

Exploring My Power and Privilege

TOOLKIT



Acknowledgments

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Canadian Centre for Diversity and Inclusion
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Introduction to the See Different Toolkits

WHAT IS IT?

These toolkits include classroom or extracurricular programming material to support high school students in valuing and embracing diversity and inclusion. Each toolkit contains:

- professional development learning resources
- a facilitator manual for each activity
- student handouts, and
- a corresponding PowerPoint presentation that includes embedded multi-media resources (e.g. videos, images).

Our toolkits cover the following topics:

- diversity
- identity
- power
- privilege
- allyship
- equality vs. equity
- conflict mediation
- leadership
- cross-cultural communication and
- social action.

The curriculum is a combination of activities that have been adapted from existing public resources along with original content created by diversity consultants from the Canadian Centre for Diversity and Inclusion (CCDI)¹.

1 CCDI is the parent organization of See Different.

WHY SHOULD I USE IT?

See Different was a successful high school diversity and inclusion training program that reached over 500 students in five school boards² in Ontario. Its activities were developed and revised based on positive comprehensive feedback from teachers and students alike. Today, the program has been transformed into these toolkits, with the intention of supporting teachers in their efforts to build a safer school climate. Through these toolkits, See Different continues to be a strong contributor to the Canadian classroom. The toolkits help users apply equity and inclusion strategies³ and connect to the following subject areas: Canadian and World Studies, English, Guidance and Career Education, Arts, and Social Sciences and Humanities. We invite all educators to bring See Different into their schools.

2 See Different operated in the following school boards: Toronto Catholic District School Board (TCDSB), Peel District School Board (PDSB), Durham Catholic District School Board (DCDSB), York Regional District School Board (YRDSB) and York Catholic District School Board (YCDSB)

3 For example, Ontario's Equity and Inclusive Education Strategy (2009).

Testimonials

// I loved how students were able to talk about issues that they usually feel they should be quiet about. The workshops helped students really understand who they are and the influences around them. Participants would tell me they think that it should be mandatory for all students to go through the See Different program. //

Nadine Cooper, Teacher | North Park S.S, Peel District School Board



// I now understand different privileges I hold in society and it has caused me to see things differently. //

See Different student participant

// I appreciated the paper basket exercise as it allowed the students to become aware of their privilege and how they have a responsibility to use it in order to advocate for those who lack it. //

Catia Minardi, Teacher | St. Mary C.S.S, Durham Catholic District School Board



How to use these Toolkits

- 1 Build your knowledge of diversity and inclusion** We highly recommend that teachers review the preliminary resources of each toolkit before delivering the workshop. A knowledgeable facilitator is needed to guide rich discussions with students.
- 2 Determine mode of delivery** See *Different* can be delivered in several ways. It can be run as an extracurricular club, as a program integrated into a course, a stand-alone workshop, or you can simply pick and choose activities that you deem relevant for other contexts (e.g. team-building exercise for a sports team, student retreat program, etc.). Please note the concepts covered in Workshops 1–5 build on each other and increase in complexity. If you plan on delivering the full workshops, we recommend delivering the program in chronological order. The Master Toolkit is a compilation of Workshops 1–5. Below are a few logistical notes we invite you to consider depending on your mode of delivery:
 - **If you choose to integrate the program into your course**, we recommend that See *Different* activities *not* be formally tested or evaluated¹ to encourage more active and authentic student participation. Rather, use these activities as complementary materials to your core programming and encourage students to reflect on the work that they do as they progress through the workshops.
 - **If you choose to run See *Different* as an extracurricular club**, be aware these workshops are a lengthy commitment for students (average 1.5-2 hours each). We recommend offering an incentive (e.g. food, swag) so that you have regular participation and attendance.
- 3 Customize the curriculum content** From our experience, we know that no two schools are alike. Schools each have specific challenges when it comes to building a safe climate. Regardless of which mode of delivery you choose, we invite teachers to customize activities in this toolkit to ensure the curriculum highlights **local** diversity and inclusion issues that pertain to your specific school communities². Taking the extra step to customize the curriculum will allow you to create an optimal learning experience that resonates with your students. See below for an example of curriculum customization:
 - **See *Different* Toolkit** “We now know that our invisible dimensions of identity can impact our interactions with others. Can someone provide an example of what this can look like in school?”

