



At Washington School we include STUDENT VOICE as perceptual data to drive a portion of our SEL lesson planning. One example of this: Each year when we begin to get student reports of appearance discrimination we survey 6th grade on their observations of the frequency of appearance discrimination occurring within their peer interactions. This year we are sharing the results with 5th and 4th grade students.

Our main learning objectives are to help students learn what appearance discrimination IS and teach them about the HARM that this behavior does to others. We also educate them about what to do if they witness this behavior in the future.

Appearance discrimination is HARM. We show them the areas of the brain that 'light up' when this harm occurs. We also connect this harm to Harassment, Intimidation and Bullying. We finish with a plea or an ask for their help in reducing the frequency and of the power of a bystander taking a stand to stop it.

### **BUILDING UPSTREAM CAPACITY (K-3):**

Our next step will be to read a variety of children's books to all grades that correlate to the six categories: Sizeism, Ableism, Sexism, Hair Discrimination, Colorism/Shadeism, and Racism. We will begin with the three largest areas of concern based on the survey results: SIZEISM, COLORISM/SHADEISM, and RACISM. Followed by HAIR DISCRIMINATION, ABLEISM and SEXISM. Our school counselor partners with our Instructional Coach to choose materials

## G6 | CONFIDENT ME | PRE-ASSESSMENT

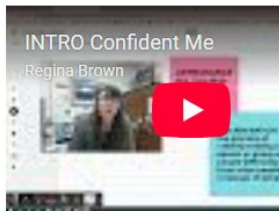
Please answer the following questions to help us shape our lesson for you!  
We are measuring what forms of appearance discrimination occur most often for students.

\* Indicates required question

Email \*

☐ Record rbrown@centraliaschools.org as the email to

Appearance Discrimination Definitions



SELECT LANGUAGE | SELECCIONE EL IDIOMA (Inglés)

- ☐ ENGLISH | read aloud video
- ☐ Español | solo preguntas escritas, sin video

## EXAMPLE STUDENT SURVEY QUESTION

Q3. How often do you hear other kids make negative comments about others based on a person's disability, or PERCIEVED disability (this includes those who "think differently" than many peers, and/or those who have mental health concerns)? | ABLEISM

- ☐ EVERY DAY
- ☐ COUPLE OF TIMES A WEEK
- ☐ COUPLE OF TIMES A MONTH
- ☐ NEVER
- ☐ I AM NOT SURE WHAT 'ABLEISM' means

# SOURCES:

## Appearance Discrimination Materials:

**Confident Me: Teaching young people to challenge appearance discrimination**

<https://www.dove.com/us/en/dove-self-esteem-project/school-workshops-on-body-image-confident-me/confident-me-appearance-discrimination.html>

## Brain Science & Social Pain:

**Social Pain, Physical Pain: Different After All?**

<https://www.discovermagazine.com/mind/social-pain-physical-pain-different-after-all>

**Interaction between social pain and physical pain**

<https://journals.sagepub.com/doi/full/10.26599/BSA.2019.9050023>

**Social rejection shares somatosensory representations with physical pain**

<https://www.pnas.org/doi/abs/10.1073/pnas.1102693108>