

DEFINING SOCIAL JUSTICE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 demonstrate understanding of concepts and terminology of social justice, including</p> <ul style="list-style-type: none"> - anthropocentrism - equity and equality - ethics - diversity - dignity and worth - hegemony - human rights - oppression - peace 	<ul style="list-style-type: none"> <input type="checkbox"/> identify and define a range of concepts and terms of social justice (e.g., ableism, ageism, anthropocentrism, colonialism, consumerism, cultural imperialism, dignity, discrimination, diversity, economic imperialism, economic liberalization, empowerment, equality, equity, ethics, extremism, fairness, feminism, fundamentalism, genocide, globalization, hate crime, hegemony, heterosexism, homophobia, human rights, humanitarianism, humility, inclusion, individual responsibility, marginalization, misogyny, oppression, peace, persecution, power, prejudice, privilege, racism, sexism, speciesism, stereotype, stewardship, systemic, transformational leadership, truth, value, worth) <input type="checkbox"/> give examples of how perspective and context can affect the meaning of social justice terms and concepts (e.g., equality of opportunity vs. equality of outcome, equality vs. equity, theory and practice, ethics vs. morals vs. values, truth and belief, perspectives of the privileged vs. perspectives of the oppressed) <input type="checkbox"/> create and defend a personal definition of social justice
<p>A2 demonstrate effective research skills, including</p> <ul style="list-style-type: none"> - accessing information - assessing information - collecting data - evaluating data - organizing and presenting information 	<ul style="list-style-type: none"> <input type="checkbox"/> access a range of information sources on selected topics, including sources <ul style="list-style-type: none"> - from a range of media types (e.g., print, broadcast, online) - from a range of media producers, including mainstream, alternative, and specialized (e.g., advocacy networks, special interest groups, religious) - representing a range of perspectives - covering an appropriate timeframe - that qualify as primary (e.g., original documents, interviews, surveys, court documents) and secondary (e.g., books, articles, reports, summaries) - that deal specifically with social justice issues (e.g., community organizations, local and international NGOs, government and international bodies, government sources accessed via freedom of information requests) <input type="checkbox"/> explain the importance of accessing and considering a range of information sources (e.g., to acknowledge and challenge own beliefs and biases, to represent a range of viewpoints)

Prescribed Learning Outcomes	Suggested Achievement Indicators
	<ul style="list-style-type: none"> <input type="checkbox"/> assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> – determining examples of point of view, bias, and implicit/explicit agenda – deconstructing language (e.g., analysing connotations, double-speak, emotive conjugation, and euphemism) – identifying the data collection methods used (e.g., poll, census, interview, survey) – differentiating between primary and secondary sources – checking references to determine the affiliations of the producer/author – investigating funding sources or affiliations of the information – determining currency of information – assessing consistency with information obtained from other sources on the same topic <input type="checkbox"/> differentiate between written and non-written histories and information (e.g., differences in how perspective is expressed and received) <input type="checkbox"/> collect and organize primary data (e.g., designing and conducting a survey, designing and conducting an interview, conducting a keyword incidence analysis) <input type="checkbox"/> synthesize and evaluate collected data <input type="checkbox"/> organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps) and present information using a variety of forms appropriate for the purpose (e.g., written, oral, graphic)
<p>A3 apply critical thinking skills to a range of social justice issues, situations, and topics</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe skills of critical analysis (e.g., questioning, imagining, experiencing, hypothesizing, inferring, predicting, comparing, classifying, verifying, identifying relationships and patterns, extrapolating, using analogies, creating metaphors, recognizing contradictions, identifying the use of rhetoric, summarizing, drawing conclusions, defending a position, reflecting, reassessing a position) <input type="checkbox"/> develop pertinent questions to define a social justice topic, issue, or situation <input type="checkbox"/> demonstrate an ability to identify connections among <ul style="list-style-type: none"> – their own and others’ experiences of injustice – local and global issues and events – past and present events and situations (e.g., causal connections, similarities) – types of injustices (e.g., racism, sexism, heterosexism, ageism, ableism, economic oppression, religious intolerance) <input type="checkbox"/> compare a range of points of view on a social justice issue <input type="checkbox"/> make reasoned judgments (e.g., logical, based on evidence) about an issue, situation, or topic <input type="checkbox"/> justify a position on a social justice issue, situation, or topic

