Bree Picower, a well-known author and researcher, developed a progression to help teachers think through the steps necessary to set students, even young students, up to take action in their communities. This short resource is meant to be a tool for you to design upcoming units and leverage the power of your fellowship.

<table>
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<tr>
<th>Six Elements of Social Justice Curriculum Design for Elementary Education</th>
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<td><strong>Self-love and Knowledge:</strong></td>
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| • Teachers provide students opportunities to learn who they are and where they come from.  
  • Students study different aspects of their identities and the histories associated with it.  
  • Negative stereotypes about student identities are deconstructed.  
  • *Classroom activities include:* Where I’m From poems (Christensen, 2000), self-portraits that include skin tone identification, name poems, family interviews, grandparent guest speakers, cultural ABC books. |
| **Respect for Others:** |
| • Teachers provide students opportunities to share knowledge about their own cultural background with their classmates.  
  • A climate of respect for diversity through students’ learning to listen with kindness and empathy to the experiences of their peers is created.  
  • Students deconstruct stereotypes about their peers’ identities.  
  • *Classroom activities include:* Sharing cultural ABC books, diverse family structures (including LGBT families), field trips to cultural museums, guest speakers from children’s families and cultural centers. |
| **Issues of Social Injustice:** |
| • Teachers move from “celebrating diversity” to an exploration of how diversity can be experienced as oppression that has differently impacted various groups of people.  
  • Students learn about the history of racism, sexism, classism, homophobia, religious intolerance and how these forms of oppression have affected different communities.  
  • Teachers make links between the historical roots of oppression and the impact it has on lived experiences and material conditions of people today.  
  • *Classroom content can include:* Native American genocide, slavery, the Holocaust, anti-immigration policies and sentiment, media (mis) representations, issues that face their own communities such as gentrification or police brutality. |
### Social Movements and Social Change:
- Teachers share examples of movements of iconic and everyday people standing together to address the issues of social injustice they learned about in Element Three.
- Teachers help students understand that working together, ordinary people have united to create change.
- *Classroom content can include: Abolitionism, civil rights movement, the L.A. janitors’ strikes, various labor movements, 1968 and 2006 Chicano student walkouts.*

### Awareness Raising:
- Teachers provide opportunities for students to teach others about the issues they have learned.
- *Classroom activities include newsletters, public service announcements, letter writing campaigns, creating documentaries, blogging.*

### Social Action:
- Teachers provide opportunities to act on issues that affect students and their communities.
- Students identify issues they feel passionate about and learn the skills of creating change firsthand.
- *Classroom activities include: Letter writing campaigns, petitions, linking with local grassroots organization campaigns, speaking at public meetings, attending and/or organizing protests.*

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