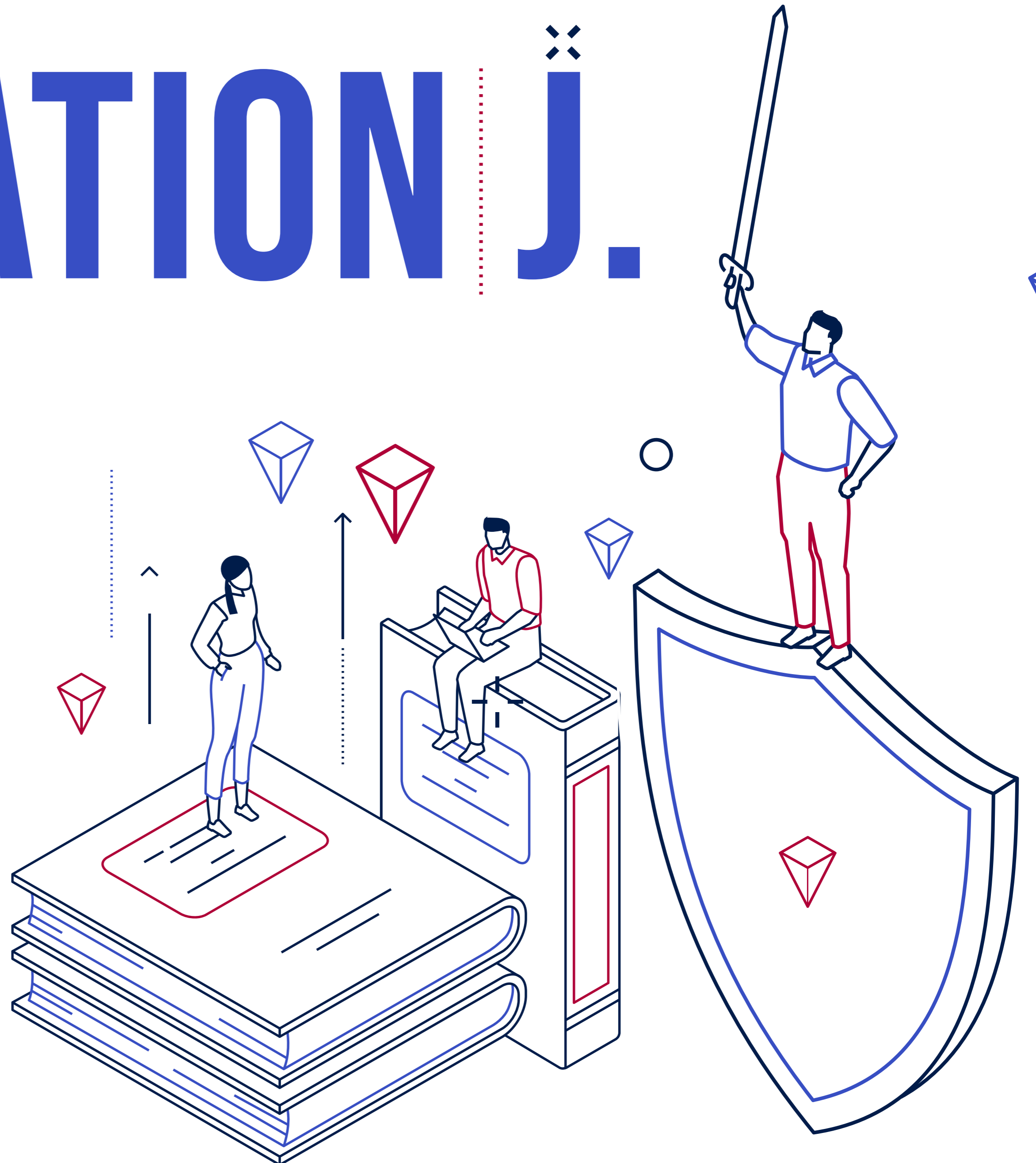


# GENERATION J.

## STANDING FOR JUSTICE

A PRODUCT OF COLLABORATIVE EFFORTS  
TO PROMOTE STUDENT-LED INQUIRY ON  
CRIMINAL JUSTICE SYSTEM IN PAKISTAN

PROJECT TOOLKIT FOR PAKISTANI  
HIGH SCHOOL TEACHERS





# GENERATION J

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOAL  
(UNSDG) LINK: GOAL 16

**PROJECT PATRONS:** MS. AYESHA KASURI, MS. ASMA AMANAT, MS. SARAH BELAL

**PROJECT TOOLKIT CREATORS:** MS. ARUJ KHALIQ, MS. SHAISTA AWAN,  
MS. BUSHRA FATIMA KHAN, MS. SAMAVIA QAMAR FASIHI, MR. AMJAD ALI



A COLLABORATIVE VENTURE OF TEAM BEACONHOUSE COLLEGE PROGRAMME-IBDP & JUSTICE PROJECT PAKISTAN



# GENERATION J.



## AN INTERDISCIPLINARY TOOLKIT FOR THE TEACHERS OF PAKISTAN

### DEVELOPMENT RATIONALE

1. Developing learning opportunities to hone 21st Century Skills
2. Attempt to incorporate learning engagements of various styles in the light of Gardner's Theory of Multiple Intelligences
3. Adopting an inquiry-driven approach to project student-led interdisciplinary inquiry on criminal justice in Pakistan

### OBJECTIVES

1. Understand the concept of Justice and Crime.
2. Develop an understanding of Pakistan's criminal justice system.
3. Enlist the key issues in Pakistan's criminal justice system.
4. Gain awareness of the selected key issues in Pakistan's justice system.
5. Take action to promote an awareness of the chosen criminal justice issues in the global and local community.

**FOR GRADE-LEVEL REFERENCE:** 12-13 students / Aged 16-19 years



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# GUIDELINES FOR TEACHERS

It is recommended to teach the first week of the project as an exploration and introduction week. There are six themes given with resources which can be used by teachers all across Pakistan, depending on the acceptance of the students they have.

It is highly suggested for the teachers to watch the content given here before teaching in the class. Although it's age appropriate for young adults yet it is highly recommended to ensure that the students are not triggered.

College may choose activities designed for the Week 2-4 and implement the ones which are best suited for their context. For instance, the activity designed for developing a social media campaign is designed for International Baccalaureate and A-levels students as it is a part of their regular curriculum. However, the teacher resource is available if a college offering curriculum i.e. F.Sc., ICS, F.A. may want to implement it.

All activities are designed for awareness keeping a student-centred approach for teenagers with no intention of disrespect towards any community, caste, creed, religion or gender.

# رہنما ہدایات برائے اساتذہ

پراجیکٹ کا پہلا ہفتہ تعارف اور جستجو کے لیے مختص رکھنے کی سفارش کی جاتی ہے۔ اس ٹول کٹ میں چھ موضوعات پر معاون مواد شامل ہے، جسے پاکستان بھر کے اساتذہ اپنے طلبہ کی ذہنی استعداد اور دلچسپیوں کو سامنے رکھتے ہوئے استعمال کر سکتے ہیں۔

اساتذہ سے گزارش ہے کہ کمرہ جماعت میں دکھانے سے قبل ٹول کٹ میں شامل مواد کا خود جائزہ لیں۔ اگرچہ یہ مواد پندرہ سال سے زائد عمر کے نوجوانوں کے لیے موزوں ہے، پھر بھی اساتذہ سے گزارش ہے کہ طلبہ میں اضطراب اور بے چینی پیدا ہونے کے امکان کو نظرانداز نہ کریں۔

ہفتہ 2 تا 4 کے لیے وضع کی گئی سرگرمیوں میں سے کالج اپنے تدریسی ماحول کی مناسبت سے سرگرمیاں منتخب کر سکتے ہیں۔ مثال کے طور پر سوشل میڈیا مہم کی تیاری انٹرنیشنل بیکالاریٹ اور اے لیول کے طلبہ کے لیے زیادہ موزوں ہے کیوں کہ یہ ان کے نصاب میں بھی شامل ہے۔ تاہم (ایف-اے، ایف-ایس، ایس-سی، آئی-سی، ایس وغیرہ کو) پاکستانی نصاب پڑھانے والے ایسے اساتذہ کے لیے بھی معاون مواد ٹول کٹ کا حصہ ہے جو اس سرگرمی کے انعقاد کے خواہش مند ہوں۔

ٹول کٹ میں شامل سرگرمیاں نوجوان طلبہ کو مدنظر رکھتے ہوئے مرتب کی گئی ہیں۔ ان سرگرمیوں سے کسی صنف، برادری، ذات، عقیدے یا مذہب کی توہین یا دل آزاری کسی بھی طرح مقصود نہیں۔

# GLOSSARY OF TERMS

TERM	LONG FORM
AFL	ASSESSMENT FOR LEARNING
ATL	APPROACHES TO LEARNING
ATT	APPROACHES TO TEACHING
CAIE	CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION
F.SC.	FACULTY OF SCIENCE
IB	INTERNATIONAL BACCALAUREATE
ICS	INTERMEDIATE IN COMPUTER SCIENCE
UN	UNITED NATIONS
UNSDG	UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS



# PROJECT OVERVIEW

## OBJECTIVES

### WEEK 1: KNOWING AND UNDERSTANDING

- Students to generate an inquiry-driven discussion on a variety of concepts of justice
- Snippets from different audio and visual aids to support student inquiry on the prevalent themes

### WEEK 2 & 3: ANALYSIS AND APPLICATION

- Students to be made into groups to explore the issues at hand and collect their findings
- Kick-starting moot- rules and regulations to be set
- Students to be mentored through different mentors/facilitators during exploration
- Students based on their collected data, propose a solution for the chosen SDG 16 with relation to the problem in their context
- Students to take action and execute their plan - host a MUN, design a social media campaign etc
- Students to execute their generation J plan and conduct inter-school and intra-school activities

