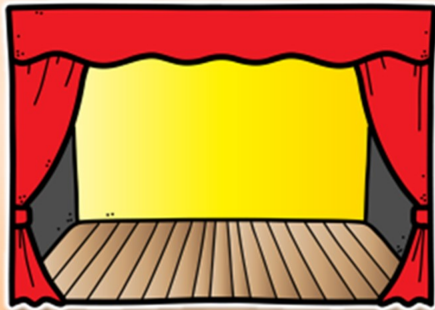


UNDERSTANDING INJUSTICES

A student in a wheelchair
doesn't get to go on stage
during awards ceremonies
because there isn't a ramp.



In-Person or Virtual
Lesson and Activities

This lesson on INJUSTICE and DISRESPECT was created as either a stand alone lesson or the fourth lesson in a series building up to and working to develop knowledge and skills around social justice.

The presentation and activities are aligned to:

- [Teaching Tolerance's Anti-Bias Education Framework Social Justice Standards](#)
- [American School Counseling Association's Mindsets & Behaviors](#)
- [Collaborative for Academic, Social, and Emotional Learning's Core Competencies](#)

You may wish to expand this into two lessons, depending on how much time you have, especially if you incorporate a book

This lesson focuses on:



Defining injustice, prejudice, inequality, racism, heterosexism, & sexism



Identifying injustices



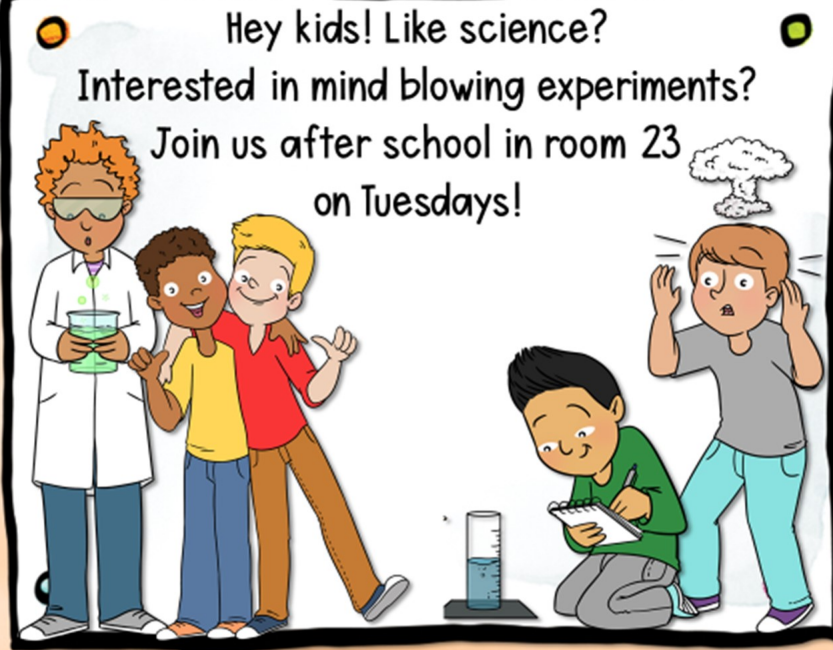
Determining why different scenarios are unjust and who/how someone is being harmed



**Also in
Google Slides™
Format**



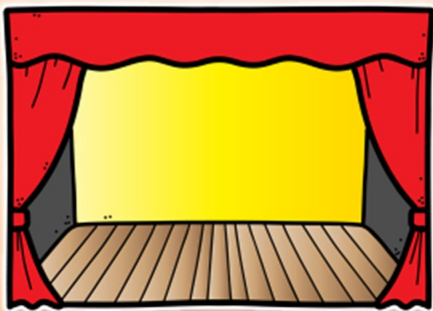
PREJUDICE = PRE-JUDGE =
Judge Before Knowing
(using stereotypes)



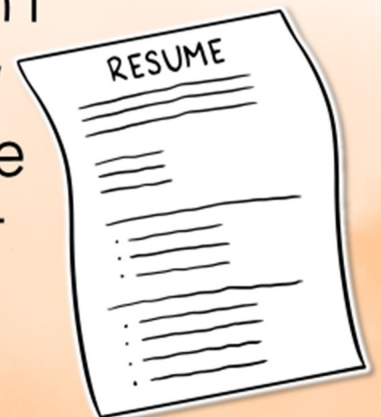
27 Slide PowerPoint to Guide Discussion and Activities

(can be broken into two lessons)

A student in a wheelchair doesn't get to go on stage during awards ceremonies because there isn't a ramp.