¹ If you plan to assess the program content in some capacity, we recommend using activities and goals from Toolkit 5, as this workshop aims to support students in planning a school-wide project.

² To better understand the local needs of your school, consult your school/school board for any data they may have about student perceptions of equity, inclusion and safety. If not available, consider developing and distributing an exploratory survey to your staff and students to identify specific needs in your school community. See this link from the Ontario Ministry of Education to access a template of a Safe Schools Survey: <http://www.edu.gov.on.ca/eng/teachers/climate.html>

- **Customization** “We now know that invisible dimensions of identity impact our interactions with others. When thinking about our school, how does mental health (local relevant issue), an invisible dimension of identity, impact students’ interactions with others?”

To make this easier for you, throughout our Toolkit we have flagged the activities in which we recommend customization. You will see this icon beside the activity:



In addition to content, we encourage educators to customize structure wherever possible, to be inclusive of different learning needs.

4 Facilitate This toolkit has been designed with user-friendliness in mind. The facilitator manual outlines step-by-step instructions on how to facilitate each activity. Each activity outlines the objective, duration and corresponding PowerPoint slides.

We also use this icon to flag activities that may generate a sensitive or controversial discussion amongst your students:



We invite teachers to be extra mindful and attentive during these activities, as a skilled facilitator will be needed to maintain a safe space and generate critical discussion.

Finally, the following colour-coded prompts are intended to express various components of the activity:

PREAMBLE

This is the introduction to the activity. It explains the purpose of the subsequent activity.

SET-UP

Some activities require a specific setup. This section will tell you how you might wish to arrange desks, chairs, group your students, etc.

INSTRUCT

Written in the first-person narrative these are the instructions you can use to communicate the activity to your students.

DEBRIEF

This section highlights the key take-aways from the activity.

Toolkit 2

Exploring My Power and Privilege

OVERVIEW

In the second See Different workshop, participants will dig deeper by exploring how their identity is informed by experiences of power and privilege. They will then extend this knowledge to better understand the context of Canada's major equity-seeking groups which include LGBT2sQ people, racialized people, Indigenous Peoples, women and people with disabilities. Students will also get the opportunity to better understand how tensions of power and privilege have given rise to many historical and contemporary social justice movements.

DURATION

Approximately 2 hours.

LEARNING OBJECTIVES

By the end of Workshop 2 students will:

- 1 Recognize** the difference between equality and equity in a school setting.
- 2 Recognize** what privilege looks like and feels like, in the context of their school and Canada at large.
- 3 Identify** how power and privilege impact individual and group identity formation.

4 Identify Canada's major equity-seeking groups (women, LGBTQ+, Indigenous Peoples, people with disabilities, racialized people) and recognize the context where they are identified as 'equity-seeking' or marginalized.

5 Examine social movements that have highlighted tensions of power and privilege in Canada.

MATERIALS

- Laptop and projector
- Name tags and markers
- Flip chart/ blackboard
- Paper basket/ recycling bin
- Scrap paper (for paper basket exercise)

STUDENT HANDOUTS/ FACILITATOR GUIDES INCLUDED

- Facilitator Guide 1 – Paper Basket Scenario 1
- Student Handout 1 – Paper Basket Scenario 2A/2B
- Facilitator Guide 2 – Paper Basket Scenario 2A/2B
- Student Handout 2 – Power Flower
- Facilitator Guide 3 – Power Flower
- Facilitator Guide 4 – Resources for Social Movements Discussion

Preliminary Readings: Build your Knowledge

Below is a list of resources on key topics in this workshop. The 'Key Questions' section gives you an idea of what the resources cover. In many cases, these are questions that students have asked during workshop delivery in the past.

After reviewing these resources, you will feel more confident in leading this workshop, and be better equipped to generate critical class discussion, answer students' questions and support them on their diversity and inclusion journey.

POWER, PRIVILEGE AND EQUITY

KEY QUESTIONS

- Who are Canada's equity-seeking groups?
- What is privilege?
- What is the difference between equality and equity?