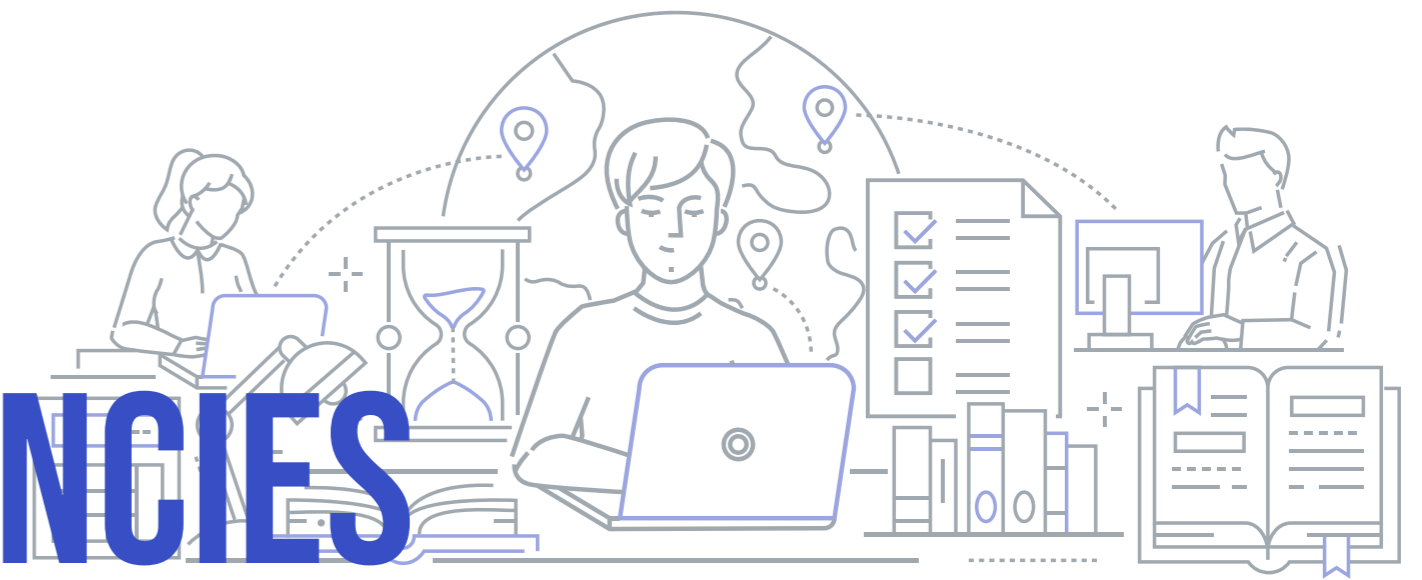
### WEEK 4: EXHIBITION

- Students to present their findings in the form of Generation J Exhibition and depict the actionable activities they carried during the course of this project



# TOOL KIT LINKAGES

## 21ST CENTURY GLOBAL COMPETENCIES

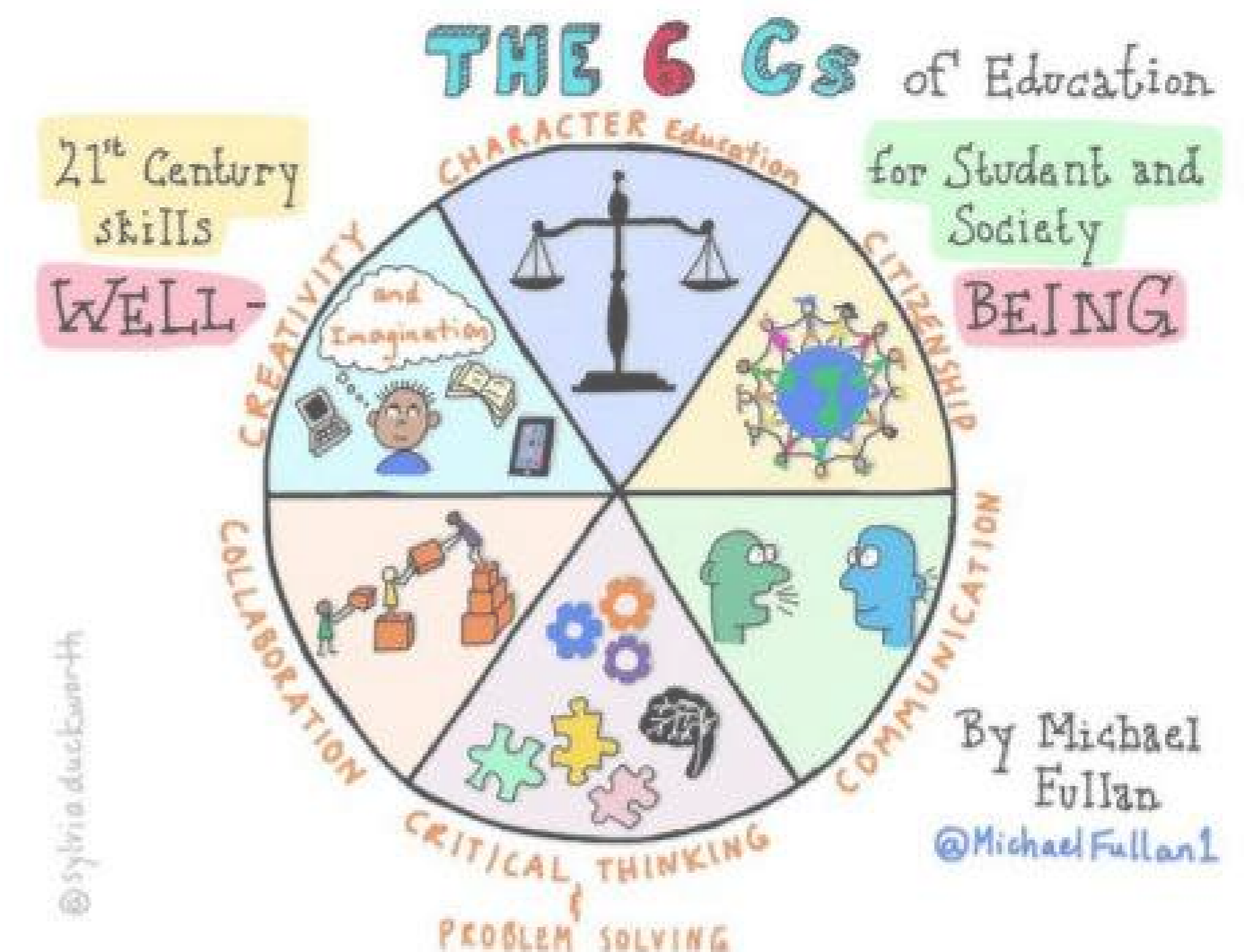


This project toolkit is developed in the light of Micheal Fullan’s framework of 21st Century Global Competencies. 21st Century Global Competencies and 21st Century Global Skills all revolve around a similar concept about preparing our students to not just survive, but thrive in life. These six global competencies are associated with deep learning of skills.

The 6 Cs of education focused within the scope of this project are:

★ Character Education	★ Citizenship
★ Collaboration	★ Communication
★ Creativity	★ Critical Thinking

The project creators urge teachers to use the student-led activities listed in this toolkit for fostering highschool students’ awareness about the prevailing issues of criminal justice within their context. The goal is to enable learners to develop awareness and take action for the cause of criminal justice in a way that depicts learner attributes such as: character, integrity, empathy, compassion and being knowledgeable.



# INTRODUCTION



## JPP COMMUNICATION TOOLKIT

### WHAT IS JPP?

Justice Project Pakistan (JPP) is a non-profit organization based in Lahore that represents the most vulnerable Pakistani prisoners facing the harshest punishments, at home and abroad.

JPP investigates, advocates, educates, and litigates, building public and political support as well as legal precedents that will lead to systemic reform of the criminal justice system in Pakistan. The organization's work combines strategic litigation, fierce domestic and international public and policy advocacy campaigns, and building the capacity of stakeholders who can improve the representation and treatment of individuals at risk of execution.

In recognition of our work, JPP was awarded the first-ever 2016 Franco-German Human Rights Prize, granted to only 16 human rights activists throughout the world. In December 2016, JPP was awarded the National Human Rights Award, presented by the President of Pakistan.

### ISSUES

We work on a wide range of issues in our criminal justice system, such as:

- **The Death Penalty**
- **Prisoners with Mental Illness**
- **Pakistani Citizens Jailed Abroad**
- **Juvenile Offenders**
- **Torture Victims**
- **Covid-19 in Prisons**
- **Environmental Justice**

**ARE YOU INTERESTED IN WORKING ON THESE ISSUES AND BUILDING A SAFER COUNTRY FOR EVERYONE?**

## IN BRIEF

This toolkit is a collection of resources designed for and intended to empower students with knowledge and understanding of global issues in a local context, along with key 21st century skills. Our goal is not to just inundate students with information but rather guide them through the vast expanse of knowledge by giving them tools to activate critical thinking, communication and collaboration.

## WHO CAN USE THIS TOOLKIT?

**It is recommended that this toolkit be used for students between the ages of 16-20 yrs.**

## 1. STAY INFORMED

- Sign up for the JPP newsletter
- Keep an eye on local and international news
- Follow relevant organizations on social media, Amnesty International, Group Development Pakistan etc

## 2. SPEAK UP

### ENGAGE YOUR CIRCLES

Having conversations with family and friends about the use of the death penalty and state of prisoners' rights in Pakistan can be extremely difficult. Don't be afraid to engage in progressive conversations and be sure to back up your conversation with facts and research.

Public perception towards the use of the death penalty here in Pakistan is usually skewed towards favoring harsher punishments, without keeping in mind the irreversible finality of the death penalty and the flaws in the criminal justice system - which lead to the execution of juvenile offenders, people with mental disorders and physical disabilities - those who should never have been handed the death penalty in the first place. You can use the facts provided in this toolkit in your conversations.

## REACH OUT TO LOCAL MEDIA

### Write letters to the editor

Engage with local media and research widely-read publications in your city. A letter to the editor is a great way for you to express your opinion. You can specifically mention your elected officials by name, and call upon their support for your chosen human rights issues.

## SOCIAL MEDIA

Social media can be an excellent way to build support, find like-minded people and increase awareness for your cause. Platforms such as Twitter and Instagram are the most effective in garnering online support.

- You can show your support by posting your own thoughts or re-sharing posts
- You can use free applications such as Canva, to create interesting posters for social media.
- You can mobilize support for an upcoming event or important panel discussion.

## ORGANISE A TALK/DISCUSSION

We can help you organize a talk in your educational institute about the death penalty, prisoners' rights and prison reform.

Reach out to us on [communications@jpp.org.pk](mailto:communications@jpp.org.pk)

## FACTS:

### THE USE OF THE DEATH PENALTY & PRISONERS' RIGHTS IN PAKISTAN

#### Mental Illness:

Before February 2021, there was no provision protecting mentally ill prisoners from receiving the death penalty and Pakistan had previously executed mentally ill prisoners. The Supreme Court of Pakistan has now recognized that prisoners suffering from severe mental illness should not be handed the death penalty or executed.

#### Justice:

Capital punishment is a component of retributive justice. Retributive justice is a system of criminal justice based on punishment rather than rehabilitation. Whereas restorative justice focuses on rehabilitation and truth telling, through reconciliation with the victims, their families and the community.

**Deterrence:**

Many people favor the death penalty because they assume that it deters other people from committing the same crime. However, research shows that this is not true. Deterrence can actually be caused by knowledge that a criminal will be caught and sentenced to prison.

**Closure:**

Many people argue that capital punishment provides the victims' family with a sense of closure, however, each family reacts in different ways and many families of victims do not believe in capital punishment.