The hiring officer at a big company told his colleague he didn't want to interview someone because their name didn't "sound American enough."



Suggested Scripting Included

And injustice happens to many other groups and in many other situations as well.

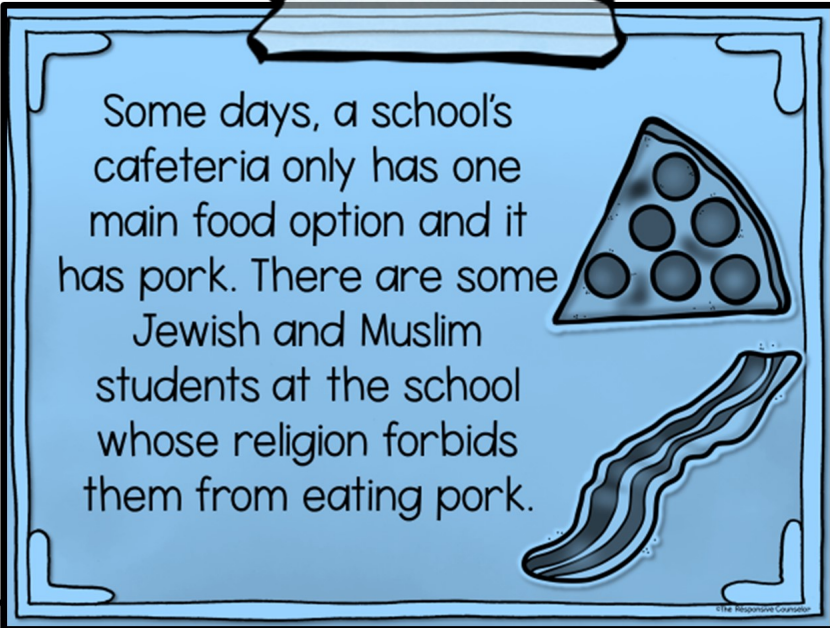
Those definitions focused on a few specific groups, but we know injustice also happens to many other groups that aren't Christian, people with different body types...the list goes on. Can you think of any other groups that injustice happens to?

(in the notes box under the slides and as a printable)


