
Unit 5: Prejudice, Discrimination, and Social Justice (Action)

We are one Henley school community!

—

**Good morning,
Henley, today is...
Let's get ready for the pledge.**

Click [HERE](#) for a Video of a Student Reciting the Pledge

I pledge allegiance to the flag, of the United States of America

And to the Republic for which is stands, one nation, under God, indivisible with liberty and justice for all.

You may be seated for our moment of silence.



Let's Review



So far, what are the big ideas we talked about?

In unit one and two, we talked about ...

In unit three and four, we talked about...

And we said that....

And we said that...

Then, I learned...

Then, I learned...

—

Now, let's do a quick
check in and preview...

[https://forms.gle/YU
aeJwTQLy5wrvmF7](https://forms.gle/YUaeJwTQLy5wrvmF7)

End of lesson 1

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GIFT GREETING

Students greet each other and extend an imaginary gift to the person they greet. The gift should demonstrate a level of relationship between the greeter and the student being greeted by being related to an interest the student being greeted has.

“Good morning, James, this hunting hat is for you. I’m giving it to you because I know you like to hunt with your family. Reply: “Thanks, Isabel!”

IGNITE

<https://www.youtube.com/watch?v=dEj5qwsDn3o>

Watch this short movie clip from *Zootopia*. How does Clawhauser stereotype Judy? Are there other stereotypes that you can think of?

—

CHEW:

Some times we form opinions of others just by their appearances or how we perceive their appearances.

IGNITE

Think back to the ways in which you identified back in Unit 1. You used many different categories to identify. Can anyone tell me one or two categories that we used?

What are some of the things we said?

Gender

Religion

Race

Ability or disability

Hobbies

Likes

Status (child, daughter, son)

Dislikes

Athlete

Memories

Characteristics

Experiences

SHARE: Can you think of a time when you were treated differently because of someone not liking something that was different about you OR if they judged (made an assumption) about you before knowing you.

Review: We may all remember a time in our lives when we felt judged. Judging others without knowing them or making judgments based on a part of a person's identity is a problem. We can all develop the ability to be open to differences and accept others exactly the way they are.

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Share: Are there strategies or ideas that people (we) can use to avoid judging and making stereotypes?

End of lesson 2

Lesson 3

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**Pick your Advisory's
favorite greeting to
say, “Good morning”
to everyone.**

Have you ever heard the phrase,
“Don’t judge a book by its cover?”
What do you think it means? What do
you think it means within all that we
have been discussing? Do you think
it’s hard to NOT judge? Why or why
not?

Don't Judge a Book by Its Cover

https://docs.google.com/document/d/1G2cXgWYIC947CQ8agVGs1apns5evslyLaSAkUIQ2_Zw/edit?usp=sharing

Read this short piece.

Don't judge a book by its cover

Where did you see prejudice in the story we just read?

Prejudice is forming an opinion or judgment before becoming aware of important facts. Bias and prejudice are very similar terms. Bias and prejudice can lead to action called discrimination, which we will discuss in the next lesson.

Review: Both bias and prejudice can create unfairness or inequity for an individual or a group. Being kind and empathetic toward others is effective toward working against these harmful thoughts and actions.

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End of lesson 3

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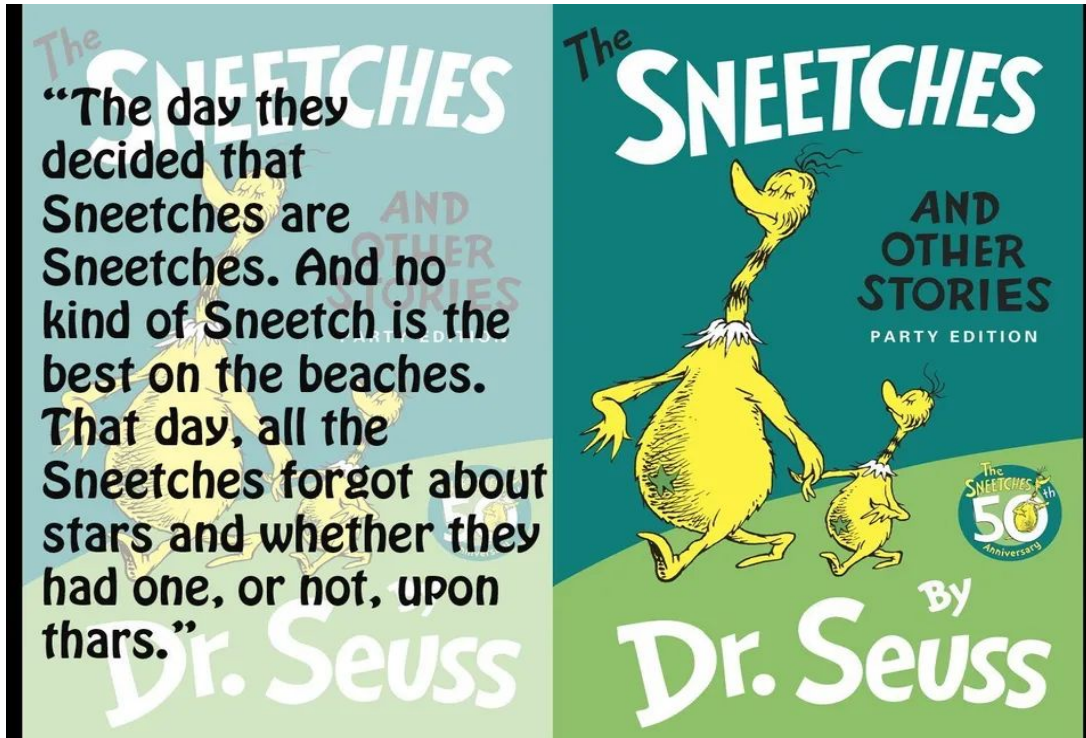
You may be seated for our moment of silence.