RESOURCES

Benjamin, W., & Ford, J. (2012). *Pedagogy of Privilege* [Video file]. Retrieved from <http://ed.ted.com/on/KUiceH90>

Canadian Human Rights Commission. (2013). *Employment Equity*. Retrieved from <http://www.chrc-ccdp.ca/eng/content/employment-equity>

Clow, B., Hanson, Y., & Bernier, J. (n.d). *Equity*. Retrieved from <http://sgba-resource.ca/en/concepts/equity/>

McIntosh, P. (1989). *White Privilege: Unpacking the Invisible Knapsack and Some Notes for Facilitators*. Retrieved from <https://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>

SOCIAL MOVEMENTS AND HUMAN RIGHTS IN CANADA

KEY QUESTIONS

- What are some of Canada's contemporary human rights issues?
- What is the history of global and national social movements that pertain to equity-seeking groups?



RESOURCES

Birnbaum, Elisa. (2017). Stories of Social Change. In *The History of Social Change*. Retrieved from <http://historyofsocialchange.ca/stories/>

Canada's Human Rights History. (2017). *Main Events*. Retrieved from <http://historyofrights.ca/encyclopaedia/main-events/>

Truth and Reconciliation Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Retrieved from http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

Overview of Toolkit 2 Activities



1 Introductions | 12

Objective Familiarize students with each other and with the concept of inclusive introductions (e.g. name pronunciation, pronoun checks) and remind students of their Community Commitments generated in Workshop 1

2 Equality vs. Equity Classroom Scenarios | 13

Objective Support students in understanding the difference between equality vs. equity and what each of these concepts look like in practice, in the school setting

3 Paper Basket Exercise | 16

Objective To encourage students to reflect on the various dimensions of identity and potential sites of privilege or barriers that are associated with these dimensions, within the context of Canadian society

4 Power Flower | 19

Objective Teach students how power and privilege operate within socially dominant groups and to help them explore their own identities in relation to these groups

5 Walking the Talk: Introduction to Social Movements | 22

Objective To introduce students to historical and contemporary social movements that have changed the way we think about identity, power and privilege; This exercise will also introduce students to the power of social media in elevating the profile of contemporary social movements

6 Wrap-Up | 24

Objective Review key concepts from Workshop 2, clarify any pending concerns or questions in regards to the content covered; If applicable, prepare students for Workshop 3

Facilitator Guides/Handouts | 25

1 Introductions

Objective To familiarize students with each other and with the concept of inclusive introductions (e.g. name pronunciation, pronoun checks) and remind students of their Community Commitments generated in Workshop 1

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
10	<p>SET-UP</p> <p>Have students sit in a circle (ideally) or in an arrangement where everyone can see each other.</p> <p>INSTRUCT</p> <p>Welcome participants and repeat inclusive introductions¹ as observed in Workshop 1 (e.g. Indigenous land acknowledgement, participants practice correct pronunciation of others' names, state preferred pronouns). If needed, review the importance of inclusive introductions:</p> <ul style="list-style-type: none">● We acknowledge Indigenous lands to pay respect to the traditional inhabitants of this land and to recognize the legacies of colonialism.● We conduct pronoun checks so that we do not make assumptions about gender identity. <p>If time permits, invite participants to breathe deeply, leave the day behind them and be present: Please share one thing that you have on your mind and then proceed to leave it behind (e.g. "I have an important science test I need to study for but I am going to put that on pause for a bit and be fully present today."). This is a way for you to share your ongoing thoughts and experiences for the day and check in before the beginning of the workshop. <i>Note: this is highly recommended for teachers facilitating this workshop as an after-school activity.</i></p> <p>Display the Community Commitments that were created last time (customize slide 2 to reflect commitments generated from Workshop 1). Ask students:</p> <ul style="list-style-type: none">● Are there any more commitments we would like to add? <p><i>(continued next page)</i></p>	 <p>Slide 1</p>  <p>Slide 2</p>

¹ For more information on how to facilitate these introductions, consult the resources cited in Toolkit 1.

