Learning for Justice (formerly known as Teaching Tolerance) has designed a robust set of lessons with direct instruction on identity, diversity, justice, and action that complement and enhance social-emotional skills. Committee for Children has curated a set of Learning for Justice lessons that are aligned to Second Step Elementary and Second Step Middle School, as well as the CASEL core social-emotional learning (SEL) competencies. We recommend teaching these lessons in tandem with your Second Step® implementation to incorporate diversity, equity, and social justice work into your classroom’s SEL plan.

What Is Second Step®?
Second Step programs are universal, classroom-based, and designed to increase students’ school success and decrease problem behaviors by promoting social-emotional competence. Second Step programs also include foundational skills essential for combating racism and promoting social justice, such as perspective-taking, empathy, and social connectedness. Second Step programs are recognized as CASEL “SELect,” and Second Step lessons are closely aligned with CASEL’s core competencies.

What Is CASEL?
Collaborative for Academic, Social, and Emotional Learning (CASEL) is the nation’s leading organization advancing the development of academic, social, and emotional competence for all students. CASEL has identified five interrelated SEL core competencies: self-management, self-awareness, social awareness, relationship skills, and responsible decision-making.

What Is Learning for Justice?
A respected leader in the field of anti-racism and anti-bias, Learning for Justice provides resources to educators who work with children from kindergarten through high school. These resources include classroom lessons, webinars, grants, podcasts, policy guides, and more. The lessons outlined in this chart enhance and support Learning for Justice’s SEL work and align with Second Step programs. We encourage you to visit learningforjustice.org to explore the organization’s full offerings.
### Alignment of Second Step® Programs with Learning for Justice Lessons

<table>
<thead>
<tr>
<th>Learning for Justice Lesson</th>
<th>Grade Level</th>
<th>CASEL Domain</th>
<th>Equity Domain</th>
<th>In this lesson, students will . . .</th>
<th>Second Step Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's Okay to Feel Different</td>
<td>K–5</td>
<td>Social Awareness</td>
<td>Identity, Diversity</td>
<td>Develop an understanding of the importance of diversity in a community.</td>
<td>K  L5  L8  L8  L6, L8  L4, L6  L5, L6</td>
</tr>
<tr>
<td>Me and We: We Are All Similar and Different</td>
<td>K–5</td>
<td>Social Awareness</td>
<td>Diversity</td>
<td>Explore and appreciate the various similarities we all share, as well as our differences.</td>
<td>L5  L8  L8  L6, L8  L4, L6  L5, L6</td>
</tr>
<tr>
<td>My Family Rocks!</td>
<td>K–5</td>
<td>Social Awareness</td>
<td>Diversity</td>
<td>Explore the definition of family, learn about different kinds of family structures, and explore what makes their own family unique.</td>
<td>L5  L8  L8  L6, L8  L4, L6  L5, L6</td>
</tr>
<tr>
<td>Every Family Is the Same. Every Family Is Different.</td>
<td>K–5</td>
<td>Social Awareness</td>
<td>Diversity</td>
<td>Learn the concepts of “same” and “different,” and create a graphic organizer that reflects similarities and differences between their family and a classmate’s family.</td>
<td>L5  L8  L8  L6, L8  L4, L6  L5, L6</td>
</tr>
<tr>
<td>Stitching It Together</td>
<td>K–5</td>
<td>Social Awareness</td>
<td>Diversity</td>
<td>Synthesize everything they’ve learned throughout the series to create a quilt that tells the story of their families and how they contribute to the classroom community.</td>
<td>L5  L8  L8  L6, L8  L4, L6  L5, L6</td>
</tr>
<tr>
<td>Who Is an Immigrant?</td>
<td>K–5</td>
<td>Self-Awareness, Social Awareness</td>
<td>Identity</td>
<td>Examine themselves within various contexts—including family, culture, and community—as a means to better understand who they are as individuals and in relation to people around them.</td>
<td></td>
</tr>
<tr>
<td>Different Colors of Beauty</td>
<td>K–5</td>
<td>Self-Awareness, Social Awareness</td>
<td>Identity, Diversity, Justice, Action</td>
<td>Develop their racial or ethnic identities in a safe and open classroom environment.</td>
<td></td>
</tr>
<tr>
<td>Sharing Our Colors: Writing Poetry</td>
<td>K–5</td>
<td>Self-Awareness</td>
<td>Identity</td>
<td>Explore their own sense of racial identity by reading and writing poetry.</td>
<td></td>
</tr>
<tr>
<td>Family Colors: Interviewing Our Families</td>
<td>K–5</td>
<td>Self-Awareness</td>
<td>Diversity</td>
<td>Interview their families and develop a historical understanding of racial bias.</td>
<td></td>
</tr>
</tbody>
</table>