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A4 analyse selected social justice issues from an ethical perspective</p>	<ul style="list-style-type: none"> ❑ define <i>ethics</i> (e.g., rules of right and wrong; a set of concepts or principles that guide people in determining what behaviour helps or harms others; the rightness or wrongness of actions, the virtue or vice of the motives that promote them, and the goodness or badness of the consequences of those actions) ❑ formulate a response to ethical questions related to social justice (e.g., Are morals and values absolute? Do the ends justify the means? Should there be limitations on freedom of expression? What rights should humans have over animals? Is there such a thing as a just war? What responsibility do individuals have to consider the common good? How does one reconcile a conflict of values or rights?) ❑ select a social justice issue or decision and analyse it in terms of ethical considerations such as the following: <ul style="list-style-type: none"> – dignity, value, and worth of life – respect for rights of others (including freedom and well-being) – implications (e.g., who benefits, who suffers; common good vs. self-interest) – points of view – intent (e.g., to improve the situation) – priorities – background knowledge – assumptions – fairness ❑ present and defend a position on the ethics of a selected or historical or contemporary issue, situation, or topic
<p>A5 assess how belief systems can affect perspectives and decisions in relation to social justice issues</p>	<ul style="list-style-type: none"> ❑ identify a range of belief systems that can affect perspectives and decisions related to social justice (e.g., religion, spiritual beliefs, economic beliefs, cultural values and priorities, ideologies) ❑ relate personal belief systems to the process of developing identity (e.g., Why is a sense of identity important? How does one's need to establish a sense of identity give rise to belief systems?) ❑ demonstrate an understanding of how belief systems influence the development of public policies and practices ❑ analyse how belief systems have been used to <ul style="list-style-type: none"> – justify local and global prejudices and biases – advocate for social justice ❑ give specific case examples of how belief systems can affect the ways in which individuals and groups relate to others and address social justice issues

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A6 conduct a self-assessment of their own attitudes and behaviours related to social justice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> assess their reasons for taking Social Justice 12 <input type="checkbox"/> respond to questions such as the following to examine their own attitudes, behaviours, values, and beliefs: <ul style="list-style-type: none"> – What are my biases? – Where do my beliefs come from? (e.g., family, peers, school, religious teachings, media, experiences) – How do my personal experiences and circumstances (e.g., age, sex, sexual orientation, gender identity, ethnicity, family, socioeconomic status) affect my perceptions? – What roles do culture and language play in my perceptions, understandings, values, and beliefs? – Am I privileged or entitled? In what ways? – Am I oppressed or marginalized? In what ways? – How do I perpetuate the status quo? – How do I challenge the status quo? – What are my assumptions about how our society functions/should function? (e.g., competitive, collective) – How do I respond when someone disagrees with me? How do I treat others with beliefs and values different from my own? – What do I do to promote social justice ideals? – How willing am I to take personal risks in sharing my views about and advocating for social justice issues? <input type="checkbox"/> assess influences on their values and beliefs (e.g., family, school, peers, religion, clubs and organizations, institutions, media, work) <input type="checkbox"/> using actual or hypothetical examples, assess the impacts of personal choices on self and others (e.g., other people, the environment), locally and globally <input type="checkbox"/> demonstrate willingness to re-examine their views based on new understandings
<p>A7 demonstrate attributes and behaviours that promote social justice, including</p> <ul style="list-style-type: none"> – recognizing injustice – fair-mindedness – embracing diversity – empathy – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> identify attributes and behaviours associated with social justice, including <input type="checkbox"/> recognizing injustice (e.g., power imbalance, inequity) <ul style="list-style-type: none"> – promoting reconciliation – open-mindedness, fair-mindedness, and integrity – respecting and embracing diversity – empathy and humility – courage and perseverance – recognizing the importance of inclusion of various groups of people in all aspects of society – questioning and promoting discussion – advocating and acting responsibly for own and others' rights – ongoing examination and reassessment of own beliefs – remaining informed over time – willingness to participate and take action – recognizing the broader consequences of individual actions (e.g., think globally, act locally)