(continued from previous page)

Once Community Commitments are reviewed, ask students:

- Can you recall the key activities and concepts that were covered in Workshop 1? (if applicable)

Once students share their ideas, conclude the Introduction with slide 3:

- We all have diverse talents, skills and experiences.
- Canada is a diverse country. This diversity brings numerous challenges and assets to society.
- Diversity is a fact. Inclusion is a choice/action.
- We all have complex identities, consisting of visible and invisible components.

Key Points from Workshop 1

- We all have diverse talents, skills and experiences.
- Canada is a diverse country. This diversity brings numerous challenges and assets to society.
- Diversity is a fact. Inclusion is a choice/action.
- We all have complex identities, consisting of visible and invisible components.

©Different

Slide 3

2 Equality vs. Equity Classroom Scenarios

Objective To support students in understanding the difference between equality vs. equity and what each of these concepts look like in practice, in the school setting

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
20	<p>PREAMBLE</p> <p>Don't explain the purpose of this exercise. Go straight into reading Scenario A (or ask for a volunteer to read it):</p> <p>Scenario A <i>Lisa has a diagnosed learning disability. She requires more time to write tests. Some students complain that it isn't fair that she gets more time.</i></p> <p>INSTRUCT</p> <p>Please work with the person next to you for two to three minutes to answer the following questions. You may be asked to volunteer your answers to the questions:</p> <ul style="list-style-type: none">• Is it fair Lisa gets more time? Why or why not? <p>Once discussed, move onto the next scenario:</p> <p>Scenario B <i>Ms.K reminds students that everyone is required to show up to class on time, at 9 a.m. sharp. Mark lives farther away than everyone else. He asks Ms.K if he can be given an exception to the rule and be allowed to come to class at 9:15 a.m.</i></p> <p>(continued next page)</p>	<p>Key Points from Workshop 1</p> <ul style="list-style-type: none">• We all have diverse talents, skills and experiences.• Canada is a diverse country. This diversity brings numerous challenges and assets to society.• Diversity is a fact. Inclusion is a choice/action.• We all have complex identities, consisting of visible and invisible components. <p>©Different</p> <p>Slide 4</p> <p>Equality vs. Equity Classroom Scenarios</p> <p>Scenario B: Ms.K reminds students that everyone is required to show up to class on time, at 9:00am sharp. Mark lives farther away than everyone else. He asks Ms.K if he can be given an exception to the rule and be allowed to come to class at 9:15am.</p> <p>Discussion with your table group:</p> <p>1) Is it fair that Mark be given an exception to the rule? Why or why not?</p> <p>©Different</p> <p>Slide 5</p>

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Again, please work in pairs for two to three minutes to answer the following questions:

- Is it fair that Mark be given an exception to the rule? Why or why not?

Once discussed, ask students the following:

- When is it appropriate to apply the same rule to everyone (Scenario B) and when is it appropriate to treat an individual differently than everyone else (Scenario A)?
- What would be the consequences if Lisa was treated the same as everyone else (i.e. she was given the same amount of time as her peers)?
- What would be the consequences for Mark and for his classmates if he was treated differently (i.e. he could come late to class)?

DEBRIEF

We don't always have to treat everyone equally because that is not always fair. As demonstrated in the above examples, by treating everyone equitably, we are considering their differences and ensuring those differences do not prevent them from accessing the same opportunity as everyone else. To do this, sometimes we need to offer tools or resources—these are called accommodations. Accommodations do not impede on the rights or opportunities of others. In Scenario A, Lisa was offered an accommodation (extra time) to ensure her learning disability did not prevent her from succeeding. Mark's request for an accommodation is not reasonable because allowing him to come late to class would compromise his learning experience and his classmates' (i.e. he would affect his ability to succeed and others'). Mark could find alternative methods to accommodate for his difference (living farther away). For example, he can take the bus earlier, carpool, etc.

INSTRUCT

We are going to look at a few images to clarify this difference between Equality and Equity:

(slide 7) – In this first image, we see under 'Equality' that everyone is treated the same regardless of their inherent differences in height. In the Equity image, the resources (foot stools) are reallocated to ensure the shortest person has an equal opportunity to see the ball game. Ask students:

(continued next page)

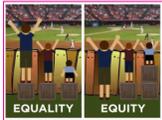
Discussion

- When is it appropriate to apply the same rule to everyone (Scenario B) and when is it appropriate to offer an accommodation (Scenario A)?
- What would the consequences be if Lisa was treated the same as everyone else?