**Wrongful Punishment:**

Globally, there are countless cases of people who have suffered wrongful convictions, imprisonment and then have been executed for crimes they were not guilty of.

**Public Policy:**

To make sure that the death penalty works in a 'socially acceptable' manner, i.e. administered fairly with special safeguards to protect the innocent - is time consuming, complicated and ultimately more expensive to the taxpayer than life imprisonment. This high price could be justified if capital punishment actually made communities safer from acts of violence, but there is virtually no evidence for this.

**LET US KNOW**

Please let us know when you take the actions in this toolkit. The numbers help us prove to policymakers and the general public that thousands of people support human and prisoners' rights.

Email [communications@jpp.org.pk](mailto:communications@jpp.org.pk) to tell us about the actions you take. And if you have questions or would like more information, please don't hesitate to reach out.

## TOOLKIT CREATORS CAUGHT RED-HANDED

### HEAR! HEAR! HEAR!

The Generation J. Project Tool Kit creators have been caught red-handed trying to get students and teachers of Pakistan to ask BIG questions on the concept of justice! Yes, you heard it right!

The word has it that this team of zealous (read 'intellectually curious') educationists not only created a resource for Pakistani Teachers but also - very subtly- created awareness about a much needed cause amongst the students. Our sources (read 'fair and honest sources') have reported them saying the following:



### MS. AYESHA CAN'T SLEEP UNTIL THE JOB IS DONE

I have always been passionate about education but I was getting caught in a rut; since my expertise lies in PBL and the International Baccalaureate and I had pretty much just been in the private school space, I wanted to create impact where it was most necessary using the tools and techniques I had perfected for meaningful change. I have been following the work of JPP and when an opportunity arose for me to work with them, I jumped on it. I want to see this digital toolkit be used across Pakistan, in private and public schools and colleges. We need to start creating meaningful dialogue amongst our youth and equip ALL our students with 21st century skills. Once we have taught them critical thinking, collaboration and communication (the 3 most important C's in the English Language) half our job is done!

Ayesha Kasuri,  
Educational Consultant



### MS. ARUJ CAN'T STOP ASKING BIG QUESTIONS!

How can we as educators change the world? Through a magic wand? Through some bewitching spell? I'll leave that question there...!

On a bright June morning when Ms. Ayesha Kasuri walked-in with the vision to create a tool-kit for Pakistani Educators, we as a team immediately said 'YES' to it! I have had my share of experiences in the field of academia over the past years and if there's one thing which I have concluded is that: if a school doesn't provide opportunities to inquire, co-create and co-exist then it's a school system which needs schooling! Being an International Baccalaureate Educator and harboring passion for Education for Sustainable Development, I can assure the beneficiaries of this tool kit that it is designed to enable students to THINK and ask big questions about the concept of justice and the deep entrenched inequalities that perpetuate in the society. Since we created and piloted the project Generation J. at our campus, hence I can safely assure educators hailing from a variety of contexts and with learning having different learning needs, that this Generation J. tool kit can be paired with any curriculum framework. The ultimate goal of the Gen J. tool kit remains enabling students to inquire and ask the big questions, however small they seem, because that's how we can change the world, for the better!

Aruj Khaliq,  
Head of Department (Lang & Lit.) & EE Coordinator



### MS. SAMAVIA IS STAYING AHEAD OF THE 'GAME'!

As a pilot project at BCP-IBP, JPP toolkit has allowed students to not only start inquiring about social justice in Pakistan, but also stirred their curiosity about international law and justice around the world. This project has been designed in a way that utilizes 21st Century Skills and enables students to gain knowledge which has real-time application and purpose. It has been a learning curve for both students and faculty to understand the importance of justice in Pakistan and that "this is NOT a game" (JPP).

Samavia Qamar Fasihi,  
Creativity, Activity, Service Coordinator



### مس شائستہ غیر سیاسی کیوں ہیں؟

میں سمجھتی ہوں کہ ہمارے ہاں عدم توازن اور بے انصافی سے آگاہی کے لیے یہ کام وقت کی اہم ضرورت ہے - تعلیمی و تدریسی شعبے بالخصوص طلبہ میں یہ شعور بیدار کرنا کہ دنیا میں جبر و استحصال اور ظلم کو روکنے کے لیے وہ کوئی کردار ادا کر سکتے ہیں - یہی شعور دراصل انہیں معاشرے کا ایک فعال رکن بننے میں معاون ثابت ہوگا - لہذا ہر طرح کی سیاست سے بالاتر ہو کر ہمیں ایک متوازن طرز فکر و عمل کو فروغ دینے کی ضرورت ہے -

شائستہ اعوان  
Urdu Literature Facilitator



# CONTINUED FROM THE PREVIOUS PAGE..



## MS BUSHRA HUSTLED WITHOUT A HASSLE!

JPP toolkit is based on the set of conscious examinations of past experiences, thoughts, and ways of doing things in our justice system. The Gen J project toolkit will help students to surface their learning about the legal and judicial practices in Pakistan. It will aid the learners to challenge the status quo, thoughts, and assumptions of our legal practices and might reform the decisions, actions, attitudes, and beliefs of our entire justice system in the future. This toolkit will develop and expand our ability to evaluate the quality and failure of our legal practices through 21st Century educational activities. This practical application of theoretical knowledge would help teachers to bring forth knowledgeable individuals who get inspired to improve or communicate our legal and judicial practices in the future. I believe that's a goal worth striving for and is a hustle we as educationists must happily bear without terming it a hassle!

**Bushra Fatima Khan**  
Theory of Knowledge Coordinator



## MR. AMJAD CAN'T STOP DOING-THE- RIGHT-THING!

Through this tool kit, we have provided this opportunity to share a very important concept here; There is a misconception about Islam that it is a religion of equality. Infact Islam is a religion of Justice, where doing equality is justice, it does equality and where doing inequality is justice, it goes for inequality.

Therefore, we as educationists have created this opportunity for the students to explore concepts related to justice in a variety of contexts, however, through teaching approaches which bring forth empathy, tolerance and doing-the-right-thing!

**Amjad Ali,**  
Head of Department (Individuals & Societies)

# TOOLKIT CREATORS CAUGHT RED- HANDED

THE  
CREATORS  
REFLECTIONS



# PROJECT SCOPE AND SEQUENCE



## KNOWING AND UNDERSTANDING

### DURATION

3 hours

### OBJECTIVES

1. Know the prevalent issues pertaining to criminal justice in Pakistan
2. Understand and inquire after major issues associated with criminal justice in Pakistan

### STATEMENT OF INQUIRY

**“ Fight for the things that you care about, but do it in a way that will lead others to join you. ”**

Ruth Ginsberg

SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
Interdisciplinary.	3 Hours	<p>Students to generate an inquiry-driven discussion/case laws on criminal law.</p> <p>Snippets from different audio and visual aids to support student inquiry on the prevalent themes.</p> <p>Discussion on the explored resources</p>	<p><b>Unpacking Statement of Inquiry:</b></p> <p><b>The statement of inquiry shall be unpacked through an open inquiry session.</b> It is recommended to either have it displayed on the multi-media, or written on the board or posted around the classroom. The students shall be asked to unpack it and share their understanding of it against the given question prompts.</p> <ul style="list-style-type: none"> <li>• What things do you believe as a learner are worth standing for?</li> <li>• How can one raise one's voice against the things one believes in?</li> <li>• What do you see as the right way to voice yourself?</li> <li>• Have you ever been in a situation where you have been wronged? How did you ensure you were heard? Were you heard in the given scenario?</li> </ul> <p><b>Open Inquiry:</b></p> <p>Students to be engaged in an open-ended inquiry based on the line of inquiry. It would be a discussion based model.</p> <ul style="list-style-type: none"> <li>• Snippets from TV shows like 'How to Get away with murder', 'Black Mirror', 'Suits' shall be showcased to built ground for different forms of justice.</li> </ul> <p>Alternatively, the teachers may use the following resource to kick-start inquiry:</p> <ul style="list-style-type: none"> <li>• Why Pakistani prisons are a flashpoint for Covid-19: <a href="https://www.youtube.com/watch?v=Ophn_kPTI3c">https://www.youtube.com/watch?v=Ophn_kPTI3c</a></li> <li>• Story of Kanizan Bibi: (Urdu) <a href="https://www.youtube.com/watch?v=ZIF3EqepfJo">https://www.youtube.com/watch?v=ZIF3EqepfJo</a></li> <li>• Before the Sun Comes Up: <a href="https://www.youtube.com/watch?v=db3i4MPhKSs">https://www.youtube.com/watch?v=db3i4MPhKSs</a></li> <li>• Blog on Muhammad Iqbal along with animated video of his open letter: <a href="https://www.dawn.com/news/1540344">https://www.dawn.com/news/1540344</a></li> </ul>	<p>Communication</p> <p>Character Education</p> <p>Critical Thinking</p>	<p>Netflix Resource Center</p> <p>Video and text links provided</p> <p><b>Resource credits:</b> Justice Project Pakistan</p>	<p>Students shall be informally assessed on their ability to engage with the SOI (statement of inquiry)</p>

# PROJECT SCOPE AND SEQUENCE



## ANALYSIS AND APPLICATION

### DURATION

6-8 hours

### OBJECTIVES

1. Know the prevalent issues pertaining to criminal justice in Pakistan
2. Understand and inquire after major issues associated with criminal justice in Pakistan

### NOTE FOR TEACHERS

1. The teachers may implement all or selective activities of their choice out of the option given here.
2. All the activities in the given section must be carried out within a span of two weeks at a maximum.
4. All the activities must have some exhibitable product ready by the end of Week 3 for the General J. exhibition.
5. The time frame given against each activity; teachers may conduct these in one go or may divide these into classes spanned over two weeks.
6. The suggested curriculum frameworks have been mentioned with each activity however, its not an exhaustive list.

SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
English Language and Literature	2 Hours	Identifying propaganda, bias and analyze different non-fictional pieces of texts.	<p><b>The teachers shall refer to the questions posed in week 1.</b></p> <p>As an ice-breaker, students may watch the story of Kinzan Bibi.</p> <ul style="list-style-type: none"> <li>• Story of Kanizan Bibi: (Urdu) <a href="https://www.youtube.com/watch?v=ZIF3EqepfJo">https://www.youtube.com/watch?v=ZIF3EqepfJo</a></li> </ul> <p><b>This shall serve as a reference point for discussion and how facts can be misconstrued/changed/camouflaged to suit political motives.</b></p> <ul style="list-style-type: none"> <li>• What things do you believe as a learner are worth standing for?</li> <li>• How can one raise one’s voice against the things one believes in?</li> <li>• What do you see as the right way to voice yourself?</li> <li>• Have you ever been in a situation where you have been wronged? How did you ensure you were heard? Were you heard in the given scenario?</li> </ul> <p><b>Pointing out Propaganda:</b></p> <p>Students shall be introduced to the term propaganda and bias through a discussion using snippets from different non-fictional pieces of texts. The pieces selected shall be on the prevalent themes of the project .</p> <p>Handout on Propaganda Techniques shall be shared- it’s suggested to let students read it in pairs <a href="https://docs.google.com/document/d/15jhG_8rbA">https://docs.google.com/document/d/15jhG_8rbA</a></p> <p>A collection of propaganda posters available shall be used to introduce ‘Propaganda’ as a literary device. Features such as:</p> <p><b>Symbols</b> <b>Idealization</b></p> <p>Shall be spotted in the given worksheet. <a href="https://drive.google.com/file/d/1sZN5u9I2QUWMNLRgY3Kri-DiP61-hsjK/view?usp=sharing">https://drive.google.com/file/d/1sZN5u9I2QUWMNLRgY3Kri-DiP61-hsjK/view?usp=sharing</a></p>	<p>Communication</p> <p>Collaboration</p> <p>Character Education</p>	<p>Handout on analyzing non-fiction texts</p> <p>Handout on propaganda and bias in media</p> <p>Resources for the gallery walk</p> <p>Story of Kanizan Bibi: (Urdu) <a href="https://www.youtube.com/watch?v=ZIF3EqepfJo">https://www.youtube.com/watch?v=ZIF3EqepfJo</a></p> <p><b>Introductory Video:</b> Introducing Propaganda <a href="https://www.youtube.com/watch?v=9ejTf0iu6yY">https://www.youtube.com/watch?v=9ejTf0iu6yY</a></p>	<p>Students shall be assessed informally on their ability to analyze bias, propaganda and other language features in the given texts.</p>

## ANALYSIS AND APPLICATION

SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
			<p><b>1-1-1</b></p> <p>As an assessment for learning, students shall be asked to share one item that they learnt, one item that they are unsure about and one question that they would like to pose? The responses garnered can help teachers in determining how well they have understood the concept.</p> <p><b>Extension Task</b></p> <p>Later the students can choose one poster of their choice from the given repository of posters (Brad Philpot’s website). Additionally, students may opt.</p> <p>Students shall annotate a collection of posters available on the website. If time permits, the teachers can let students pick up a poster from the internet (1 poster for each student) and annotate it.</p> <p><b>News Inspectors</b></p> <p>Snippets/cut-outs from different media pieces pertaining to criminal justice shall be posted around the classroom</p> <p><b>Note for the Teachers</b></p> <p>The teachers can conduct this activity in two ways:</p> <ol style="list-style-type: none"> <li>1. Either ask the students to bring along one news piece for an analysis in the class</li> <li>2. Or let the students choose from a collection of new pieces provided by the teacher. Teacher can choose resources from different local and international platforms including the following: <ul style="list-style-type: none"> <li>• Express Tribune</li> <li>• Dawn</li> <li>• New York Times</li> <li>• Nva-ay Waqt</li> <li>• Jang</li> </ul> </li> </ol>		<p><b>Pointing out Propaganda:</b> Teaching Resource</p> <p><a href="https://philpot.education/mod/page/view.php?id=32">https://philpot.education/mod/page/view.php?id=32</a></p> <p><b>Brad’s Poster Repository:</b> <a href="https://bit.ly/2YizidG">https://bit.ly/2YizidG</a></p>	

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			<p>Students shall work as news inspectors, in groups, and would choose to analyze 2-3 media forms (tweets, op-eds, posters etc) of their choice from the given resource bank. They present their findings to their peers.</p> <p>Later on, annotated posters shall be posted across the class for a gallery walk. If this activity is being conducted virtually, the students can put their annotated samples in a collective shared drive for sharing and peer-reviewing each other's work.</p>			
English Language and Literature	3 Hours	Creating media pieces on a theme of their choice.	<p><b><u>Speak out! Your words are free</u></b> <b><u>“Bol kay lab azaad hain teray!”</u></b></p> <p><b>Designing a Social Media Campaign:</b> Students shall choose one of the themes from the given themes (as stated by the Justice Project Pakistan). Using the given theme, they create media pieces for Gen. J. social media campaign which is aimed to create awareness amongst the general public regarding criminal justice. Students can be given a brief overview of these pieces through the following resources: Samples from JJP Op-eds and social media handles to be shared:</p> <ul style="list-style-type: none"> <li>• <a href="https://docs.google.com/document/d/140wa2ioka8WgKcPC4u6C-FIDEhvXDkUXf0s4-_AqPa4/edit">https://docs.google.com/document/d/140wa2ioka8WgKcPC4u6C-FIDEhvXDkUXf0s4-_AqPa4/edit</a></li> </ul> <p><b>Political Cartoons:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://philpot.education/mod/page/view.php?id=98">https://philpot.education/mod/page/view.php?id=98</a></li> </ul> <p><b>Opinion Columns:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://philpot.education/mod/page/view.php?id=906">https://philpot.education/mod/page/view.php?id=906</a></li> </ul>	Problem Solving Critical Thinking Global Citizenship Character Education	Handouts on each of the prescribed media forms	The teachers shall assess students' work using a rubric. (To be provided)

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			<p>Prospective media pieces may include:</p> <ul style="list-style-type: none"> <li>• Op-eds on the given subject</li> <li>• Tweets (3-4 on the theme of their choices)</li> <li>• Political Cartoons (Recommended for IB Students)</li> <li>• Question prompts/insta stories on the given theme</li> <li>• Infographics on the subject (recommended for IB Students)</li> <li>• Letter to the editors (to different newspapers)</li> </ul> <p>Students are reminded to steer clear from biases and develop a rationale for the texts they are creating.</p>			
English Language and Literature	1 Hour	Launching and monitoring the campaign	Students launch the media campaign and gauge its impact from time-to-time based on different factors. (Factors to be brainstormed with the Com team of JPP)	Citizenship Character Education	Access to different platforms	Informal assessment
<b>SUBJECT GROUP - ENGLISH AND URDU LANGUAGE</b>						
THIS ACTIVITY IS DESIGNED TO CATER TO ALL TYPES OF COLLEGE CURRICULA INCLUDING BOTH NATIONAL AND INTERNATIONAL CURRICULUM FRAMEWORK.						
English Language and Urdu	3-4 Hours	Based on the understanding of the issue developed in the week 1 of the project, students shall be exposed to comic strips and political cartoons. The students shall collectively analyze their key-features	<p><b>Comics and Political Cartoons Analysis:</b></p> <ul style="list-style-type: none"> <li>• The teachers shall give a brief overview of comic strips and political cartoons as a genre. (Handout for the teachers to be added in the resources)</li> <li>• The students shall be provided with samples of different comic strips as well as political cartoons from leading national and international newspapers created around the theme of justice.</li> <li>• The teachers can choose to bring these from both news forums written in English or Urdu.</li> <li>• The students shall analyze different political cartoons and comic strips - finding to be shared with their fellows in a gallery walk; the focus remains on how satire can be used as an effective tool to register one's voice.</li> </ul>	Collaboration Communication Critical Thinking	Comic strips and political cartoon samples	Students shall be assessed on their ability to analyze features of the given language genres.



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			The teachers shall make use of a visible thinking routine to help them with thinking over the given resources (handout for the teachers shall be provided)			
English Language and Urdu	2-3 Hours	Linking their understanding of the UNSDG-16 with the issue of criminal justice in Pakistan, the students shall create political cartoons or comic strips	<p><b><u>Let those creative juices flow! :) </u></b></p> <p>Taking inspiration from the themes explored earlier, (Criminal Justice in Pakistan) the students shall create:</p> <ul style="list-style-type: none"> <li>• Comic Strips</li> <li>• Political Cartoons</li> </ul> <p>Students shall be encouraged to create the caricature of their choice, symbols which they deem most suitable and colours which they feel best describe the situation, however, the theme remains the same.</p> <p>Students shall be asked to write a brief rationale for the pieces they create for the Generation J. exhibition.</p> <p>The outcomes may be sent to local and foreign news agencies for publication on the subject.</p>	Creativity Collaboration Character Education Critical Thinking	To be developed for teachers	They shall be assessed against a rubric for their produced pieces.

**SUBJECT GROUP - URDU LITERATURE**

THIS ACTIVITY IS DESIGNED TO CATER TO COLLEGES WHICH OFFER URDU LITERATURE OR LANGUAGE COURSE TO ITS STUDENTS

Urdu Literature	Week 1 1 Hour	- حالات حاضرہ سے واقفیت - ادبی فن پاروں کا تجزیہ - اور تبادلہ خیالات	- طلبہ کو مختصر افسانہ ، اقتباسات ، اخبار کا متن (text) پڑھنے کو دیا جائے گا۔ ( کوئی ویڈیو بھی دکھائی جا سکتی ہے ) - طلبہ ان پر تبادلہ خیالت کریں گے	Communication Character Education	ادبی فن پاروں کے متون - اخبارات - ویڈیو لنکس  <a href="https://bit.ly/3FhN4yw">https://bit.ly/3FhN4yw</a>	سوال و جواب کی صورت میں طلبہ کے تجزیہ اور پیش کردہ خیالت کو ( to be assessed ) پرکھا جائے گا۔
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Urdu Literature	Week 2 1 Hour	- تخلیقی صالحیتوں کو بروئے کار لاتے ہوئے ڈرامہ / کہانی / افسانہ تخلیق کرنا	- طلبہ گروہی سرگرمی کے طور پر ڈرامہ / کہانی / افسانہ کے پلٹ ، کرداروں کا ابتدائی خاکہ بنائیں گے - ان تخلیقات کے مختلف پہلوؤں پر طلبہ کو اظہار خیال کا موقع دیا جائے گا۔	Communication Creativity	- ادبی فن پاروں کے متون ویڈیو لنکس <a href="https://bit.ly/3ovzDVt">https://bit.ly/3ovzDVt</a> <a href="https://bit.ly/3B7uKFE">https://bit.ly/3B7uKFE</a>	مرتب کردہ ابتدائی خاکوں (First Draft) کا جائزہ
Urdu Literature	Week 2 3 Hours	- تخلیقی صالحیتوں کو بروئے کار لاتے ہوئے ڈرامہ / کہانی / افسانہ تخلیق کرنا	- طلبہ گروہی میں ابتدائی خاکے سے مکمل ڈرامہ / افسانہ / کہانی تخلیق کریں گے - - تخلیق کردہ کردار طلبہ کو تفویض ہوں گے - - مکالمہ کی تیاری کا وقت دیا جائے گا۔	Communication Creativity	- ادبی فن پاروں کے متون ویڈیو لنکس	تخلیق کردہ پلٹ ، کرداروں اور مکالمے کا تجزیہ
Urdu Literature	Week 4 2 Hours	- تھیٹر پیش کش	- سب سے آخری اور حتمی مرحلے میں طلبہ کرداروں اور مکالمے کی مکمل تیاری کے ساتھ ڈرامہ یا فلم پیش کریں گے	Communication Creativity Collaboration	- ادبی فن پاروں کے متون ویڈیو لنکس	تخلیق کردہ پلٹ ، کرداروں ، مکالمے اور اداکاری کا تجزیہ / اظہار خیال / تبصرہ