Prescribed Learning Outcomes	Suggested Achievement Indicators
	<ul style="list-style-type: none"> ❑ identify fundamental values and principles of social justice (e.g., respect, empathy, equity, fair-mindedness, dignity, balancing the common good with the rights of individuals, action) ❑ explain the importance of acting on the basis of personal conviction ❑ demonstrate skills of respectful collaboration and co-operation, including the ability to <ul style="list-style-type: none"> – collaborate and consult with others (including within and outside their own experiences) – address conflict in constructive and fair ways – respect and promote respect for the contributions of other team members – use appropriate (i.e., respectful, inclusive) language in discourse about social justice issues ❑ demonstrate the ability to understand the motives, intentions, hopes, and fears of people in other situations (e.g., through a peace conference role play, journal writing from the point of view of another person) ❑ analyse the relationship between the mistreatment of animals and the environment and the oppression of humans (e.g., how cruelty to animals is linked to violence against humans, how we treat animals as an indicator of how we view “the other”) ❑ assess the relationship between social justice and peace ❑ give examples of how principles of social justice apply in their everyday lives ❑ apply attributes and behaviours of social justice in specific contexts (e.g., classroom discussions, case study examinations, role plays, guest speaker activities, implementation of social justice action plans)

RECOGNIZING AND ANALYSING SOCIAL INJUSTICE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 describe social injustice based on characteristics including</p> <ul style="list-style-type: none"> – age – marital or family status – mental or physical ability – political belief – race and ethnicity – religion and faith – sex – sexual orientation – socioeconomic status 	<ul style="list-style-type: none"> <input type="checkbox"/> describe social injustice in relation to specific examples of discrimination, prejudice, stereotyping, oppression, and/or hate crimes based on one or more of the following protected classes under the <i>Canadian Charter of Rights and Freedoms</i> and/or the <i>BC Human Rights Code</i>: <ul style="list-style-type: none"> – age – marital or family status – mental or physical ability – political belief – race and ethnicity (including ancestry, place of origin, and colour) – religion and faith – sex – sexual orientation <input type="checkbox"/> describe social injustice in relation to categories that are not fully protected under the <i>Charter</i> or the <i>Human Rights Code</i> (e.g., socioeconomic status, physical appearance, gender identity and gender expression, addiction, mental illness, animals, the environment) <input type="checkbox"/> give examples to show that people can experience more than one form of social injustice (e.g., a woman of colour living in poverty, a homeless person who is mentally ill) <input type="checkbox"/> give examples of social injustice in other countries
<p>B2 analyse causes of social injustice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify a range of contributing factors to social injustice (e.g., fear, greed, poverty, alienation, apathy, conformity, ecological destruction, unequal distribution of or access to resources, limits on education, power imbalance, misuse of power and authority, ideology of competition, feelings of entitlement, differing belief systems) <input type="checkbox"/> identify the systemic or structural characteristics of society that can cause or perpetuate social injustice (e.g., disparity of wealth, institutionalized sexism, philosophical or religious extremism, hegemony, lack of access to the legal system, emotive conjugation in labels and jargon, how particular skills and jobs are valued, how particular relationships are valued) <input type="checkbox"/> identify ways in which relationships among people of differing cultures, beliefs, traditions, and practices can create conflict (e.g., development vs. preservation of Aboriginal sacred sites, Sharia law vs. family law in Canada, sectarianism vs. exclusive identity)