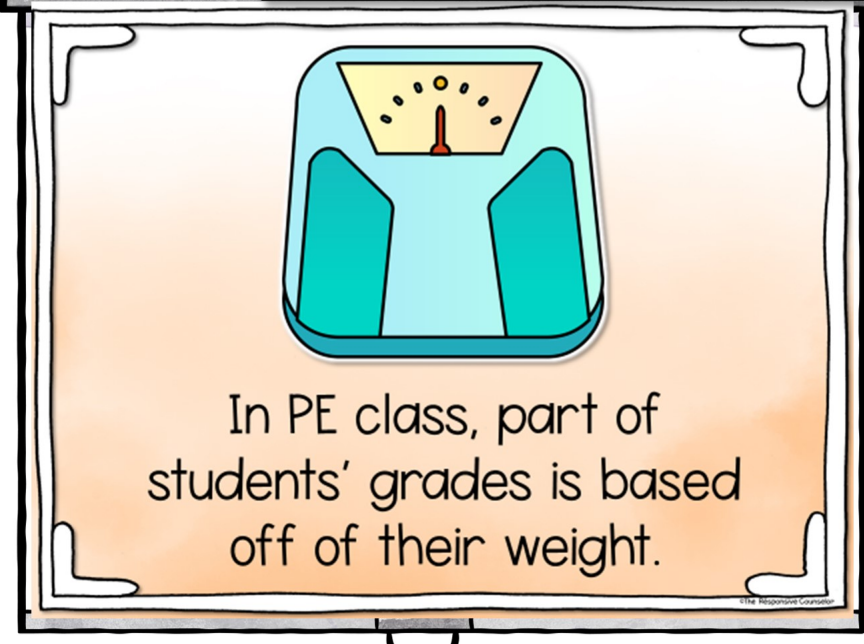
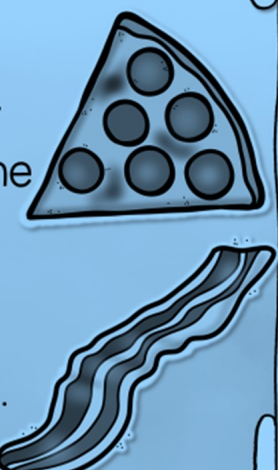
Identity	
2	What is identity? What does identity mean? (allow for student responses)
3	What is identity? What does identity mean? (allow for student responses)
4	Some parts of our identity we are born with. Some parts of our identity come from our family or from our community. And some parts of our identity we choose.
5	Our identities can be like icebergs. Look at this picture. What do you notice about the iceberg? (a little bit is above the water and a lot is below) What parts of our identities can people easily see or notice? What parts would go on the visible part of the iceberg? (click, reveal words/graphics around top part, read any of the ones not called out by students) What about parts of our identity that are not so obvious to others? What part of our identity are below the surface? (click, reveal words/graphics around top part, read any of the ones not called out by students)
6	The most important thing about identities is that there is no good or bad, no better or worse.
7	Let's talk a little more about some of these pieces of our identity. (*These can be printed and put around the room. Pairs or trios of students can circulate through each one to talk about them*) Our names are a huge part of our identity! We don't choose our names, but one or both of our parents do. They pick our name for a reason. Maybe it has a special meaning. Or it is the same name of another family member. Or maybe it just sounds beautiful or strong. For example, the name Neveah is "heaven" spelled backward. Someone might be named Frida after the famous Mexican artist Frida Kahlo. Or maybe someone is named Benjamin because that's their grandfather's name.
8	Gender is another part of our identity. Most people identify as a girl/woman or a boy/man, but there are some people who don't identify as either.

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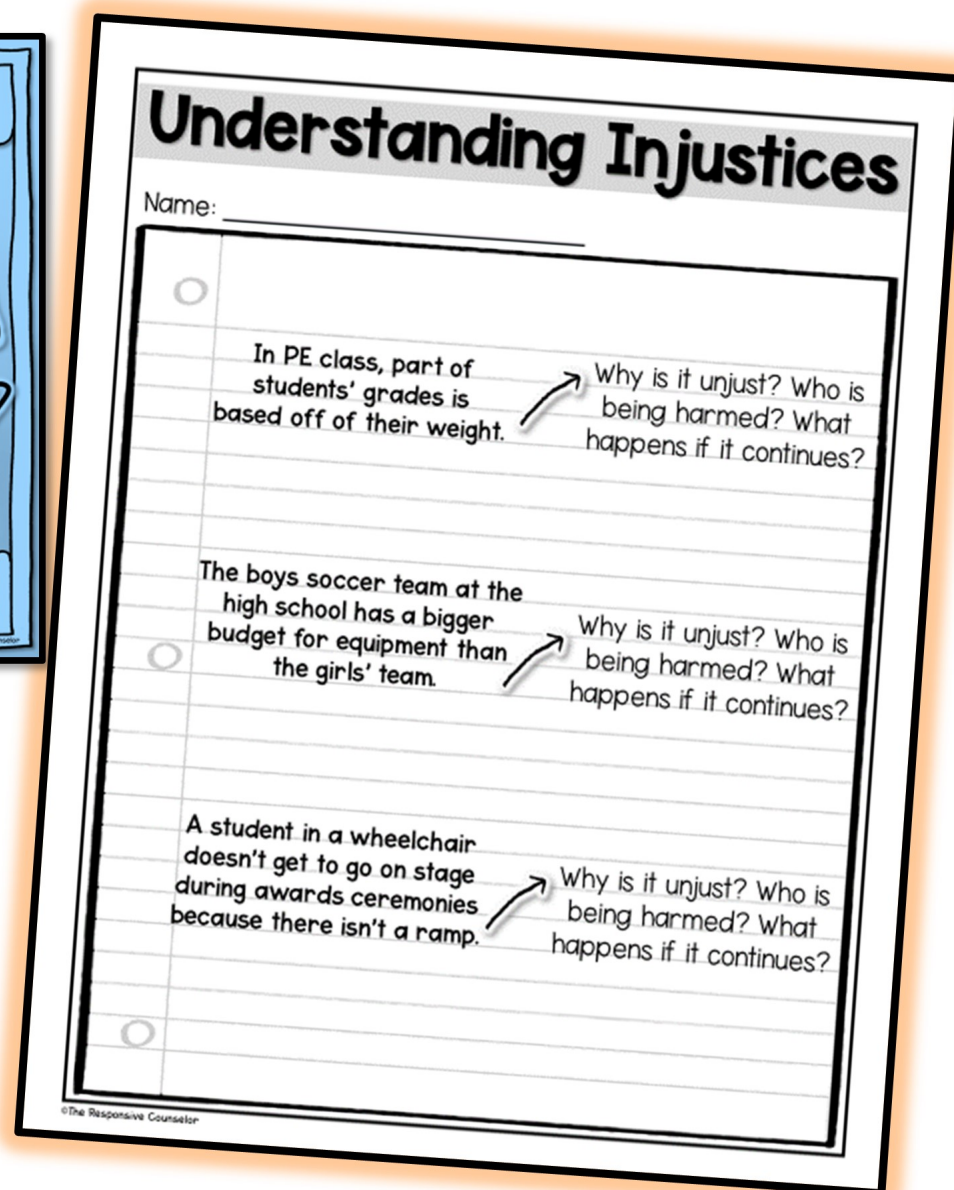
Multiple Options Included for Discussing and Processing Examples: Worksheet, Whole Group Slides, Small Group Rotations



