

**Case Study #1: Veronica**

**01**

01 What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

SEXISM    SIZEISM    ABLEISM    **HAIR DISCRIMINATION**    COLORISM/ RACISM

02 How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

03 How can a middle schooler support a person experiencing this discrimination?

04 What's wrong with the system that's creating this problem?

WORKSHEETS    1    APPEARANCE PREJUDICE

**01** What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

Sexism

**02** How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

Veronica feels that she is not as worthy of being the student council president because of her female body. She may unintentionally limit herself because she is a girl.

**03** How can a middle schooler support a person experiencing this discrimination?

We can tell her that she can do anything she wants to. Girls are just as capable as boys. Kamala Harris, a woman, is now the Vice President of the United States. We can make campaign signs that support her.

**04** What's wrong with the system that's creating this problem?

In US and world history, we are most familiar with men who are successful leaders; we don't hear about successful women leaders as much. In history, women were not allowed to be leaders and that seems to carry over to today.

**Case Study #2: Skyler**

**02**

01 What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

SEXISM    SIZEISM    ABLEISM    **HAIR DISCRIMINATION**    COLORISM/ RACISM

02 How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

03 How can a middle schooler support a person experiencing this discrimination?

04 What's wrong with the system that's creating this problem?

WORKSHEETS    2    APPEARANCE PREJUDICE

**01** What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

Sizeism

**02** How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

Skyler could feel bad about his body instead of recognizing all of the great things that he can do because he is tall. It's obviously hard to find clothes that fit and to fit into a school bathroom - both of these make his life difficult.

**03** How can a middle schooler support a person experiencing this discrimination?

Remind Skyler of the great things that his body can do, tell him that everyone has trouble finding clothes that fit their body and their style, talk to the principal about redesigning bathrooms to be more size inclusive, Listen to them complain; agree that it sucks.

**04** What's wrong with the system that's creating this problem?

Bathrooms are built too small and companies make clothes that fit "most"/ average (or small) people. Being small or average size is seen as normal and being big is not.

**Case Study #3:** + **03**  
**Bodhi**

01 What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

SEXISM    SIZEISM    ABLEISM    **HAIR DISCRIMINATION**    COLORISM/SHADEISM    BACISM

02 How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

03 How can a middle schooler support a person experiencing this discrimination?

04 What's wrong with the system that's creating this problem?

WORKSHEETS    3    APPEARANCE PREJUDICE

**01** What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

Hair Discrimination

**02** How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

If Bodhi ends up cutting his locks, he'll feel internally conflicted about his culture expression and his behavior/choice to cut them off.  
*Self-expression, uniqueness and individual value are all ignored.*

**03** How can a middle schooler support a person experiencing this discrimination?

Encourage Bodhi to ask his coach why this is a rule and explain the cultural aspect of his hair style. Suggest that Bodhi find a sport that supports his hair or join a wrestling club with different rules. I would tell them "This sucks, I don't agree, but we have to follow the rules." "Tell them it's their decision, they need to make a decision."

**04** What's wrong with the system that's creating this problem?

Short straight hair is seen as the preferred style for this sport; the message is sent that having long hair/locks is not appropriate to be successful in this sport. *Hair is a huge part of identity for many and to put parameters on how people can wear their hair is not ok.*

**Case Study #4:** + **04**  
**Jada**

01 What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

SEXISM    SIZEISM    ABLEISM    **COLORISM/SHADEISM**    HAIR DISCRIMINATION    BACISM

02 How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

03 How can a middle schooler support a person experiencing this discrimination?

04 What's wrong with the system that's creating this problem?

WORKSHEETS    4    APPEARANCE PREJUDICE

**01** What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

Colorism/Shadeism

**02** How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

Jada could feel that her skin makes her less in the eyes of the team; or makes her less pretty/attractive. She might not feel confident and comfortable in her own skin...literally. *She is tempted to give up something she loves which could affect her quality of life.*

**03** How can a middle schooler support a person experiencing this discrimination?

I would tell her she's beautiful. Encourage her to tell a trusted adult about the comments. Ask the team members why they are making comments about matching.  
*Speak to the cheer coach about what's going on.*

**04** What's wrong with the system that's creating this problem?

Makeup companies create limited selection of darker skin-tone foundations. Cheerleaders are expected to match. *All people aren't taught how to value the uniqueness of every human. People have no choice of the skin tone they are born with, but all should be embraced and shown in ads, products, etc.*

**Case Study #5: Sam** 05

01 What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

SEXISM    SIZEISM    ABELISM    HAIR DISCRIMINATION    COLORISM/SHADEISM    BACISM

02 How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

03 How can a middle schooler support a person experiencing this discrimination?

04 What's wrong with the system that's creating this problem?

WORKSHEETS    5    APPEARANCE PREJUDICE

**01** What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

Racism

**02** How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

Sam will feel that his/her race is less important or worthy than other races. Sam might feel ashamed of being Asian American. Sam might feel less confident in his/her own body that in the past has brought much pride because it represents Asian culture. **Sam may not want to come to school. Sam may also become depressed.**

**03** How can a middle schooler support a person experiencing this discrimination?

Tell a trusted adult about what is happening. When I hear any comments like this, I can tell the person to stop and tell them that they are being racist. Reach out to Sam and check in on them, letting them know that you see the discrimination and that you're not OK with it.