Slide 6

Equality vs. Equity



Source: <http://www.dailymail.com/US/education/Equity-Equality-visual>



Slide 7



(continued from previous page)

- What are some other examples of students being treated equally in our school? Examples could include: everyone gets a locker, everyone has the same lunch period, etc. *You may want to write students' suggestions on chart paper/blackboard to reinforce learning.*
- What are some examples of students being treated equitably (different needs are considered)? Examples could include: accessible entrances to the school building, diverse forms of evaluations in courses, etc.

Now transition to slide 8. Ask students:

- There is now a third image added to the scenario. What is the difference between this image and the previous ones?

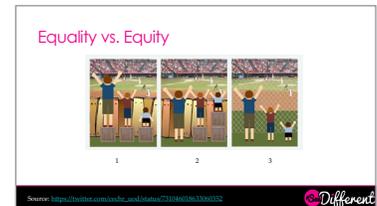
If discussion prompt is needed, consider asking students to identify what is missing in Image 3 (foot stools, fence) and how this changes the experience for each of the people in the picture.

DEBRIEF

(if not already mentioned) In Image 1 and 2, foot stools (accommodations) are needed because there is a fence (barrier) in the environment. In Image 3, the barrier is removed and no accommodations are needed because the built environment is inclusive of different needs. Ask students:

- What are the challenges of removing this fence or achieving Image 3 in our own school (i.e. having a barrier-free school)?

Changing an existing system is not impossible but it is often very difficult for numerous reasons. It is very time consuming, very expensive, and most challenging of all is the ability to change perceptions and attitudes of people. Social norms and historically embedded beliefs and values that reinforce social differences are powerful forces in maintaining inequity and barriers. To remove the fence (barrier), you need to first be able to see the fence. In some cases, people don't see barriers or refuse to believe that some groups face barriers at all. Due to these challenges, our focus is often twofold: Building tools/supports for those who are marginalized by difference (Image 2); and changing or eradicating existing structures that actively marginalize people (Image 3).



Slide 8

3 Paper Basket Exercise (Parts 1 and 2)

Objective To encourage students to reflect on the various dimensions of identity and potential sites of privilege or barriers that are associated with these dimensions, within the context of Canadian society.

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
10	<p>PART 1: INTRODUCTION TO PRIVILEGE</p> <p>PREAMBLE</p> <p>Reconnect with the iceberg activity from Workshop 1 (if applicable). Recall that everybody has different dimensions of identity that make them unique. However, not all the dimensions of identity are equally respected and valued in our society. We will explore this idea in the following activity.</p> <p>SET-UP</p> <p>Ask students to divide into two groups based on their month of birth (Jan. - June on one side of the room, July - Dec. on the other side). Give each person a scrap piece of paper. Place the paper basket close to the Jan - June group.</p> <p>INSTRUCT</p> <p>Everyone, please scrunch your paper into a paper ball. On the count of three, please toss your ball into the basket.</p> <p>1-2-3—</p> <p>Ask students:</p> <ul style="list-style-type: none">• Who got better results? Why? <i>You will likely observe that the Jan - June group got more balls into the basket.</i>• What are your feelings about the rules of this game and how it was set-up?• To the winning team: how do you feel about being closer to the basket? How do you feel about winning? <p>DEBRIEF</p> <p>Historical circumstances, social traditions and group dynamics have given certain groups in our society more privilege and power compared to other groups. Sometimes we don't even know that we are reaping the benefits of a historical circumstance or social tradition associated with our identity—we just accept that we are closer to the basket than others and we don't always question or challenge the rules or circumstances that privilege some over others (for example, it is likely no student will question you on why the basket was moved closer to the older group).</p> <p><i>(continued next page)</i></p>	 <p>Slide 9</p>

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Ask students for examples of any historical circumstances, social traditions or attitudes that have privileged or disadvantaged some groups over others. Examples could include: legacies of residential schools, racial segregation, stigma surrounding same-sex relationships, etc.