Not all Learning for Justice lessons on this chart have an alignment with a specific Second Step lesson. Please teach these lessons in an order that makes sense for your classroom, in tandem with your SEL implementation.
## Alignment of Second Step® Programs with Learning for Justice Lessons (continued)

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<tr>
<td>Art and Activism</td>
<td>K–5</td>
<td>Self-Awareness, Social Awareness, Responsible Decision-Making</td>
<td>Action</td>
<td>Examine the ways art relates to community leadership and activism.</td>
</tr>
<tr>
<td>Cultural Relevancy in the Cafeteria</td>
<td>3–5</td>
<td>Social Awareness</td>
<td>Justice</td>
<td>Learn about the dietary guidelines of various ethnic and religious groups and then analyze their cafeteria's food offerings.</td>
</tr>
<tr>
<td>Communication—The Total Impact of Your Message</td>
<td>3–5</td>
<td>Social Awareness</td>
<td>Diversity</td>
<td>Learn to embrace the concept of being culturally responsive and culturally sensitive.</td>
</tr>
<tr>
<td>In Our Own Words: A Storybook with a Purpose</td>
<td>3–5</td>
<td>Relationship Skills, Responsible Decision-Making</td>
<td>Action</td>
<td>Create and develop a culminating project to empower others in their community to stand up and make a difference.</td>
</tr>
<tr>
<td>Looking Closely at Ourselves</td>
<td>3–5</td>
<td>Self-Awareness</td>
<td>Identity</td>
<td>Explore race and self-identity by creating self-portraits to help develop detailed observational skills and use these skills in relation to themselves and others.</td>
</tr>
<tr>
<td>What's So Bad About “That's So Gay”?</td>
<td>3–5</td>
<td>Social Awareness</td>
<td>Justice</td>
<td>Examine how inappropriate language can hurt, and think of ways to end this kind of name-calling.</td>
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<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking Closely at Ourselves</td>
<td>6–8, 9–12</td>
<td>Self-Awareness</td>
<td>Identity</td>
<td>Explore race and self-identity by creating self-portraits to help develop detailed observational skills and use these skills in relation to themselves and others.</td>
<td>L8</td>
</tr>
<tr>
<td>Using Photographs to Teach Social Justice</td>
<td>6–8, 9–12</td>
<td>Self-Awareness, Social Awareness</td>
<td>Diversity</td>
<td>Analyze two photographs, each dealing with a different element of identity.</td>
<td>L8</td>
</tr>
<tr>
<td>The Shape of Home</td>
<td>6–8, 9–12</td>
<td>Self-Awareness, Social Awareness</td>
<td>Diversity, Justice</td>
<td>Explore diverse concepts of &quot;home&quot; and find ways to deal with loss and make fellow students feel welcome at school.</td>
<td>L1</td>
</tr>
<tr>
<td>Dealing with Dilemmas: Upstanders, Bystanders, and Whistle-Blowers</td>
<td>6–8</td>
<td>Relationship Skills, Responsible Decision-Making</td>
<td>Action</td>
<td>Think about how to resolve difficult ethical decisions related to injustice by role-playing, researching people who have made ethical decisions, and writing about their own role models.</td>
<td>L12</td>
</tr>
<tr>
<td>Accepting Size Differences</td>
<td>6–8</td>
<td>Social Awareness</td>
<td>Diversity</td>
<td>Evaluate their own biases related to size differences.</td>
<td>L8</td>
</tr>
<tr>
<td>Analyzing How Words Communicate Bias</td>
<td>6–8</td>
<td>Social Awareness, Self-Awareness, Responsible Decision-Making</td>
<td>Justice, Action</td>
<td>Identify how writers can reveal their biases through their word choice and tone.</td>
<td>L23</td>
</tr>
<tr>
<td>Beauty Is Skin Deep</td>
<td>6–8, 9–12</td>
<td>Self-Awareness, Social Awareness</td>
<td>Diversity, Justice</td>
<td>Reflect on the ways they have experienced or participated in bias based on physical size and appearance, and discuss how society’s expectations about body image and appearance affect people.</td>
<td>L9</td>
</tr>
<tr>
<td>Challenging Gender Stereotyping and Homophobia in Sports</td>
<td>6–8, 9–12</td>
<td>Social Awareness, Responsible Decision-Making</td>
<td>Action</td>
<td>Discuss common characteristics and stereotypes that are associated with athletes.</td>
<td>L8</td>
</tr>
<tr>
<td>Debunking Stereotypes About Muslims and Islam</td>
<td>6–8, 9–12</td>
<td>Social Awareness</td>
