

## Social Justice Superheroes

### Purpose Of The Activity:

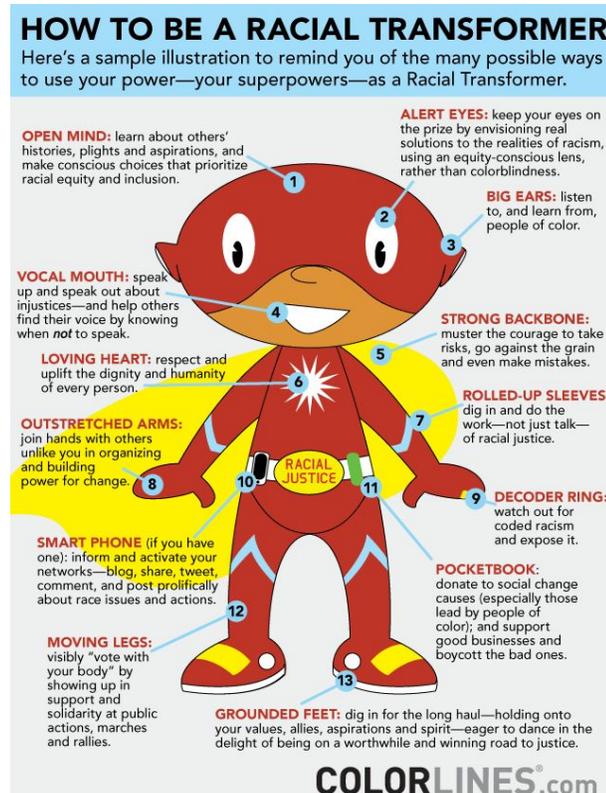
Students will be able to discuss ways in which they can be advocates and upstanders for folks who are oppressed (People of Color of the Global Majority, Folks Living in Poverty, TranFolks, People with Disabilities, Folks in the LGBTQIA++ Community, etc.). Students will be able to work collaboratively with their classmates/peers to create their ideal Social Justice Superhero.

### Materials:

Paper (the larger, the better!)  
Markers, crayons, colored pencils  
Post-its

### Introduction:

Being an advocate (or accomplice) and an upstander is important work. An accomplice is a person who helps support a person or a group of people who are different from them and uses their agency to dismantle a system of inequity and oppression. An **upstander** is a person who is willing to stand up and take action to defend others. An upstander helps to make things right, fair, and just.



Social Justice Superheros!

[Anti-BiasMontessori.com](http://Anti-BiasMontessori.com)

[tiffany@montessoriforsocialjustice.org](mailto:tiffany@montessoriforsocialjustice.org)

### How To Participate:

1. Review Community Guidelines.
2. Students make work independently, in pairs, or in groups. (Collaboration is preferred, though!)
3. Have supplies ready and available for students.
4. Give the groups a few minutes to discuss what characteristics/superpowers their Social Justice Superhero will have. Have post-its available for students to take notes. (Example- "Your superhero may have big eyes to see the injustice around them.") \*Superheros have no need for weapons as those perpetuate injustice and violence.
5. After students have planned, they may get supplies when they're ready. They may draw and write about their superheros. (It is helpful to have the special superhero features labeled.)
6. Upon completion of the superheroes, have all the groups gather (make sure members of each group sit together) and share their superheroes.
7. Debrief with the following questions:
  - a. Why do you think we did this today?
  - b. How did you feel creating your Social Justice Superhero?
  - c. Do you share any of the characteristics with your superhero?
  - d. What are some ways you can be this Social Justice Superhero?
  - e. What do you need from this community to be that Superhero?

This [article](#) about being a racial transformer from [Colorlines](#) may be helpful. This [article](#) from [Teaching Tolerance](#) about allyship and being an accomplice may be helpful.

Community Guidelines  
Respect. Compassion. Non-judgement.  
Confidentiality.  
One person talks at a time.  
No advice.  
Take care of yourself.  
Be your authentic self.  
Speak your voice, your opinion, and from your own experience.  
(Please do not generalize or tell someone else's story.)  
Share "air" time. (After you've shared once, give someone else a chance.)  
Listen respectfully.  
Focus on your own learning.

(I encourage you to create guidelines with your classroom community... and to build on them as you continue with your work.)