### SUBJECT GROUP - GLOBAL POLITICS

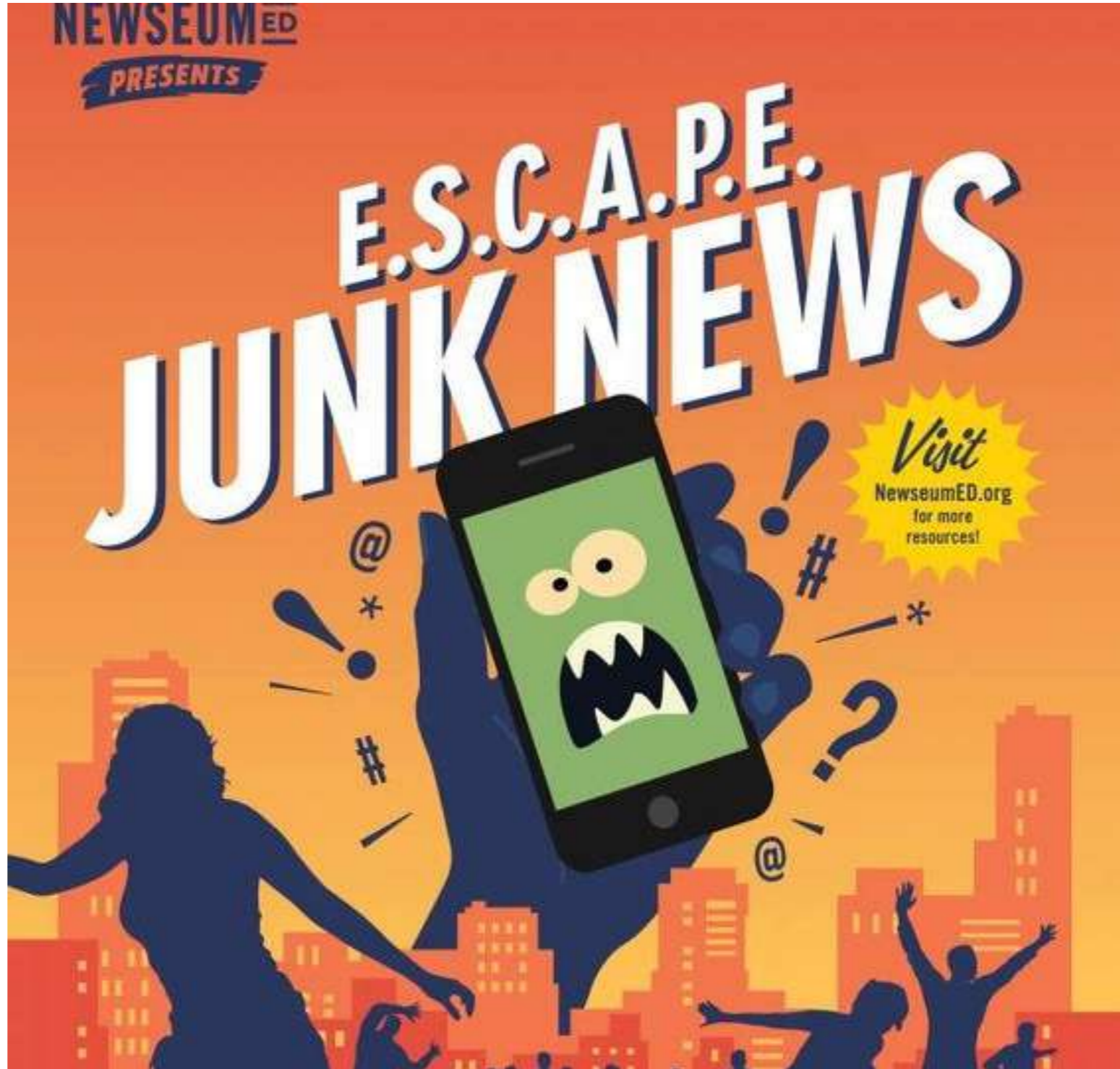
THIS ACTIVITY IS DESIGNED KEEPING IN MIND THE CURRICULUM FRAMEWORK OF THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP) AND CAMBRIDGE INTERNATIONAL ADVANCED LEVEL QUALIFICATION (A-LEVELS) PROGRAMMES. NATIONAL LEVEL SCHOOLS MAY IMPLEMENT IT TOO WITH THE HELP OF PAKISTAN STUDIES TEACHERS.

Global Politics	Week 1 2 Hours	Awareness to be given on the concepts of: <ul style="list-style-type: none"> <li>Human Rights</li> <li>Justice</li> <li>Liberty</li> <li>Equality</li> <li>Cultural Relativism.</li> </ul>	Material in summarized form will be provided to the students on the concepts of human rights, justice, liberty, equality and cultural relativism. <ul style="list-style-type: none"> <li>Students' discussion and feedback on the material shared.</li> </ul>	Character Education Citizenship Communication	Material will be provided from: <ul style="list-style-type: none"> <li>Books</li> <li>Journals</li> <li>Articles</li> <li>Videos</li> </ul>	The following can be referred to: <p><a href="https://bit.ly/3a82qqU">https://bit.ly/3a82qqU</a></p> <ul style="list-style-type: none"> <li>Exercise Questions</li> <li>Tests/Quizzes</li> </ul>
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					<p>Global Politics, Pearson Essential Guide.</p> <p>Global Politics by Andrew Heywood.</p> <p>Oxford IB Global Politics Course Companion</p>	
Global Politics	Week 2 2 Hours	<p>Explaining:</p> <ul style="list-style-type: none"> <li>• Violations of HR</li> <li>• Key HR laws</li> <li>• Upholding HR</li> <li>• Challenges in upholding HR</li> <li>• HR and power</li> <li>• Politicization of HR</li> </ul>	Material will be provided in summarized form to students covering all the points mentioned in the objectives column.	<p>Critical Thinking</p> <p>Citizenship</p> <p>Communication</p>	<p>Material will be provided from:</p> <ul style="list-style-type: none"> <li>• Books</li> <li>• Journals</li> <li>• Articles</li> <li>• Videos</li> </ul> <p>Week 1 Resources can also be used.</p>	<ul style="list-style-type: none"> <li>• Exercise Questions</li> <li>• Tests/Quizzes</li> </ul>
Global Politics	Week 3 2 Hours	Some activities will be given based on the concepts of week 1 and 2.	Group work done by the students on an activity or/and case study.	<p>Creativity</p> <p>Collaboration</p> <p>Critical Thinking</p> <p>Problem Solving</p>	Already available material of week 1 and 2 can be used as reference	<ul style="list-style-type: none"> <li>• Work Assignments</li> <li>• Group Tasks</li> <li>• Challenge yourself tasks</li> </ul>

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<p>Current Events Journalism Politics</p>	<p>30-60 Minutes</p>	<p>“A digital poster outlines a simple acronym - <b>S.E.E.D.</b> to help students learn to spot propaganda by recognizing four of its key techniques.”  NewseumED, 2021</p>	 <p><b>Weed out propaganda</b></p> <p><b>PREPARE:</b></p> <ul style="list-style-type: none"> <li>• Download and print and/or project the Weed Out Propaganda poster; review the poster content.</li> <li>• Make copies of the Weed Out Propaganda worksheet, one per student.</li> <li>• Review the historical examples</li> </ul>	<p>Critical Thinking</p>	<p>Weed Out Propaganda poster; Weed Out Propaganda worksheet; Access to the gallery of historical propaganda at: <a href="https://newseumed.org/weed-out-propaganda">https://newseumed.org/weed-out-propaganda</a> (either printed copies or via devices); Contemporary examples of propaganda (One possible source: Mind Over Media <a href="http://propaganda.mediaeducationlab.com/">http://propaganda.mediaeducationlab.com/</a>)” NewseumED, 2021</p>	<p><b>Through Dialogue:</b></p> <ul style="list-style-type: none"> <li>• Which technique seem to be the most commonly used? Why do you think this is?</li> <li>• Which technique do you think is the most/least effective? Why?</li> <li>• Are the techniques that were effective in the past also effective today? Explain.</li> <li>• Which of the historical examples analyzed do you think were effective at changing minds in their time? Why? Are any still effective today?</li> <li>• How are the contemporary examples the same as/different from the historical examples. How do you explain it?</li> </ul>

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			<p><b>DO:</b></p> <ul style="list-style-type: none"> <li>As a class, define propaganda. Be sure your definition includes the ideas that propaganda is a persuasive message/media intended to influence thoughts and actions and that it may attempt to override reason/facts with emotions/gut reactions. Explain that propaganda can be used to promote a wide variety of causes, some of which we would deem "good", and some of which we would deem "bad", and that students may be familiar with many propaganda techniques because advertisers borrow them to sell goods and services. Being able to identify propaganda is important in order to make sure that we are forming our opinions about the world based on facts and not being manipulated into thinking/doing things without realizing it.</li> <li>Tell students they are going to look at propaganda from the past and the present to see how some of its key techniques have changed and stayed the same. Review the Weed Out Propaganda poster to ensure students understand the four key techniques: simplification, exploitation, exaggeration and division.</li> <li>Hand out the Weed Out Propaganda worksheet and assign or have students select one historical example (<a href="https://newseumed.org/weed-out-propaganda">from the gallery on https://newseumed.org/weed-out-propaganda</a>) and one contemporary example to analyze.</li> <li>After students have completed the worksheet, allow them to share their findings and discuss the questions below.</li> </ul> <p>NewseumED, 2021</p>			<ul style="list-style-type: none"> <li>Why is it important to be able to recognize propaganda? What impact has it had on history? What impact does it have today?</li> <li>The poster describes propaganda as something you should try to remove before "it takes root". Do you think it becomes harder to recognize propaganda if you have started to believe in the idea it presents? Explain.</li> </ul> <p>NewseumED, 2021</p>