Once discussed, reinforce that some groups are closer to the basket because of their identity alone, not necessarily because they have worked harder than others or are more deserving.

15

PART 2: SCENARIOS

PREAMBLE

Reinforce that it is not always easy to realize or see that we are in a position of privilege (i.e. sometimes we don't know how close we are to the basket and how far others are from it). Explain to the group that we are now going to do an exercise to help us recognize how privilege enables us to reach goals we sometimes take for granted.

SET-UP

Have everyone retrieve a paper ball from the basket and stand in a wide circle around the basket.

INSTRUCT

I would like you to imagine yourself as the person described in the scenario I am about to read.

Refer to [Facilitator Guide 1](#) to read Scenario 1.

(After reading the scenario) Now, position yourself either close or far from the basket depending on the barriers or privileges you perceive that Tom is privy to. Remember, the basket represents the goal you/Tom are working towards. So, if you decide to stand very close to the basket, you are saying that the goal is very achievable (many privileges are evident).

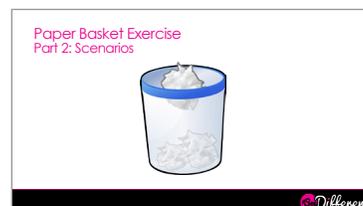
Give students one minute to decide on their distance. Once everyone has moved, ask them to throw their paper ball into the basket. Once students throw their ball, they can either step back or sit back down to be more comfortable.

DEBRIEF

Once settled, ask students:

- What are some possible privileges Tom is experiencing?
- What are some possible barriers Tom is experiencing?

(continued next page)



Slide 10



(continued from previous page)

Once students share their ideas, list any privileges/barriers that may have been missed. Again, refer to [Facilitator Guide 1](#) for full list of privileges/barriers in this scenario.

INSTRUCT

Now, please reflect on how close or far *you* would be to the basket in relation to the goal in question (attending post-secondary education). I will give you one to two minutes to think about this.

(After one to two minutes) If you are comfortable in doing so, please move close or far to the basket depending on how many privileges or barriers you perceive in your own life.

Once students move, ask:

- If you feel comfortable, would anyone like to share why they moved far/close to the basket?

Note: It is likely that students will share details of their personal circumstances (e.g. socio-economic barriers, family restraints, etc.). As a facilitator, it is important you make sure to maintain a safe space by ensuring other students are listening and being respectful. Remember to thank students for sharing their reflections if they choose to explain why they stood close or far from the basket.

SCENARIO 2:

SET-UP

Number students off and get them to split into two groups. Each group should retrieve one paper ball. The paper basket should be equal distance from both groups.

Group 1 will receive [Student Handout 1 – 2A](#)

Group 2 will receive [Student Handout 1 – 2B](#)

INSTRUCT

As a group, you will be given five minutes to read your assigned scenario and identify any evident privileges and/or barriers. Depending on what you come up with, please nominate one person from your group to stand far or close to the basket.

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DEBRIEF

After five minutes, get both students to throw their paper. (Student from Scenario 2B should be closer to the basket). After it is thrown, ask each group to read their scenario out loud and outline the perceived privileges and barriers. See [Facilitator Guide 2](#) for list of possible privileges and barriers in each scenario. If possible, try to localize this discussion by getting students to reflect whether these barriers exist in your own school.

Wrap up: Part of our role as allies and individuals who are traditionally closer to the basket than others, is to help remove the barriers that keep certain groups farther back. By being closer to the basket, it is a position we are usually born into. We rarely look behind us and see who is struggling and why that is the case. We will talk about what it means to be an ally in later workshops (if applicable).

4 Power Flower

Objective To teach students how power and privilege operate within socially dominant groups and to help them explore their own identities in relation to these groups

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
20	PART 1: GROUP POWER PREAMBLE Now that we understand privilege, we are going to explore what it means to have power in our society – i.e. access privileges (and therefore more opportunities) others do not have. These groups are called ‘socially dominant’ groups. They have social, economic and political power and they are not always the majority in any given population. Note that privileges are visible and invisible. An example of an invisible privilege is able-bodied people not having to fear discrimination because of their abilities. <i>(continued next page)</i>	

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SET-UP

Give each student a copy of [Student Handout 2: Power Flower](#). Number students off from 1-4, and ask them to separate into four groups according to their number. Assign each group a different colour petal section (as seen on slide 11) to work on together (for example, the pink petals can be assigned to group one).

