

# Session 4

# Pursuing Justice



## Key learning

Pupils learn that justice is about more than just recognising wrongs; it's about taking responsibility for our own actions, making things right, and acting with fairness, kindness, and humility. This lesson encourages pupils to explore their role in creating a just environment.

## Before the session

### You will need:

- Slides for this session, with sound
- Small journal or piece of paper for reflection
- A ball or talking stick for group discussions
- Markers or pens for pupils to write/draw their reflections
- *If Racism Vanished for a Day* by UWE Bristol (e-book available)

## Notes

# Story

## Be Curious (Community)



### Activity

## Creating a safe space

When reading *If Racism Vanished for a Day*, it's essential to create a space of **psychological safety**, where every child feels respected, listened to, and free to share their thoughts without fear of being judged or hurt. This powerful book is written by children of a similar age, offering honest and hopeful reflections on what a better, fairer world could look like.

Because the voices in the book are peer voices, pupils often relate closely to the ideas, emotions, and dreams shared, making it all the more important to guide the discussion with care. Set clear ground rules together that emphasise kindness, empathy, and confidentiality. Let pupils know that all thoughts are valued and that they can choose to listen or share in ways that feel safe for them. The book leans into young people's hopes for a better world, so give space for both imagining and questioning. Be mindful that some pupils may have lived experience of racism, while others may be learning to recognise it for the first time. Respond to all contributions with compassion and follow safeguarding policies if any concerns arise. Creating a calm, inclusive atmosphere helps pupils reflect deeply, build empathy, and feel empowered to be part of shaping a more just and loving community.

Let pupils know this is a space where everyone's voice matters, and where thoughts and feelings can be shared without fear of judgment.

## Notes

Use language like:

- "This is a space where we listen to understand, not to respond."
- "We respect each other's experiences and recognise that we're all still learning how to be kind and just together."

## **Establish ways to engage with each other:**

- We listen to each other without interrupting.
- We don't laugh at or dismiss anyone's ideas or experiences.
- We keep what people share in the room private (unless someone is unsafe).
- We are kind and give each other space to speak and be heard.



## **Activity** **Getting to know ourselves and each other**

Ask pupils to reflect quietly on these questions, then share with a partner or in small groups if they feel comfortable:

- What makes you feel seen?
- What makes you feel cherished or valued?
- What does it mean for you to be in a community with others?

You may wish to offer sentence starters to help pupils express their ideas, such as:

- "I feel seen when..."
- "I feel cherished when someone..."
- "Being in a community means..."

Invite volunteers to share reflections. As they do, highlight themes that emerge – fairness, kindness, inclusion, safety – and link them to the idea of justice.

- Discuss the concept of justice. Ask pupils what justice means to them and why it is important in their lives.

### **Ask:**

- What does justice look like in our school?

Place the pupils into small groups and ask them to discuss the idea that pursuing justice begins where we are. Invite them to think about their current or future school.

### **Suggested questions for discussion:**

- What does an unjust/unfair school or classroom look like?
- What does a just/fair and flourishing classroom look like?
- How can we show grace or mercy when someone makes a mistake?
- What are small, everyday ways we can act fairly?

Introduce *If Racism Vanished for a Day*, discussing its themes and how it imagines a world without racism. Read selected excerpts and/or show a visual presentation that captures key ideas from the text, especially those that you feel are important for your pupils.

### **Group discussion: "What issues matter?"**

In small groups, pupils discuss some of the questions presented in the text and share their thoughts on how the world would change if racism were eliminated for a day, such as:

- How do you like to wear your hair?

- Why might some children feel uncomfortable wearing their hair the way they would like to?
- What is important to you? Do you feel able to talk about these things?

Encourage them to also reflect on other social justice issues they care about (e.g., ableism, climate change, racism, poverty, hunger, war, clean water, sexism) and why these issues are significant to them.

Prompt questions:

- What does a world without these injustices look like?
- How would you feel in that world?

You might also want to encourage your pupils to delve deeper into thinking about who within society would need to come together in order to resolve these issues.