<td>Justice</td>
<td>Identify similarities and differences between the US Muslim population and the entire US population, as well as dispel common stereotypes about Islam.</td>
<td>L8</td>
</tr>
<tr>
<td>Defusing School Violence</td>
<td>6–8, 9–12</td>
<td>Social Awareness, Responsible Decision-Making</td>
<td>Identity, Diversity, Action, Justice</td>
<td>Explore the complexities of a situation in which immigrant students attend a school that is plagued with racially motivated violence.</td>
<td>L12</td>
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<tr>
<td>Exploring Bias and Discrimination in Hiring Practices</td>
<td>6–8</td>
<td>Social Awareness, Responsible Decision-Making</td>
<td>Justice</td>
<td>Reflect on themes of fairness, perception, discrimination, and legality with regard to employment and examine their own biases and related experiences.</td>
<td></td>
<td>L8,</td>
</tr>
<tr>
<td>Female Identity and Gender Expectations</td>
<td>6–8, 9–12</td>
<td>Self-Awareness, Social Awareness</td>
<td>Justice</td>
<td>Explore different aspects of gender for today's girls and women.</td>
<td></td>
<td>L8–13</td>
</tr>
<tr>
<td>Fighting Prejudice and Discrimination of Differently Abled People</td>
<td>6–8, 9–12</td>
<td>Social Awareness, Responsible Decision-Making</td>
<td>Justice, Action</td>
<td>Work toward understanding what it means to have a learning disability.</td>
<td>L8</td>
<td>L8</td>
</tr>
<tr>
<td>One Survivor Remembers: Bullies and Bystanders</td>
<td>6–8, 9–12</td>
<td>Social Awareness, Self-Awareness, Responsible Decision-Making</td>
<td>Action</td>
<td>Be reminded that they have the power to stand up when someone else is being maligned, bullied, or harassed.</td>
<td>L11, L12</td>
<td>L12</td>
</tr>
<tr>
<td>Recognizing Discrimination</td>
<td>6–8</td>
<td>Social Awareness</td>
<td>Action</td>
<td>Reflect on real-world examples to help them identify peaceful ways to respond to discrimination.</td>
<td></td>
<td>L12</td>
</tr>
<tr>
<td>Sounds of Change</td>
<td>6–8, 9–12</td>
<td>Social Awareness, Self-Awareness, Responsible Decision-Making</td>
<td>Identity, Diversity, Action, Justice</td>
<td>Analyze and reflect on messages presented in songs, and express their own views about important issues addressed in some songs.</td>
<td></td>
<td>L9</td>
</tr>
<tr>
<td>The New Mad Men</td>
<td>6–8, 9–12</td>
<td>Social Awareness, Responsible Decision-Making</td>
<td>Identity, Diversity, Action, Justice</td>
<td>Explore how changing demographics in the United States have changed the face of advertising.</td>
<td></td>
<td>L9</td>
</tr>
<tr>
<td>Understanding Disabilities</td>
<td>6–8, 9–12</td>
<td>Social Awareness</td>
<td>Diversity</td>
<td>Increase knowledge about people with disabilities and explore ways to sensitively communicate with those individuals.</td>
<td></td>
<td>L8</td>
</tr>
<tr>
<td>What's So Bad About &quot;That's So Gay&quot;?</td>
<td>6–8</td>
<td>Social Awareness</td>
<td>Justice</td>
<td>Examine how inappropriate language can hurt, and think of ways to end this kind of name-calling.</td>
<td></td>
<td>L11</td>
</tr>
<tr>
<td>Cliques in Schools</td>
<td>6–8, 9–12</td>
<td>Social Awareness, Relationship Skills</td>
<td>Action</td>
<td>Examine the cliques within their school community and ways to integrate the student body and form relationships across, and in spite of, controlling cliques.</td>
<td></td>
<td>L20</td>
</tr>
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<td>6–8, 9–12</td>
<td>Social Awareness</td>
<td>Diversity</td>
<td>Learn to embrace the concept of being culturally responsive and culturally sensitive.</td>
<td>L22, L22, L22</td>
</tr>
<tr>
<td>Cultural Relevancy in the Cafeteria</td>
<td>6–8, 9–12</td>
<td>Social Awareness, Relationship Skills</td>
<td>Justice</td>
<td>Learn about the dietary guidelines of various ethnic and religious groups and then analyze their cafeteria's food offerings.</td>
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<td>Me and We: We Are All Similar and Different</td>
<td>6–8, 9–12</td>
<td>Social Awareness</td>
<td>Diversity</td>
<td>Explore and appreciate the various similarities we all share, as well as our differences.</td>
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