

# TEACHER'S GUIDE

## Mission 2: "Flight to Freedom"

### Teacher Preparation Resources

#### CONSIDER THE FOLLOWING:

- Do you have time to play the game and reflect first?
- What is your goal for use?
- What is the political climate of your school and the community it serves?
- Do you have time for deep, responsive conversations before, during, and after use?
- Do you have local resources in your community to support and extend learning?

#### Intentional

1. **Integrated with purpose.** Ask yourself, how will the use of Flight to Freedom help your students meet instructional goals?
2. **Acknowledge the content, context, and impact.** Flight to Freedom covers uncomfortable but important topics; Be honest and transparent about topics; allow space and time to process and discuss as needed.

#### Supported

1. **Leverage and utilize colleagues and related content-areas.** Flight to Freedom offers many opportunities for interdisciplinary activities; connect with your English Language Arts, Science and/or Speech teachers to identify opportunities to deepen and expand learning.
2. **Connect with national and local historical societies.** The events in Flight to Freedom are not isolated outside of American history or even your local history. Include what happened locally in your plans and encourage your students to explore as well.

#### Resources:

- [Facing History](#)
- [American Historical Association](#)

#### Responsive

1. **Prepare your students.** Let your students know the topics covered in the game before they play.
2. **Listen to your students.** Pay attention to how they respond to the game; how are they talking about the game?
3. **Shift as needed.** If you notice students are uncomfortable, pause and talk to them, and be prepared to provide an alternative learning experience.

#### Resources:

- [Principles and Practice of Restorative Circles](#)



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- [On-Demand Video Library | Social Studies](#)

### Instructional Materials

- Educator Guide
- Restorative Practices Talking Circle Prompts

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### *Flight to Freedom* Restorative Practices Talking Circle Prompts

*Note: The topics presented in gameplay are challenging, and students and teachers should take time to process them individually and together when appropriate. Restorative Practices Talking Circle Prompts are designed to provide a framework to support teachers as they discuss Flight to Freedom with their students. Educators are advised to have talking circles on various topics to build community, connection, and trust before facilitating a circle on Flight to Freedom.*

#### **Restorative Practices**

Restorative practices is the science of relationships and community. When applied in schools, restorative practices proactively improve climate and culture. Restorative practices also provide responses to wrongdoing that focus on repairing harm. Restorative practices have deep roots within indigenous communities throughout the world.

[<https://www.iirp.edu/resources/restorative-practices-in-schools-k-12-education>]

#### What is Restorative Practices?

#### **Talking Circles**

Proactive circles, sometimes referred to as talking circles or community-building circles, provide an opportunity for students or adults to communicate, connect, build trust, and care for one another. These circles, especially when conducted as a consistent practice, give students an opportunity to develop and practice SEL skills such as listening, understanding strengths and differences, and sharing emotions and experiences.

[[https://schoolguide.casel.org/uploads/sites/2/2020/12/2020.12.11\\_Aligning-SEL-and-RP\\_Final.pdf](https://schoolguide.casel.org/uploads/sites/2/2020/12/2020.12.11_Aligning-SEL-and-RP_Final.pdf)]

#### **Preparing for a Flight to Freedom Circle**

- Clear, consistent communication, transparency, trust, and processing time are crucial when engaging with Flight to Freedom.
- Flight to Freedom will impact students differently
- Accept some students will not be comfortable having conversations, prepare an alternative.
- Set a purpose, guided question, or topic to ground the conversation. Ie. Courage, Patience. What does perseverance mean to you?
- Have students write some responses before engaging in conversation
- This is not a Socratic seminar; students should not be graded on participation.



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### Planning for a Flight to Freedom Circle

- Plan for about 20-30 minutes, including opening and closing statements
- Select 3-5 talking pieces, such as a teddy bear, a special stick or some other object that can withstand being passed around multiple times
- The ideal group size for a circle is 8-12, but it can be increased to 15.
  - If you have a larger class, consider splitting the class in half. One half participates in the circle, and the other half works using multimedia so they are not distracted by the conversation.
  - You may also create a double circle with students facing one another, and after each question, students move 2-3 seats to the left or right.

### For Educators

- The conversation is in a complete circle; everyone should be able to see each other easily.
- Students have a right to pass and not respond to prompts
- Only one person may speak at a time (use a talking piece); a talking piece can be any item that is easy to carry and pass
- Students may ask follow-up questions to the group
- Have a set amount of time, no more than 30 minutes.
- Review expectations before, during, and after
- Circle conversations are not regular class discussions, and therefore, comments should not be shared with others outside of class.

### For Students

- Speak your truth only. Use I statements.
- Use a talking piece to share your thoughts.
- Active Listening, do not interrupt. Take notes if there is something you want to ask or comment on.
- No experts; we are all at different points of knowledge and understanding.
- Assume everyone's good intentions but also acknowledge the impact of saying something that hurts someone else, even if it is unintended.
- After the closing statement, the conversation is complete and will not be shared outside of the circle.

### Before Gameplay

- Have at least 2-3 Talking Circles to build community on various topics, such as favorite things, dreams, etc.
- Get an idea of students' background knowledge and comfortability with sensitive topics.



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- Use a quick survey or exit slip to gather data.

### Prologue

- Lucy shares she listened to the preacher some Sundays. How do you think religion impacts her life?
- Are there any things that you do when you're frustrated, sad, or upset that help you deal with your emotions?
- Have you ever not known what to do in a situation? How did you figure out your next steps?

### Part 1: Behind the Big House

- Family can be biological or not. What do you love about your "family"? Why?
- Compassion is hard to give sometimes; when was a time someone was compassionate towards you?
- Jonah is brave, wanting to learn how to read. What is something that you have pursued even though it was difficult?

### Part 2: Runaway!

- What does it mean to be brave?
- "Courage is not the absence of fear, but...."
- Sometimes when trying something new or different, we often fail the first time. What do you do when you feel discouraged? Are there any words of wisdom you've heard that can help you or others?

### Part 3: Free and Not Free

- Lucy has a whole new way of living to adjust to. Have you ever had to change your routine and learn a new way of doing something? How did it feel? How long did it take for it to feel "normal" again?
- As a teenager, you stand between being a child and being an adult. What "freedoms" do you have now that you didn't have before? How do you think your life will be different when you leave the "teenage years" and become an adult?

### Part 4: Gathering Forces

- Every decision we make has an outcome, whether positive, negative, or neutral. Have you ever had to make a decision and had no idea what the outcome would be? How did you decide?
- Lucy has to wait to help her family, helping Henry first. You can tell she is frustrated. When we are passionate and really care about something, it is difficult to wait. Can



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you share a time when you really wanted something but were forced to wait? What did you do during that time?

- One of the badges Lucy can earn is persuasion. How can the skill of persuasion be helpful at school or in your community?

### Part 5: New Times, New Troubles

- Lucy felt a great responsibility to help Uncle Morgan, and sometimes she failed. How do you deal with failure? Is it easy or difficult for you to try again?
- In times of trouble, we can turn to different people for support. Who do you seek support or advice from, and why?

### Epilogue

- Throughout the gameplay, you could earn badges; which actions/badges did you pursue, and which did you avoid?
- How did you feel about the ending to Lucy's story?
- What more would you like to know about this period or enslaved persons' experience?

### After Gameplay

- What did you learn about America in the mid-to-late 1800s?
- What connections can you make to America today? Do you see any similarities? Any differences?