GREETING

Full Name Greeting One at a time, students greet the person to their right using that person's first and last names ("Good morning, Sarah Roberts."); middle names are optional. They give an "air" handshake, and the person responds with the same format ("Good morning, Ana Garcia.").

**Do you remember this story of the Sneetches?
What lessons do you think it was trying to teach?**



Treating an individual or members of a group as less than others is called discrimination. Prejudice is an attitude that leads to discrimination, which is an action. Can you recall examples of discrimination in our history or even in the news you have been hearing over the past several months?

CHEW:

If discrimination is an action, we have to work against it with our own action.

Tomorrow we are going to learn a little bit about social justice and how you can use action to fight against discrimination.

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End of lesson 4

Good morning, Henley!

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Morning Greeting

Ball Toss Greeting The first person starts by greeting someone by name (“Good morning, Jake”) and tossing a soft ball or beanbag to him. The person greeted responds in the same fashion (“Good morning, Roberto”), catches the object, greets another person (“Good morning, Miles”) and then tosses it to him. He returns the greeting, and so on. Once someone has received and tossed the object, he puts his hands behind his back to signal that he has been greeted.

<https://youtu.be/ttuq911AQHc>

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SHARE: Do you agree with the student in the story? Is it hard to stick up for someone who is being bullied or targeted? Why or why not?

Let's talk about how we might, in our small and larger communities, take action to work against hate, prejudice, and discrimination against ALL individuals and groups.

The 5 D's

1. Direct

2. Distract

3. Delegate

4. Delay

5. Document

—

End of lesson

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Partner Greeting

Partner Greeting Basic greeting done in pairs: “Good morning, _____,” simultaneously, rather than around the circle.

The first strategy is to be **DIRECT.**

Examples might be, “Hey, cut it out.” “We don’t use that language here.” “It is never OK to say/do that.” “How would you feel if someone said/did that to you?”

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Distract

Strike up a conversation about something random. It can be something as simple as complimenting someone's shoes.

<https://www.facebook.com/watch/?v=1029840500455303>

Watch it in action as this person stepped in to help.

SHARE: What are some other things that you could do to distract? Imagine it's in the Henley hallways, classrooms, or outside on the playground.

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End of lesson

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The 5 D's of Bystander Intervention

- Delegate: Ask a friend who knows the person better to check in or to get a teacher if the situation is serious. *Can be helpful so that you can stay and witness or support the person being bothered.*
 - Delay: If you can't take action at the moment, you can make a difference by going back and checking on the people after by asking how you can help or asking how they are feeling. *"Hey, I saw what happened and I just want to make sure you are OK?"*
 - If you see something and can't act, document what is happening by writing it down or by sending an email or message to someone who can help or who needs to know (a teacher, principal counselor, anonymous alert, etc.). Get as many details as you can.
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SHARE: Of the 5 strategies discussed, which one have you used or do you think you would be comfortable using?

Journal Reflection: Think, Pair, Share

Why do you think it might be hard for people to intervene on another person's behalf? What are some of the reasons why people would say they didn't intervene?

Let's practice with two scenarios

In the past week, people at school have posted pictures of your friend Quinn on social media with comments, such as “ugly, weird, disgusting” and “Quinn should just go away.” Rumors are circling that causing people to turn on Quinn.

Using one of the 5D strategies, what could you do?

One more scenario

Your friend Perneet is Indian.

When students mispronounce her name, others laugh and think it's funny.

She has tried to correct people many times, but students continue to mispronounce her name.

You even hear people mocking her name and telling her she should get a "normal name."

Using the 5Ds, what are some ways you could help?

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Review: You can make a big difference to someone (be an ally) when they need help. Using the 5Ds can be a way to stop others from saying mean or hurtful things.

End of Unit