---

## Space

### Be Present (Embrace)



#### Activity

### Justice from the future

Pupils imagine a future where the justice issue they care about (e.g. racism, climate injustice, poverty) has been resolved. Ask them to create a message from that future; this could be a voice note, mini news report, time capsule leaflet, or short performance, describing what the world looks like now and how the change came about. Their message should inspire others by showing the steps that led to justice and encouraging action today.

**Prompt:** "You've just arrived in the year 2045, and this issue has been solved. What does the world look like now? What helped create the change?"

## Suggested options

(working in small groups):

### Option 1:

#### Voice note from the future

Pupils record (or script and perform) a voice note or video message from the future, describing how a justice issue has been solved and what life is like now.

##### Steps:

- 1 Choose a justice issue.
- 2 Imagine it's the year 2045 – the issue has been solved!
- 3 Record a 1–2 minute voice note or short video beginning with something similar to:  
*"Hi everyone, we're sending this from the future to let you know what happened..."*
- 4 Include:
  - What's changed
  - What actions made it happen
  - What people today can start doing

### Option 2:

#### Time capsule

Pupils design a poster or leaflet that could be discovered in a time capsule. This should include a message to people back in the present explaining how a better future was achieved.

This could include:

- A cover image of the future world
- Headlines like *"Justice Achieved!"* or *"How We Changed the World"*
- A section called *"Steps We Took"*
- A call to action for today's reader

### Option 3:

#### Newsflash from the future

Pupils create a mini news broadcast (or written headline) as if reporting from the future where the issue has been solved.

##### Format Options:

- Write a front-page news headline and story.
- Film or perform a short news clip: *"This just in – schools around the world are celebrating a decade without ..."*

Add weather reports, interviews, or a "person on the street" segment for a fun element.

---

## Sanctuary

### Reimagine (Power)

- Allow some time for groups to share their messages with the class.
- Discuss the role of individuals in advocating for justice and how pupils can take steps to create positive change in their school and community.
- Reinforce the Christian principle of acting justly and loving mercy, encouraging pupils to remember that they have the power to make a difference.
- Remind pupils that their voices matter, even when they move on to secondary school. Lifting their voices up is important.



## **Bible passage**

**"He has shown you, O mortal,  
what is good. And what does  
the Lord require of you? To  
act justly and to love mercy  
and to walk humbly with  
your God."**

*Micah 6:8 (NIV)*

Highlight the three points in the last sentence:

- Acting justly – not just talking about fairness but living it in our day to day.
- Loving mercy – caring deeply about kindness and compassion.
- Walking humbly – knowing we always have more to learn together, and with God.

Gently encourage pupils to connect these to real life – like including someone left out, speaking up if something unfair happens, or being kind without expecting praise.

Highlight that justice isn't just about fixing big problems far away – it starts with how we treat each other. When we work to make sure everyone feels seen, safe, and valued, we are already starting to pursue justice.





## Reflection

## Notes

**You may want to read this reflection aloud to your pupils.**

Sometimes it can feel like we don't have much power – as if only adults or leaders are the ones who can create change. But that's not true. Every small act of justice, kindness, or fairness matters.

We often talk about creating safe spaces – places where everyone feels protected and included. But to truly grow, we also need brave spaces – where we feel encouraged to speak honestly, listen deeply, and take risks for the sake of understanding and justice.

Moving into brave spaces means stepping into conversations and actions that might feel uncomfortable but that are necessary for real change. It means using our voices, even when it's hard, and standing up for what's right – not just for ourselves, but for others too.

No act is too small when it comes from a place of courage and care.

### **Suggestions questions for reflection:**

- What kind of person do I want to be in secondary school?
- What's one way I could stand up for someone or do something fair?
- How does walking humbly help us to listen and grow?



## Prayer

Dear God,

Thank you for showing us what is good –  
to act justly, love mercy, and walk humbly  
with You.

Help us to notice when things aren't  
fair, and to have the courage to make a  
difference.

Show us how to be kind and to help others  
feel safe and included.

As we move into this new chapter of  
school, may we be people who help our  
community flourish.

Amen.

 **Notes**

## End of session 4

difference.