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Journalism	30-60 Minutes	<p>“Students learn a handy acronym to help them remember six key concepts for evaluating information, then test the concepts in teams”</p> <p>NewseumED, 2021</p>	 <p><b>E.S.C.A.P.E. Junk News</b></p> <p><b>PREPARE:</b></p> <ul style="list-style-type: none"> <li>• Make copies of the <b>E.S.C.A.P.E.</b> Junk News poster (one per group of students) and the <b>E.S.C.A.P.E.:</b> Six Key Concepts worksheets. (The number of copies will vary, depending on whether you'd prefer students work in small groups or individually.)</li> <li>• Select a news story for students to apply the <b>E.S.C.A.P.E.</b> concepts in their group activity.</li> </ul>	Critical Thinking	<p><b>E.S.C.A.P.E.</b> Junk News poster</p> <p><b>E.S.C.A.P.E. :</b> Six Key Concepts worksheets</p> <p>A news story for students to evaluate (for real examples, download the Teacher Resource – Evaluating Online News)</p> <p>Internet access</p> <p>NewseumED, 2021</p>	<p><b>Through Dialogue:</b></p> <ul style="list-style-type: none"> <li>• From one <b>E.S.C.A.P.E.</b> concept alone, could you make a determination about the reliability of this story? Why or why not?</li> <li>• Which of these concepts do you think is the most helpful in figuring out whether information is reliable? Why?</li> <li>• Which of these concepts do you think is the most difficult to understand or apply? Why?</li> <li>• Did you feel you had enough time to apply your concept to this story? In real life, how could you speed up the process of evaluating information that crosses your path?</li> </ul>

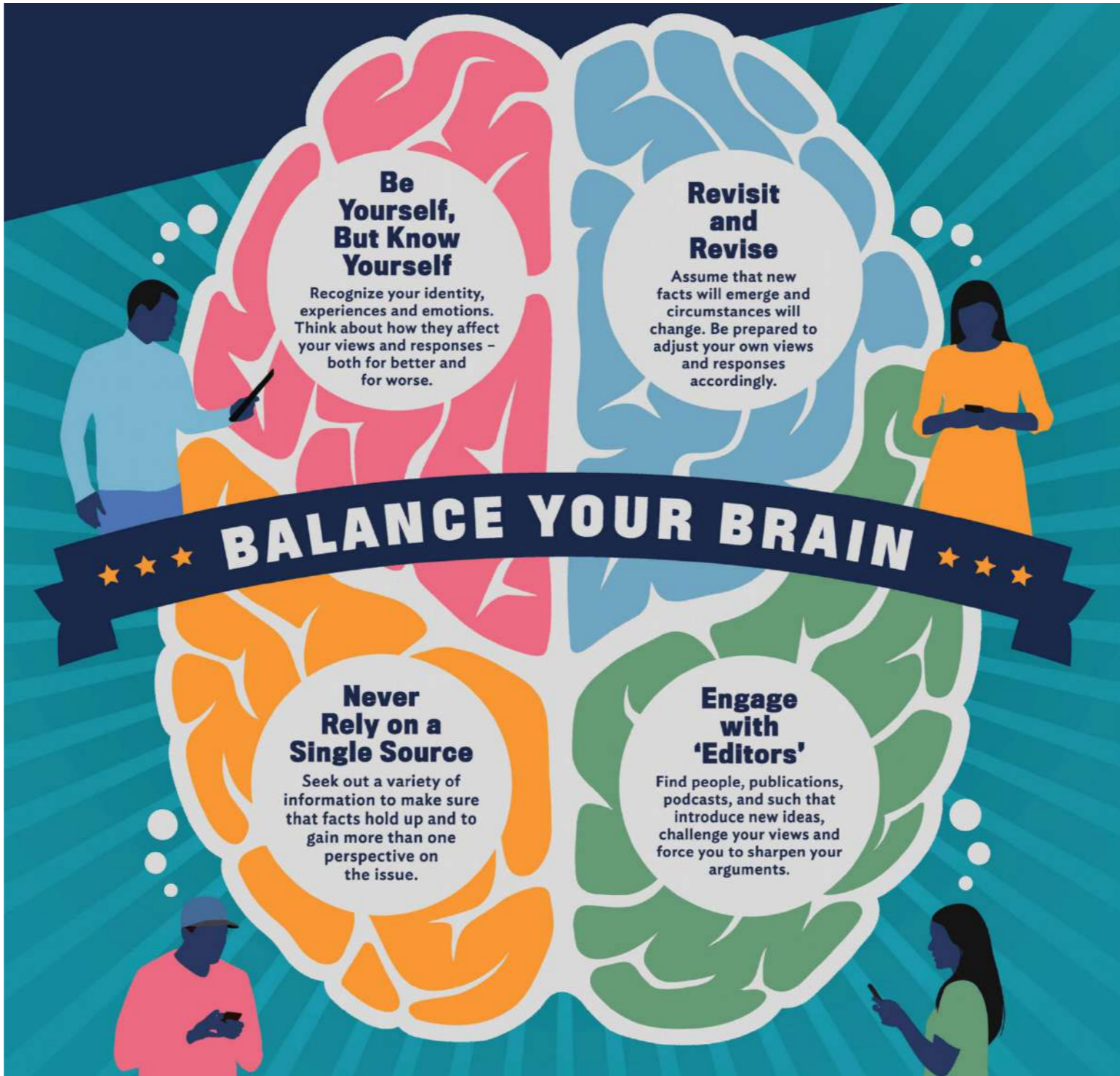
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			<p>(Depending on your angle for this topic, you may want to choose a real story, a fake/questionable story, or both.)</p> <ul style="list-style-type: none"> <li>Review the <b>E.S.C.A.P.E.</b> poster so you are prepared to discuss the six key concepts.</li> </ul> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Ask students how they determine whether information they find online is trustworthy.</li> <li>Introduce the <b>E.S.C.A.P.E.</b> acronym by writing the six key concepts on the board or projecting the poster. Explain that considering even one of these six concepts can help determine whether information is reliable.</li> <li>Go through the six concepts and ask students to help you define each. Then reveal/distribute the poster, including the questions to ask and steps to take to investigate each concept.</li> <li>Divide students into groups, one or two per key concept and distribute the Six Key Concepts work sheets and copies of/ link to your selected news story.</li> </ul> <p>(Note: The concepts of audience, purpose and execution take less time to investigate, so you may want to consider pairing these with the first three concepts.)</p> <p>Have each group take 10 - 15 minutes to analyze the news story through the lens of their specific concept. This is a tight timeline, but push groups to work quickly and broadly rather than getting bogged down.</p> <p>(Alternatively: Have the students complete one or two concept worksheet(s) each as homework.)</p> <ul style="list-style-type: none"> <li>Have groups/students share their findings. As a class, decide if the story is trustworthy or not."</li> </ul> <p>NewseumED, 2021</p>			

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<p>Current Events Journalism</p>	<p>30-60 Minutes</p>	<p>“A video and graphic help students tune up their “fairness meters” to detect three key factors that can determine how objective or biased a news story is; then they analyze real-life examples.” NewseumED, 2021</p>	 <p><b>Is it fair?</b></p> <p><b>INSTRUCTIONS:</b></p> <ul style="list-style-type: none"> <li>• Discuss what your students have heard about fairness — or bias in the media, and reach a definition of what fairness is. (For example: Fairness is providing all the information that an audience needs to understand and evaluate an event or idea. It means giving serious consideration to all sides of an issue and sharing all the important facts.)</li> </ul>	<p>Critical Thinking</p>	<p><b>Handouts:</b> Reporting the Story of Goldilocks and Is It Fair? worksheets (one per student or small group, included in this packet)</p> <p>Yellow, Orange and Green highlighters (one set per student or small group)</p> <p><b>Video:</b> “Is It Fair?” (on lesson plan website)</p> <p><b>Tipsheet:</b> Is It Fair? (included in this packet)</p>	<p><b>Through Dialogue:</b></p> <ul style="list-style-type: none"> <li>• Which of these three indicators of fairness do you think is the easiest to look for? The most difficult? Why?</li> <li>• Why is it important to weigh the fairness of the content you come across in your daily life? Is this something you already do?</li> <li>• How can you tell the difference between colorful language that helps paint a vivid scene and unfair language that shapes a reader/viewer’s opinion of the story?</li> <li>• What would you tell someone who says it’s too much work to try to weigh whether or not news is fair?</li> </ul>



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			<ul style="list-style-type: none"> <li>• To illustrate what fairness in news coverage might look like and why it matters, distribute the Reporting the Story of Goldilocks and the Three Bears handout. Discuss which of the headlines your students think are fair, which are not, and why. Discuss how the different versions might influence their view of the events.</li> <li>• Explain that one way to weigh the fairness of a news story is to look for three things: <b>Word choice, Context and Counterpoints</b> To understand these concepts, watch the “Is It Fair?” explainer video, then review the accompanying tipsheet graphic</li> <li>• Look back at the Goldilocks examples and highlight these things:               <ul style="list-style-type: none"> <li>• <b>Yellow</b> = examples of leading language</li> <li>• <b>Orange</b> = examples of context that deepens understanding of what happened</li> <li>• <b>Green</b> = examples of counterpoints showing different perspectives or responses to accusations</li> </ul> </li> <li>• Discuss students’ findings as they go to ensure understanding of each concept.</li> <li>• Tell students it’s time to go beyond fairy tales and apply their fairness meters to real news. Distribute the Is It Fair? worksheet and printed examples of a news story from the News or Noise? media map or your own selections. Suggested examples:               <ul style="list-style-type: none"> <li>• Black Teens Ambivalent About Walkouts, 2018 (1 and 2 of 2)</li> <li>• Children’s Crusade Begins, 1963 (1 and 2 of 2)</li> </ul> </li> <li>• Depending on your students’ level and confidence, either work through the worksheet as a class or have them work independently or in small groups.</li> </ul>		<p><b>Media Examples:</b> Printed examples (to highlight) from the News or Noise? media map</p> <p><a href="https://newseumED.org/news-or-noise-map">[newseumED.org/news-or-noise-map]</a> or print-outs of news stories of your choice.”</p> <p>NewseumED, 2021</p>	<ul style="list-style-type: none"> <li>• What would you say to someone who says all media is biased?</li> <li>• If a news story is biased, does that mean you should discount all of the information in it? Why or why not? What next steps should you take if you determine something is unfair?</li> </ul> <p>NewseumED, 2021</p>

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			<ul style="list-style-type: none"> <li>• After students have completed their worksheets, have them share their findings and discuss their process. Then use the Discussion Questions below to continue the conversation.</li> </ul> <p><b>EXTENSION ACTIVITY:</b></p> <p><b>Evaluating Coverage of Current Controversies</b></p> <p>As a class, create a list of current controversial topics. Individually or in small groups, students select an event and compare/contrast coverage of it from at least three sources (online media outlets, print newspapers, cable TV shows, etc.). Reports chosen should be from the same day, if possible. Highlight examples of word choice, context and counterpoints. Discuss their findings as a class.”</p> <p>NewseumED, 2021</p>			


SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
<p>Current Events Journalism</p>	<p>30-60 Minutes</p>	<p>“A video and graphic introduce four proven strategies students can use to counter their own bias when surfing online or conducting research; then students practice using these strategies when investigating a real-life issue”</p> <p>NewseumED, 2021</p>	 <p><b>Am I being fair?</b></p> <p><b>INSTRUCTIONS:</b></p> <ul style="list-style-type: none"> <li>Ask students to brainstorm lists of things that they love and things that they hate. Then ask them to think about their reactions when they read/watch something about a topic or thing on either list. How do these strong feelings affect their reactions? Through the conversation, elicit the idea that we all have internal opinions (or biases) that shape how we react to the world around us.</li> </ul>	<p>Critical Thinking</p>	<p><b>Handouts:</b>            Pizza Prejudice (projected on screen or one per pair) and Am I Being Fair? worksheet (one per student or small group, included in this packet)</p> <p><b>Video:</b>            “Am I Being Fair?” (on lesson plan website)</p> <p><b>Tipsheet:</b>            Am I Being Fair? (included in this packet)</p>	<p><b>Through Dialogue:</b></p> <ul style="list-style-type: none"> <li>Which of these strategies do you think is the most/least effective at helping you counter your own biases? Explain.</li> <li>Why is it important to try to be objective when reading the news, especially when it comes to controversial topics?</li> <li>Does being fair about the news we consume mean we should try to ignore or suppress our emotions about the issues covered? Explain why or why not.</li> <li>In newsrooms, if someone has too strong a connection to a story, they are said to have a conflict of interest.</li> </ul>

SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
			<ul style="list-style-type: none"> <li>Further illustrate the concept of individual biases using an approachable issue that still elicits passionate reactions: pizza. Ask students what is their favorite restaurant chain? What is their least favorite? Distribute or project the Pizza Prejudice handout. Tell students to imagine they're browsing online when they come across this article. How would they react? Why? <i>(For example: Would they feel validated? Outraged? Not care? Would they dismiss the conclusion as stupid?)</i></li> <li>Revisit the pizza headline and work through the four strategies as they apply to this topic. For each strategy, brainstorm how it could apply. <b>“Be yourself, but know yourself”</b> examples: The type of pizza they grew up eating; whether dietary restrictions limit what types of pizza they can eat (or if they can eat it at all); whether they have fond/bad memories, etc. <b>“Never rely on a single source”</b> examples: Look for additional articles about this committee, its members and its process - what makes them “experts”; have other taste tests been done, etc. <b>“Revisit and revise”</b> examples: Has the student tried all of the chains, especially Uno’s? Could trying a new place require them to rethink how they feel about their own personal pizza rankings? <b>“Engage with Editors”</b> examples: Where could students go to find a perspective to challenge their own? In this case, because the topic is something many people have experience and opinions about, they might start with talking to friends, but could also seek out food blogs, pizza fan sites, etc.</li> <li>Now tell your students they’ll apply these strategies to a real-life example. Pick one of the following topics/primary source collections from the News or Noise? map.</li> </ul>		<p><b>Media Examples:</b> Access to the News or Noise? media map</p> <p><a href="https://newseumED.org/news-or-noise-map">[newseumED.org/news-or-noise-map]</a> or printouts of Pokémon Go or National Walkout Day examples.</p> <p><b>Internet:</b> Access to conduct simple searches.</p> <p>NewseumED, 2021</p>	<p>A conflict of interest disqualifies them from covering the story. How close to a story is too close? When does prior knowledge or experience cross the line to become a conflict of interest?</p> <ul style="list-style-type: none"> <li>Are there any stories or issues to which you think you are too close to ever view them objectively? Explain.”</li> </ul> <p>NewseumED, 2021</p>

SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
			<ul style="list-style-type: none"> <li>• For younger students: <b>Pokémon Go</b></li> <li>• For older students: <b>National Walkout Day</b></li> </ul> <p>Distribute the Am I Being Fair? worksheet that goes with your selected topic. (There are two versions in this packet.) Have students review the primary sources and complete the worksheet.</p> <ul style="list-style-type: none"> <li>• Give students a chance to share and discuss their answers. Then use the Discussion Questions below to continue the conversation</li> </ul> <p><b>EXTENSION ACTIVITY:</b></p> <p><b>Echo. Echo.</b></p> <p>Watch the <b>“Ask an Expert: Echo Chambers”</b> video [<a href="https://newseumed.org/tools/video-page/ask-an-expert:-echo-chambers">newseumed.org/tools/video-page/ask-an-expert:-echo-chambers</a>] featuring Rachel Davis Mersey, from the Medill School of Journalism at Northwestern University. Discuss the video and her tips for getting a fuller picture of a story. Do they seem easy or hard to do? Then, have students identify an issue or topic they care strongly about and their primary sources of information for it. Challenge them to diversify their sources using Mersey’s guidelines. They should follow the news about their topic for one week. At the end of the week, reflect as a class on the experience, what they learned, and how they can help their peers escape their echo chambers.</p> <p><b>BEING FAIR ABOUT CURRENT EVENTS:</b></p> <p>As a class, create a list of current controversial topics. (If you did this in the Is It Fair? lesson plan [<a href="https://newseumED.org/tools/lesson-plan/is-it-fair?">newseumED.org/tools/lesson-plan/is-it-fair?</a>] you may choose to revisit the same events or issues.) Individually, students should select a topic about which they will write a short (roughly one page) summary with the goal of being as fair as possible. They can also write a short reflection (roughly one page) describing how they used the four Am I Being Fair? strategies to help ensure their objectivity when writing their summary. Have students pair off and trade summaries. After reading each other’s work, discuss whether their efforts to be objective were successful and share reflections on the process as a class.” NewseumED, 2021</p>			


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<p>Current Events Journalism</p>	<p>30-60 Minutes</p>	<p>“Students use a flowchart to gauge the value of a news story and weigh what they should do with it.” NewseumED, 2021</p>	 <p><b>Is this story share-worthy?</b></p> <p><b>PREPARE:</b></p> <ul style="list-style-type: none"> <li>Review the Is This Story Share-Worthy? flowchart, including the supporting information for each question (located on the right hand side).</li> <li>Select a variety of news stories for students to evaluate using the flowchart. You can use the examples in the teacher resource or find your own. Ideally, the stories should include a mix of fake news, poor quality news, opinion journalism, biased news and</li> </ul>	<p>Critical Thinking</p>	<p>Is This Story Share-Worthy? flowchart, either printed on large paper or displayed digitally;</p> <p>Is This Story Share-Worthy? worksheet;</p> <p>Selections from Teacher Resource – Examples for Evaluating Online News;</p> <p>Internet access.</p> <p>NewseumED, 2021</p>	<p><b>Through Dialogue:</b></p> <ul style="list-style-type: none"> <li>What type of impact do you think your assigned story would have if it was shared by many people?</li> <li>How easy or difficult was it to use this flowchart? Which questions were the easiest to answer? Which questions were more difficult?</li> <li>Do you agree with the conclusion that you reached using the flowchart? Explain.</li> <li>It’s not realistic to use this flowchart every time you are trying to decide what to do with a story in real life, so what are a few top tips that you can</li> </ul>

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			<p>high quality stories. You will need at least one story per group.</p> <ul style="list-style-type: none"> <li>• Make copies of the Is This Story Share-Worthy? worksheet (one per group, or more if they will evaluate more than one story).</li> </ul> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>• Ask students how they receive and share information online. Do they share stories by text? Using social media? Which platforms?</li> <li>• Ask students how they decide whether a story is worth passing on.</li> <li>• Explain that the First Amendment protects our freedom to seek out and share information, but not everything out there is good quality, or even real. Introduce the Is This Story Share-Worthy? graphic. Explain that this is a tool that can help them decide whether a story is worth spreading to other people. Go over the questions to make sure students have a general understanding of what they mean and how to navigate the flowchart.</li> <li>• Divide students into groups and give each group a news story (or stories), access to the Is This Story Share-Worthy? graphic and a copy of the Is This Story Share-Worthy? worksheet.</li> <li>• Have students use the graphic to fill out the worksheet and reach a conclusion for their assigned story. Then share and discuss their findings and experience.</li> </ul> <p>NewseumED, 2021</p>			<p>take from this graphic and apply quickly?</p> <p>(For example: Check a key fact if you're not sure if a story is real or fake.)</p> <p>NewseumED,2021</p>

SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
Current Events Journalism	30-60 Minutes	<p>“A map of the “information universe” helps students learn to define and identify different types of content, from fact-based reports to advertising or satire.” NewseumED, 2021</p>	 <p><b>Explore the information universe</b></p> <p><b>INSTRUCTIONS:</b></p> <ul style="list-style-type: none"> <li>• Ask students what types of information they go looking for online and how they can tell the difference between different types of content. For example, how do they know if something is a news story or an ad? What do they look for?</li> <li>• Give students a chance to test their ability to differentiate the types of content. Distribute copies of the Sample Search</li> </ul>	Critical Thinking	<p><b>Handouts:</b> Sample Search Results and Explore the Information Universe worksheets, one per student or small group (included in this packet)</p> <p><b>Video:</b> “Explore the Information Universe” (on lesson plan page)</p> <p><b>Poster:</b> Explore the Information Universe (included in this packet)</p>	<p><b>Through Dialogue:</b></p> <ul style="list-style-type: none"> <li>• Which type of content was hardest to identify? Easiest? Why?</li> <li>• How would your answer change if you were looking for information on a social media platform such as Snapchat or Instagram? On TV or the radio?</li> <li>• Can a piece of content ever serve multiple purposes? For example, can something be informative and entertaining? Entertaining and selling something? Why is it still important to identify the multiple purposes?</li> </ul>



SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
			<p>Results: World’s Greatest Sluggers worksheet.</p> <p><i>Ask students:</i> Can they identify which search result will lead them to a news story? Which will lead them to a page that’s selling something? Which result would they likely click on first, and why?.</p> <ul style="list-style-type: none"> <li>To help break down the different types of content that pop up in every internet search for information, watch the explainer video and review the corresponding Explore the Information Universe poster. Make sure students understand how being able to recognize different types of content will enable them to find the right content for the task at hand, whether that’s researching a paper or shopping for new shoes.</li> <li>Look back at the sample search results and have students label them with the content types from the poster. Go over their answers, referring back to the graphic to ensure understanding of each content type.</li> <li>Now it’s time to test their content categorizing skills on real-world examples. Have students search through the examples on the media map and complete the accompanying worksheet either individually or in small groups.</li> <li>Have students share and discuss their answers; then use the Discussion Questions below to continue the conversation.</li> </ul> <p><b>EXTENSION ACTIVITY:</b></p> <p><b>Native Advertising</b></p> <p>Ask students if they’ve ever seen the terms “native advertising,” “advertorial” or “sponsored content.” Explain that these are labels for ads that look like other kinds of content, especially news. Tell students that the First Amendment protects publishing all kinds of materials, but the FTC (Federal Trade Commission) put deceptive advertising rules in place that require advertising content to be clearly labeled. Have student gather and analyze a collection of examples of these “undercover ads.” After close study, they can</p>		<p><b>Media Examples:</b> Printed examples (to highlight) from the News or Noise? media map</p> <p><a href="https://www.newseumED.org/news-or-noise-map">[newseumED.org/news-or-noise-map]</a> or print-outs of news stories of your choice.”</p> <p>NewseumED, 2021</p>	<ul style="list-style-type: none"> <li>Can you think of any other clues to add to the “look for” bullet points for each information type?</li> </ul> <p>NewseumED, 2021</p>

SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
			<p>write a reflection that answers two questions:</p> <ol style="list-style-type: none"> <li>1. How can individuals recognize ads that are intended to blend in with other content?</li> <li>2. What rules would they put in place to govern how this content is labeled and/or displayed?</li> </ol>			
<p>Current Events Journalism</p>	<p>30-60 Minutes</p>	<p>“In this activity, students apply the “consumer’s questions” to a chosen research topic in order to improve their media literacy skills”</p> <p>NewseumED, 2021</p>	 <p>Putting the consumer’s questions to work</p>	<p>Critical Thinking</p>	<p>Putting the Consumer’s Questions to Work worksheet,</p> <p>The Consumer’s Questions handout,</p> <p>Internet access (if completing the worksheet in class).</p> <p>NewseumED, 2021</p>	<p><b>Through Dialogue:</b></p> <ul style="list-style-type: none"> <li>• Which of the consumer’s questions is the most important to apply/answer? Why?</li> <li>• Which of the consumer’s questions is the most difficult to apply/answer? Why?</li> <li>• Does a pattern emerge of the types of information sources that generally seem trustworthy and those that generally do not?</li> </ul>

SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
			<p><b>PREPARE:</b></p> <ul style="list-style-type: none"> <li>• Make copies of the worksheets, one per student.</li> <li>• Prepare possible research topics.</li> </ul> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>• Go over the consumer’s questions as a class.</li> <li>• Discuss why the questions are useful. Specifically, why do the answers to these questions matter?</li> <li>• Choose a topic for the class to investigate. Brainstorm a list of ideas and vote.</li> <li>• Pass out the worksheets and have students research the chosen topic.</li> <li>• Discuss the student’s findings as a class.</li> </ul> <p>NewseumED, 2021</p>			<ul style="list-style-type: none"> <li>• What types of visual or written clues help you determine if a source of information is trustworthy or not?</li> </ul> <p>NewseumED, 2021</p>
<b>SUBJECT GROUP - LAW</b>						
Law	2-4 Hours	<ul style="list-style-type: none"> <li>• To bring social awareness of social injustice in the society</li> <li>• To enhance research skills with respect to injustices done</li> <li>• Develop the ability To critically think about social</li> </ul>	<p>A Group Activity to be organized by Law society in the school or college. If you do not have a law society, word of mouth and posters on notice boards are the easiest way to stir up interest or charm the principals into emailing the entire student body about mooting.</p> <p>Mooting is not the same as public speaking or debating, although it shares some common elements with these activities. It is a specialized application of the art of persuasive advocacy. It has been part of the process of training lawyers for centuries and plays an important role in legal education.</p> <p>Mooting is a great way to emulate a real-life courtroom scenario,</p>	<p>Critical Thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Communication</p> <p>Ethical Implications</p>	<p>Simulation of courtroom in a classroom/ auditorium</p> <ul style="list-style-type: none"> <li>• Memorandum based on the real life case studies presented to them</li> </ul>	<p>Students will be purely gauged on the experience of how the legal system/ justice system works in Pakistan.</p>

## ANALYSIS AND APPLICATION

SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
		<p>injustice and how to voice them.</p> <ul style="list-style-type: none"> <li>To give alternative sustainable solutions to the justice system through one's unique and creative thinking skills.</li> <li>To engage with and think deeply about interesting and topical legal issues;</li> <li>To enhance their advocacy, legal research and writing skills;</li> <li>To work closely with and learn from their peers; and</li> <li>To demonstrate their interest in advocacy and competence as an advocate to prospective employers. Most students find mooting to be intellectually rewarding and highly enjoyable.</li> </ul>	<p>and put all that you're learning into practice. A moot court competition simulates a court hearing (usually an appeal against a final decision), in which participants analyze a problem, research the relevant law, prepare written submissions, and present oral argument. Moot problems are typically set in areas of law that are unsettled or that have been subject to recent developments. They usually involve two grounds of appeal, argued by each side.</p> <p>This Moot court does not involve actual testimony by witnesses, cross-examination, or the presentation of evidence, but is focused solely on the application of the law to a common set of evidentiary assumptions, facts, and clarifications/corrections to which the involving parties are introduced.</p> <p>The procedure imitates that followed in real courts: the judge enters, the mooters and the judge bow to each other, the clerk announces the matter, the mooters give their appearances and are then called on in turn to present their submissions, the judge asks questions of the mooters, the court adjourns, and the judge then returns to deliver a brief judgment and some feedback. In most moot court competitions, there are two sides and each side is represented by two speakers or oralists (though the entire team composition may be larger) and a third member, sometimes known as counsel (researcher and observers), may be seated with the speakers. Each speaker usually speaks between 10 and 25 minutes, covering one to three main issues. After the main submissions are completed, there will usually be a short round or two of rebuttal and even surrebuttal. Communications between speakers may or may not be prohibited. Throughout the course of the submissions, judges — usually lawyers, academics, or actual judges — may ask questions, though in some competitions questions are reserved to the end of submissions.</p> <p>In larger competitions, teams have to participate in up to ten rounds; the knockout/elimination stages are usually preceded by a number of preliminary rounds to determine seeding (power seeding</p>		<ul style="list-style-type: none"> <li>Research gadgets (smart phones, laptops, desktops)</li> <li>Library/ e-library</li> <li>Landmark cases of death penalty, trials of prisoner with mental illness, Rights of Pakistani jailed abroad, rights of juvenile offenders, rights of tortured victims, Covid 19 patient and environmental justice. The landmark case details provided by JPP. Follow the link: <a href="https://bit.ly/3uFoEtT">https://bit.ly/3uFoEtT</a></li> </ul>	<p>This excerpt is from the ESU- Essex Court Chambers National Mooting Competition Official Handbook 2011/12:</p> <p>Content – the insight into and analysis of the moot problem and grounds of appeal; the relevance of the authorities cited and the fluidity with which they are adduced; the ability to summarize facts, cases or law where appropriate.</p> <p>They will be assessed on number of criteria Please follow the link: Moot Court Structure: Rules and Regulations <a href="https://bit.ly/3a6el8H">https://bit.ly/3a6el8H</a></p>

WEEK 2-3  
**ANALYSIS AND APPLICATION**

SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
Law	2-4 Hours	It can be nerve-racking and frustrating but it is a lot of fun.	<p>is often used). Teams almost always must switch sides (applicant/appellant/claimant on one side, and respondent on the other) throughout a competition, and, depending on the format of the moot, the moot problem usually remains the same throughout.</p> <p>The scores of the written submissions are taken into consideration for most competitions to determine qualification (whether for the competition or for the knockouts) and seeding, and sometimes even up to a particular knockout stage.</p> <p>The complete structure is presented in the following document. Please follow the link:</p> <p>Moot Court Structure: Rules and Regulations</p> <p><a href="https://bit.ly/3BfhYou">https://bit.ly/3BfhYou</a></p>		<ul style="list-style-type: none"> <li>Useful books on mooting include: <ul style="list-style-type: none"> <li>How to Moot: A Student Guide to Mooting 2e, John Snape and Gary Watt, Oxford University Press 2010;</li> <li>The Art of Argument: A Guide to Mooting, Christopher Kee, Cambridge University Press 2007.</li> </ul> </li> </ul>	<p>They will be assessed using this score sheet as well. Please follow the link:</p> <p>Moot Speaking Round Score Sheet</p> <p><a href="https://bit.ly/3BeFiD5">https://bit.ly/3BeFiD5</a></p>

# PROJECT SCOPE AND SEQUENCE



## EXHIBITION

### DURATION

2-3 hours

### NOTE FOR TEACHERS

The teachers shall engage students in an exhibition of their work carried out during the course of the project Generation J.

### OBJECTIVES

1. Students to design their exhibition product under teachers' supervision.
2. Students to present their findings in the form of Generation J Exhibition and depict the actionable activities they carried during the course of this project.

**NOTE: THE TEACHERS SHALL ENGAGE STUDENTS IN AN EXHIBITION OF THEIR WORK WHICH THEY CARRIED OUT DURING THE COURSE OF THE PROJECT GENERATION J.**

**WEEK 4  
EXHIBITION**

SUBJECT GROUP	DURATION HOURS	OBJECTIVES	ATT & ATL (APPROACHES TO TEACHING & APPROACHES TO LEARNING)	21ST CENTURY SKILLS	RESOURCES REQUIRED	ASSESSMENT FORMAT
Interdisciplinary.	3-4 Hours	Students to present their findings in the form of Generation J Exhibition and depict the actionable activities they carried during the course of this project	<p>The strategy for the exhibition and the rubrics/medium/scope of it shall be developed with a clear discussion on goal setting with the students.</p> <p>Students shall play the lead role for planning, implementing and executing the graduation.</p> <p>Teachers may conduct the exhibitions for a virtual set-up or something on campus.</p>	All strands	As required by the students	Students shall be assessed on their ability to successfully present their learning to the audience. Medium of exhibit would vary from one school to another depending on the community, nature of end product and the resources available.

# REFERENCES

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# GENERATION J. PILOT PROJECT AT BCP-IBDP LAHORE

The pilot version of the Generation J. project tool kit was run with the International Baccalaureate Diploma Program students at Beaconhouse Gulberg College, Lahore by the five creators of the project tool-kit.

The tool kit was first implemented between September 1st, 2021- October 6th, 2021 by:

- Ms. Aruj Khaliq
- Ms. Samavia Qamar
- Ms. Shaista Awan
- Ms. Bushra Fatima Khan
- Mr. Amjad Ali

We thank **Ms. Ayesha Kasuri, Ms. Sarah Belal** and **Ms. Asma Amanat** for the support extended to the team implementing the tool kit. The student work was exhibited at World Death Penalty Day Conference hosted by Justice Project Pakistan held at Serena Hotel, Islamabad on October 7th, 2021.

Here is a little sneak-peak of the student reflection while learning and inquiring after the concepts explored as a part of the Generation J. project.



We urge teachers of Pakistan to use this tool kit for enabling students to think out-side-the-box and inquire after the concept of justice.

**Team BCP IBDP & JPP**