Prescribed Learning Outcomes	Suggested Achievement Indicators
	<ul style="list-style-type: none"> ❑ demonstrate an understanding of the role of language in oppression (e.g., non-gender-inclusive language, use of euphemism) ❑ based on specific case examples, assess power dynamics and privilege in contemporary and historical societies, including a focus on <ul style="list-style-type: none"> – who has the power (e.g., based on sex, age, race, religion, ability, sexual orientation, gender identity; based on relative societal values of skills, knowledge, and ways of knowing) – how power is achieved and maintained – marginalization and injustice resulting from power imbalances – personal and social power – changes over time ❑ using specific case examples, defend a position on the legitimate or illegitimate exercise of power by individuals, groups, and governments, and its effect on majority and minority cultures within the society ❑ compare causes of social injustice in Canada to those in other countries ❑ relate historical injustices to contemporary situations
<p>B3 describe consequences of social injustice</p>	<ul style="list-style-type: none"> ❑ identify a range of ways in which social injustice is manifested (e.g., inequity, prejudice, discrimination, persecution, poverty, war, genocide, patriarchy, incarceration rates, racial profiling, environmental degradation, alienation, desensitization and apathy, reduced self-worth) ❑ describe how social injustice can affect individuals, groups, and societies (including consequences for the oppressor and for the oppressed)
<p>B4 analyse specific examples of injustice in Canada related to characteristics such as</p> <ul style="list-style-type: none"> – age – marital or family status – mental or physical ability – political belief – race and ethnicity – religion and faith – sex – sexual orientation – socioeconomic status 	<ul style="list-style-type: none"> ❑ demonstrate an understanding of the continuing legacy of colonialism and its effects on Canada’s Aboriginal peoples in contemporary Canadian society (e.g., land claims, compensation for cut-off reserve lands) ❑ apply principles of social justice to analyse specific historical and contemporary examples of injustice in Canada related to <ul style="list-style-type: none"> – Aboriginal peoples (e.g., anti-potlatch policy and legislation, the reserve system, the “status” classification system set out in the <i>Indian Act</i>, the residential school system, foster placement or adoption of Aboriginal children) – people who are LGBT (e.g., criminalization, institutionalization, marriage, adoption, employment discrimination, spousal rights, immigration, censorship, hate crimes, school safety) – racial and ethnic groups (e.g., internment of Japanese-Canadians, Chinese Head Tax, Dukhobors, African-Canadians in Nova Scotia, voting rights, workers’ rights, hate crimes, immigration policies)

Prescribed Learning Outcomes	Suggested Achievement Indicators
	<ul style="list-style-type: none"> – religion and cultural practices (e.g., banning Mennonite and Hutterite entry into Canada, banning kirpans in schools) – socioeconomics (e.g., poverty, workers’ rights, homelessness, legal aid) – women (e.g., suffrage and the Persons Case, employment equity, reproduction rights, domestic violence, marital and family law, sex trade, labour exploitation) <p><input type="checkbox"/> defend a position on the extent to which Canada is a “just society”</p>
<p>B5 analyse the roles played by legislation, the courts, public policy, and other forms of government action in promoting or failing to promote social justice in Canada</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify legislation and public policies that relate to human rights in Canada (e.g., the <i>Canadian Charter of Rights and Freedoms</i>, the <i>BC Human Rights Code</i>, <i>Canadian Human Rights Act</i>, the <i>UN Universal Declaration of Human Rights</i>, the <i>Indian Act</i>, the <i>Civil Marriage Act</i>, the <i>Criminal Code of Canada</i>, the <i>Employment Equity Act</i>) <input type="checkbox"/> analyse provisions of human rights legislation in Canada in terms of rights related to race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, and age <input type="checkbox"/> describe limitations on the scope of the human rights legislation, including <ul style="list-style-type: none"> – application of the <i>Charter</i> to government, not private individuals – “reasonable limits” under section 1 of the <i>Charter</i> – the “notwithstanding clause” (section 33) of the <i>Charter</i> – classes that are not fully protected (e.g., gender identity and gender expression, non-official languages, some age groups, incarcerated people, animals, refugees, war resisters, physical appearance) – conflicts between legislation (e.g., freedom of speech in the <i>Charter</i> vs. hate crimes in the <i>Criminal Code of Canada</i>) <input type="checkbox"/> give examples of legislative provisions and government policies that contribute to social injustice (e.g., exemption of certain occupations in employment laws such as migrant labourers, child labourers, and farm labourers) <input type="checkbox"/> describe the rationale for, and provisions of, the <i>Civil Marriage Act</i> <input type="checkbox"/> give examples of how the <i>Criminal Code of Canada</i> has been used to address hate crimes (e.g., holocaust denial, gay bashing) <input type="checkbox"/> critique selected current and historical provisions of the <i>Indian Act</i> in terms of promoting social justice or perpetrating social injustice <input type="checkbox"/> assess the role of the courts in interpreting and affecting the laws of Canada