INSTRUCT

Your task, as a group, is to:

- 1) identify the socially dominant group for each petal category you have been assigned and;
- 2) provide one example of a privilege that the socially dominant group enjoys.

Provide students with an example to clarify the exercise: If you have been assigned the 'sexual orientation' petal (pink group), you must determine which group accesses the most privileges in our society, in relation to sexual orientation. The accepted answer for this petal is 'heterosexual'. One example of privilege this group can experience is not having to 'come out' to friends or family. Their sexual orientation is accepted as the norm.

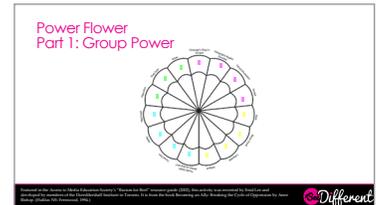
Ask students if they have any questions about the exercise.

You will be provided with 15 minutes to determine the socially dominant groups for each of your assigned petals. Please note that the outer petals of the flower represent the socially dominant groups. Don't worry about the inner petals of the flower for now and you don't need to worry about the other outer coloured petals your group has not been assigned. In 15 minutes, we will take up each petal as a class. Your group will be asked to present your answers.

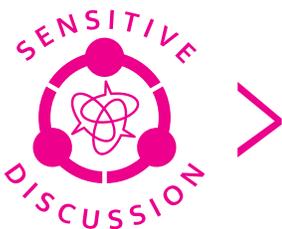
DEBRIEF

After 15 minutes, ask each group to share their answers (the socially dominant group and one example of privilege the group experiences). While debriefing, be sure to provide adequate time between each petal to address student questions or concerns. There may be some heated debate on the identification of socially dominant groups and the privileges they experience. It will be likely discovered that varying opinions exist and students may have their own worldview challenged. Be prepared to moderate a respectful discussion and bring attention to the Community Commitments if needed.

(continued next page)



Slide 11



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As each group presents their answers, make sure all members of the class are writing down the accepted socially dominant group for each petal. By the end of the debrief, all students should have every outer petal filled out. See [Facilitator Guide 3: Power Flower](#) for answer key and discussion guide.

10

PART 2: INDIVIDUAL POWER

PREAMBLE

Now that we understand socially dominant groups, we are in the position to better understand our own identities and privileges in relation to these groups.

INSTRUCT

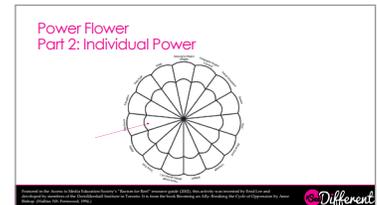
The inner petals of your Power Flower represent how you personally identify with each identity category. For example, if you identify as Black, you would write Black in the inner ‘race’ petal. After you are finished filling out all the inner petals, count how many of your inner and outer petals match. If you have a match, this means that you belong to the socially dominant group for that identity category. You are accessing the privileges that the socially dominant group enjoys. You will be given 10 minutes to complete this exercise and you will not be required to share how many socially dominant groups you belong to. Also, be aware that as you fill out your petals that this exercise is not meant to evoke guilt or blame. You should not feel guilty or ashamed if you have several matches. It is simply an awareness-building exercise. Once we are aware of our privilege, we are in a better position to become allies.

DEBRIEF

Ask students:

- Would anyone like to share any “aha” moment (learning moment) you may have had when completing your Power Flower?

(continued next page)



Slide 12

² If you wish to elaborate on this evidence, add a PowerPoint slide outlining the research referenced in the Preliminary Readings section of this toolkit.

