



THIS IS A JOYFUL REBELLION.

MONTAGUE WORKSHOP LESSON 5



Learning Target:

- Students will understand that we can use our powerful presence to rebel joyfully against the way things are and work to create the world as it should be.

Materials:

- YouTube Video: [This is a Joyful Rebellion](#)
- [Joy Rebel Hall of Fame Worksheet](#)
- [“Very Important Person” Web Worksheet](#)
- Pencils
- Markers
- Chart Paper

Suggested Grouping:

- Mixed ability
- Group size 3-4 students

EXPLORE

real-world examples of individuals who changed the world through their Joyful Rebellion.

Examples:

- [Rosa Parks](#)
- [Malala Yousafzai](#)
- [Katherine Johnson](#)
- [Nelson Mandela](#)
- [J.K. Rowling](#)
- [Bill Gates](#)

TECH TIP: Use [Blendspace](#) or [Padlet](#) to curate online content.

PROVIDE

each group with a copy of the [Joy Rebel Hall of Fame Worksheet](#) for students to complete about the real-world Joy Rebel they researched.

★ **BEST PRACTICE:** Connect the lesson to your curriculum by finding and using examples of Joy Rebels from within your standards.

PART ONE

DISCUSS

the words “joyful” and “rebellion” with students:

- What do these words mean? What comes to mind when you think of each word?
- What do these words have in common?
- Joyful and Rebellion seem to be opposites. What do you think it means to have a Joyful Rebellion?

VIEW

the YouTube Video: [This is a Joyful Rebellion](#).

ENGAGE

students in a discussion about the video.

- How has your understanding of what it means to have a Joyful Rebellion changed?
- Can you think of any examples of people who are Joy Rebels?

EXPLAIN

to students that history is full of Joy Rebels who are remembered for changing the world. These people had a vision for a brighter future and used their powerful presence to make the world a better place.

INVITE

students to share what they learned about Joy Rebels from history, then display completed Joy Rebel Hall of Fame Worksheets in a prominent place in the classroom.

TECH TIP: Use a free web creation tool, such as [Weebly](#), to create a digital Hall of Fame that can be expanded over time.

PART TWO

REMINDE

students that they learned about people who joyfully rebelled to change the course of history. Today students will consider how they can act as Joy Rebels to create a better world.

ASK

each student to complete a [“Very Important Person” Web](#). Students will place themselves in the middle of the web and add branches to list each role and title that they hold. (For example: son, sister, soccer player, artist, student, etc.) On each branch, students will then list the people they affect within those roles.

TECH TIP: Use Mind Map tools like [Coggle](#) or [Popplet](#) to create digital mind maps.



POST

webs around the classroom and invite students to do a gallery walk to read their classmates' ideas. Discuss how the webs illustrate that just by being themselves, students can be a powerful presence with the potential to impact many people in their lives.

DIVIDE

students into small groups to discuss instances where they have seen anger, fear, and negativity (For example: bullying on the playground, fear of trying something new, arguing with siblings, etc.) Students should then pick the issue or place that is most relevant and important to them.

REGROUP

students based on the issue they selected. Each group should work together to discuss the following questions:

- What is your joyful vision for this issue?
- What specific actions might you take to rebel joyfully in this situation?
- How does this issue compare to the work of the Joy Rebels you learned about in the previous lesson?

DIRECT

students to record their ideas on chart paper to create a list of ways they can bring brightness to this issue.

TECH TIP: Set up a [Google Doc](#) or [Padlet](#) for each group to use as a collaborative planning space.

GIVE

students time to select one idea from their list. Students should make a specific plan for how they will start their Joyful Rebellion.

EXPLAIN

to students that their job is to put their plan into action. As the Joyful Rebellion Manifesto says, this is the time we've been practicing for.

PART THREE

REFLECT

on the experience after students have had time to begin their Joyful Rebellion. Invite students to share their successes and challenges in bringing brightness to the world.

TECH TIP: Use [Flipgrid](#) to collect student reflection videos about their Joyful Rebellion.

INVITE

students to complete the [Joy Rebel Hall of Fame worksheet](#) about themselves, based on the actions they took as a Joy Rebel. Students should then display their completed worksheet alongside the famous Joy Rebels from history already posted in the classroom.

REMINDE

students that just as these individuals joyfully rebelled to change the course of history, they too can act as Joy Rebels to create a better world. They have the power to become a part of the Joy Rebel Hall of Fame.

Suggested Extensions

Explore the websites below for ideas on how to begin your own Joyful Rebellion.

- www.dosomething.org
- www.bystanderrevolution.org
- www.stompoutbullying.org

Anchor Standards

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

ISTE Standards

6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.