Prescribed Learning Outcomes	Suggested Achievement Indicators
	<ul style="list-style-type: none"> <input type="checkbox"/> identify the types of decisions made by government that promote the common good (e.g., non-smoking legislation, legislation against drunk driving, gun control legislation, freedom of information, worker protection) <input type="checkbox"/> give examples of how public policies (e.g., related to health care, housing, trade, education, multiculturalism, income security, labour relations, employment) promote or are detrimental to social justice <input type="checkbox"/> defend a position on what the role of government should be in promoting social justice
<p>B6 analyse social justice issues related to globalism and globalization</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe a variety of ways in which people are connected globally (e.g., media, technology, economics) and the results of those connections (e.g., empathy, disaster relief, aid, war, immigration, urbanization) <input type="checkbox"/> identify aspects of globalization (e.g., transnationalism, economic imperialism, international NGOs, multinational corporations, free trade agreements, aid) <input type="checkbox"/> assess the social justice implications of specific international policies, agreements, and organizations, such as <ul style="list-style-type: none"> – UN declarations and conventions related to children, human rights, indigenous peoples, and refugees – UN Millennium Development Goals – North American Free Trade Agreement (NAFTA) – Kyoto Accord – land mines treaties – the World Trade Organization (WTO) – the International Monetary Fund (IMF) <input type="checkbox"/> with reference to specific case examples (e.g., actions of governments, corporations, or NGOs), analyse the social justice implications for various aspects of society, including effects on indigenous communities, urban and rural communities, women, children, and the environment <input type="checkbox"/> analyse factors that perpetuate or mitigate global inequities (e.g., literacy, new technologies, outsourcing, economic protection zones, microcredit) <input type="checkbox"/> assess the role of the individual in globalization issues
<p>B7 assess the contributions of particular individuals and groups who are identified with struggles for social justice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the circumstances (e.g., power dynamics, public opinion, individual circumstances) and methods (e.g., legal challenges, coalition building) that have enabled particular individuals and groups to effect positive change in societies <input type="checkbox"/> identify the contributions of particular groups associated with the struggle for social justice <input type="checkbox"/> identify the contributions of particular individuals associated with the struggle for social justice, and describe why their actions make them role models

MOVING TOWARD A SOCIALLY JUST WORLD

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 assess various methods and models of promoting social justice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify and describe specific practices of solving conflict and promoting social justice, including <ul style="list-style-type: none"> – philosophies (e.g., pacifism, culture of peace, non-violence, civil disobedience, direct action, philanthropy, restorative justice, transformational leadership, working within the system, working outside the system) – methods (e.g., boycott, petitions, letters to the editor, protest demonstrations, lobbying, advocacy, mediation, litigation, public inquiries, coups, revolutions) <input type="checkbox"/> identify key stages in resolving conflicts (i.e., gathering information, identifying points of view and values, recommending solutions, identifying potential consequences and alternative courses of action, taking action) <input type="checkbox"/> identify processes of dispute resolution (e.g., consensus building, negotiation, compromise, majority rule) <input type="checkbox"/> examine and critique local and global case examples of promoting social justice, focussing on <ul style="list-style-type: none"> – effectiveness of practices used (e.g., the relationship between means and ends) – leadership (e.g., style of leadership, importance of leadership) – levels of change (e.g., personal, family, community, government, global) – degree of success in furthering social justice aims – possible alternative approaches and projected results of those approaches (e.g., How could this conflict have been resolved without a war? What would the results have been?) <input type="checkbox"/> defend a position on the role of education in promoting social justice <input type="checkbox"/> research social justice projects undertaken by students in Canada and globally