Some days, a school's cafeteria only has one main food option and it has pork. There are some Jewish and Muslim students at the school whose religion forbids them from eating pork.



In PE class, part of students' grades is based off of their weight.



Understanding Injustices

Name: _____

In PE class, part of students' grades is based off of their weight. → Why is it unjust? Who is being harmed? What happens if it continues?

The boys soccer team at the high school has a bigger budget for equipment than the girls' team. → Why is it unjust? Who is being harmed? What happens if it continues?

A student in a wheelchair doesn't get to go on stage during awards ceremonies because there isn't a ramp. → Why is it unjust? Who is being harmed? What happens if it continues?

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- Recommended Book Companion List
- Editable Parent Letter
- Follow-Up Discussion Questions Printable
- Student Pre/Post Survey

Injustices Follow-Up Question

Below are follow-up questions you can use to extend the lesson and discussion students already had about injustice. These questions can be used at any time but would fit well in the follow-up discussion.

- Where do you think prejudices come from? How do you think people become racist, sexist, or prejudiced?
- What do you think the word acceptance or acceptance look like?
- It's not wrong to want to hang out with people who are different from you. What would be an example of how someone is being treated unfairly?
- Desmond Tutu said "If you are neutral in times of injustice, you have chosen the side of the oppressor." Do you agree? Why or why not? If someone accuses you of being disrespectful or prejudiced, how would you respond?

Injustice Pre/Post Survey

Name: _____

What is prejudice or discrimination?
Write your definition below.

I can recognize or "catch" when something is unfair or unjust for someone or a group.

No Maybe Yes

This lesson can be used without any stories, but the following picture books would make for great companions. Click on the covers to find them on Amazon.



Some or all of these books may be found on YouTube. I'm not including links to those because 1) the videos might be deleted without my knowing and 2) the video creators don't always have legal permission to create a video of the book. That said, if you're not able to purchase the book(s) or find them at your library, it is worth checking YouTube.

Collaboration

This lesson, and the others in the unit, revolve around different identities and experiences. Thus, it was important for this lesson to be reviewed by others with different identities and perspectives than my own.

Reviewers of this lesson hold the following identities: white, Black, woman, Atheist/Secular Humanist, Catholic, Latina, immigrant, Greek Orthodox, disabled, child of immigrants, multilingual, urban, suburban, private school, public school

I want to thank the counselors who reviewed this lesson, let me pick their brains, and provided valuable feedback and insight to ensure this lesson be respectful, comprehensive, and valuable to all students.

