

Parent-Guided Lesson Plan: Understanding Protesting

Age Range: 9–14 (adaptable for older or younger students)

Time: 30–45 minutes

Goal: Help youth understand *what protesting is, why people protest, and how people can express disagreement safely and respectfully.*

1. Warm-Up Discussion (5–7 minutes)

Ask your child:

- Have you ever seen a protest on the news or in real life?
- What do you think people are trying to do when they protest?
- Do you think protesting is about anger, change, or both?

* Parent tip: Let your child answer freely; there are no “wrong” answers here.

2. What Is a Protest? (Mini Lesson – 5 minutes)

Explain in simple terms:

- A **protest** is when people **peacefully speak up** about something they think is unfair or needs to change.
- Protests can include marching, holding signs, writing letters, boycotting, or speaking publicly.
- The goal is **to be heard**, not to harm others.

You can give examples:

- Civil Rights Movement
- Students protesting school rules
- Workers asking for better conditions

3. Motivations Behind Protesting (Discussion – 5–10 minutes)

Ask:

- Why do you think people feel strongly enough to protest?

- What kinds of problems might make someone want to speak up?
- Can protesting help create change? Why or why not?

Connect it to their life:

- “What would you want to protest if something felt unfair at school, at home, or in your community?”

4. Respectful vs. Unsafe Protesting (5 minutes)

Create a simple comparison:

Respectful Ways to Protest

- Peaceful marches
- Signs and speeches
- Writing letters or petitions
- Conversations and debates

Unsafe or Harmful Actions

- Hurting people
- Destroying property
- Threatening others

Emphasize:

👉 *Strong feelings are okay. Hurting people is not.*

5. Short Writing or Drawing Activity (10 minutes)

Choose ONE or both:

- **Writing prompt:**
Write a short paragraph about something you care about and how you would peacefully speak up about it.
- **Creative option:**
Design a protest sign for a cause you care about (real or imaginary).

6. Reflection (5 minutes)

Ask:

- What did you learn about protesting today?
- Do you think it's important for people to have a voice?
- How can kids make change in age-appropriate ways?