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C2 apply systemic analysis to propose solutions to specific cases of social injustice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> analyse selected social justice issues (e.g., incarceration rates of Aboriginal Canadians, homelessness, drug addiction, hate crimes, marginalization of immigrants, domestic violence, bullying and harassment of students who are LGBT) by <ul style="list-style-type: none"> – identifying the systemic characteristics of the situation – differentiating between the social and individual aspects of the situation – considering interactions of groups within a larger society – recognizing themes and patterns – making connections to other cases <input type="checkbox"/> propose solutions to specific cases of social injustice, and assess the implications for <ul style="list-style-type: none"> – the individual or group experiencing injustice – society as a whole <input type="checkbox"/> assess the advantages and limitations of using systemic analysis to expose social injustice
<p>C3 implement an appropriate plan for action on a selected local, provincial, national, or international social justice issue</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate willingness to take a stand <input type="checkbox"/> demonstrate an understanding of the need to undertake informed action <input type="checkbox"/> research and outline a plan for responsible action on a selected social justice issue or problem, including steps such as the following: <ul style="list-style-type: none"> – identify and research the problem or issue (school, neighbourhood, municipality, regional, provincial, national, or international) – articulate the ideal outcome – identify competing or conflicting perspectives and rights – brainstorm a range of solutions – identify realistic options for participation (e.g., launching an informational or advocacy campaign, volunteering with existing service groups, organizing a letter-writing campaign, consulting elected officials, making presentations to community groups, organizing workshops or forums, creating and presenting a drama, creating a public service announcement video, launching a web site, creating a podcast) – assess each alternative and its potential results in terms of considerations such as risks and benefits, intended structural change or long-term result, real needs and wants of those affected, and personal growth <input type="checkbox"/> articulate a detailed plan for addressing the issue or problem, including <ul style="list-style-type: none"> – a timeline for each component – criteria for gauging success – resources to carry out the plan (e.g., personal, financial)

Prescribed Learning Outcomes	Suggested Achievement Indicators
	<ul style="list-style-type: none"> <input type="checkbox"/> share their plan for feedback, and modify the plan based on feedback as required <input type="checkbox"/> defend their plan and its implementation with reference to considerations such as <ul style="list-style-type: none"> – appropriateness and practicality of the plan – application of relevant knowledge (e.g., processes of discourse and conflict resolution, beliefs and values) – thorough and documented research of alternatives representing a range of perspectives – congruence with the real needs and wants of those affected – sufficient time and effort spent to achieve the stated goals (e.g., minimum of 10 hours of out-of-class time) – demonstration of personal growth (e.g., in attitudes, taking personal risks) – applications for future social injustice situations <input type="checkbox"/> reflect on and defend their plan with reference to social justice goals and purpose such as <ul style="list-style-type: none"> – potential for long-term transformative effect beyond tokenism – measurable effect – personal growth – consistency with social justice skills and processes (e.g., ethics, benefit, empathy, humility)
<p>C4 assess lifelong opportunities related to social justice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify non-career opportunities for social justice <ul style="list-style-type: none"> – now and in the future – at school, in the local community, nationally, and globally <input type="checkbox"/> identify careers related to social justice <input type="checkbox"/> identify skills developed through social justice activities that are transferable to a range of situations (e.g., critical thinking, conflict resolution, recognizing multiple viewpoints) <input type="checkbox"/> articulate a personal plan for participation in social justice activities in the future