**04** What's wrong with the system that's creating this problem?

Asian Americans are a marginalized community. **In some instances, Asian Americans are not being acknowledged and accepted as American Citizens.**

**Case Study #6: Dakota** 06

01 What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

SEXISM    SIZEISM    ABELISM    HAIR DISCRIMINATION    COLORISM/SHADEISM    BACISM

02 How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

03 How can a middle schooler support a person experiencing this discrimination?

04 What's wrong with the system that's creating this problem?

WORKSHEETS    6    APPEARANCE PREJUDICE

**01** What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

Racism

**02** How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

Dakota won't feel as confident in his/her body because their race isn't the same as everyone else's. This person is not getting as many opportunities because of their race and they are being asked to help another because of their race even though they're not qualified; this might make Dakota feel like s/he is ONLY his/her race and nothing else.

**03** How can a middle schooler support a person experiencing this discrimination?

Tell a trusted adult who isn't the teacher involved. Tell Dakota that I see what's happening and that I don't think it's right. Encourage Dakota to talk to the teacher respectfully again. **Also, the students could speak to the school principal on Dakota's behalf.**

**04** What's wrong with the system that's creating this problem?

Even though schools are not legally allowed to be segregated, they still are. Many schools are mostly one race with a few kids of other races. Some (many) adults are not aware of their discriminatory behavior and/or personal bias.

**Case Study #7:**  
**Pax**

**07**

01 What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

SEXISM    SEXISM    ABLEISM    HAIR DISCRIMINATION    COLORISM/ SHADEISM    BIASISM

02 How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

03 How can a middle schooler support a person experiencing this discrimination?

04 What's wrong with the system that's creating this problem?

WORKSHEETS    7    APPEARANCE PREJUDICE

**01** What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

Ableism

**02** How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

Pax may not feel confident in everything that his/her body CAN do, but instead will focus on what it can't. Pax may be limited in opportunities because of the seat in the classroom. Pax may feel like an outsider or that s/he doesn't belong in this school, making learning and growing in this school difficult. ***Pax may develop low self-esteem or become depressed. Pax may also begin to make excuses to stay home from school.***

**03** How can a middle schooler support a person experiencing this discrimination?

I could walk with Pax to and from classes so s/he isn't always the only one who is late. Pax could tell a trusted adult about the situation and I could go with Pax to do that. I can ask to work with Pax in class. I can tell Pax that I see the ableism happening and that I don't agree with it. ***I would volunteer to help Pax get to class by agreeing to be his/her buddy.***

**04** What's wrong with the system that's creating this problem?

Many schools, especially ones built long ago, are not designed for differently abled people.

**Case Study #8:**  
**Taylor**

**08**

01 What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

SEXISM    SEXISM    ABLEISM    HAIR DISCRIMINATION    COLORISM/ SHADEISM    BIASISM

02 How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

03 How can a middle schooler support a person experiencing this discrimination?

04 What's wrong with the system that's creating this problem?

WORKSHEETS    8    APPEARANCE PREJUDICE

**01** What "ism" or form of discrimination is present in the case study? Circle one. Use the handout for help if you need it!

Colorism/Shadeism & Racism

**02** How could/does this type of discrimination (this "ism") affect the person's body confidence and/or make their life difficult?

Worrying about skin color/tone will become the focus of Taylor rather than learning and being active in PE; this will make life difficult. ***She may worry about people making fun of her for looking ashy.***

**03** How can a middle schooler support a person experiencing this discrimination?

Talk to PE teacher with Taylor or mention something to a trusted adult at school. Offer to wear a hat during PE with Taylor. Tell Taylor that you see the problem and that you don't agree with it. ***Help Taylor do research to see if there are any tinted sunscreens.***

**04** What's wrong with the system that's creating this problem?

PE is mandatory and being outside in nice weather is expected for all students. Many teachers are white and don't know how the sun impacts different skin types because they haven't lived it. ***Teachers are not trained on the variety of needs that come with a diverse population.***