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Once students are done sharing, remind students to look at their Power Flower through an intersectional lens: All parts of our identity interact with each other to produce unique individual lived experiences that can generate privilege and disadvantage simultaneously. We cannot think of people as singular identities (e.g. White person). We need to be cognizant of the intersections (e.g. White, low-income, female). If time permits, present students with the ‘intersectionality comic’ to clarify this concept (slide 13).



Slide 13

5 Walking the Talk: Introduction to Social Movements

Objective To introduce students to historical and contemporary social movements that have changed the way we think about identity, power and privilege; This exercise will also introduce students to the power of social media in elevating the profile of contemporary social movements

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
15	<p>PREAMBLE</p> <p>Due to the inequities identified in the last exercise, many groups have worked hard to improve their social conditions, with and without the support of socially dominant groups. Laws have also been created to protect and advance the conditions of these ‘equity-seeking groups’. There are many equity-seeking groups in Canada, but the five major ones you will see explicitly brought attention to are the following: Indigenous Peoples, LGBT2sQ+ people, women, people with disabilities and racialized peoples. These groups are considered equity-seeking because we have plenty of research evidence² that these groups face considerable structural barriers in employment and education.</p> <p>(continued next page)</p>	

² If you wish to elaborate on this evidence, add a PowerPoint slide outlining the research referenced in the Preliminary Readings section of this toolkit.

(continued from previous page)

INSTRUCT

We are going to watch a short video to get us started on thinking about the impact of social movements, movements that equity-seeking groups have started in order to improve their social conditions.

Present video (embedded in slide 14) and ask students to reflect on what they are seeing.

After the video is shown, ask students:

- Based on the video you just saw and your reflections from the Power Flower exercise, can you think of any social movements that have been generated by equity-seeking groups?

The images seen in the petals on slide 15 can help guide you. See [Facilitator Guide 4](#) for discussion notes.

When students name a social movement, ask them:

- Can you identify some barriers that these groups were/are fighting against? *Examples could include: pay gap, better living conditions on reserves, etc.*

Once barriers are identified, ask students:

- Can you name a major success or achievement that has been a direct or indirect product of a social movement? *Examples could include marriage equality, increased attention paid to police brutality, etc.*

[If time permits]

Once students share their ideas, remind them that the major success of many of these movements can be attributed to the effective use of tools that activists have used to get their message across. Social media in particular, as illustrated in the video we just saw, has been effective in shedding light to social issues in contemporary times. Show students another example of how social media has been utilized to draw attention to pressing social issues. The website www.nohomophobes.com is one such example, as it powerfully illustrates the prevalence of homophobic language online. If applicable, remind students that the effectiveness of social media in elevating social movements is something we want to keep in mind when we begin to plan our own school-wide initiative (Workshop 5).

(continued next page)



Slide 14



Slide 15

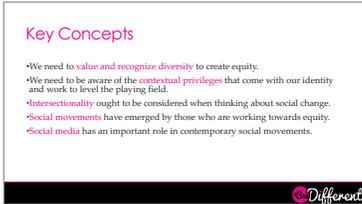
(continued from previous page)

DEBRIEF:

Almost all these major social movements have led to positive change in our society—whether it be that the public is more aware of particular barriers or it could even be as drastic as a change in law.

6 Wrap-Up

Objective Review key concepts from Workshop 2, clarify any pending concerns or questions in regards to the content covered; If applicable, prepare students for Workshop 3

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
10	<p>INSTRUCT</p> <p>Summarize key concepts:</p> <ul style="list-style-type: none">● We need to value and recognize diversity to create equity.● We need to be aware of the contextual privileges that come with our identity and work to level the playing field.● Intersectionality ought to be considered when thinking about social change.● Social movements have emerged by those who are working towards equity.● Social media has an important role in contemporary social movements.	 <p>Slide 16</p>

Facilitator Guides/Handouts | Toolkit 2

FACILITATOR GUIDE 1: PAPER BASKET EXERCISE

SCENARIO 1

GOAL: POST-SECONDARY ENROLLMENT

Tom is in grade 11 and considering his options for post-secondary. He is visiting many universities and colleges to scope out his options and better understand what campus life is like. Tom's mom and dad are driving him to different cities, showing him the ins and outs of the post-secondary institutions they attended when they were young. They have offered to pay for his tuition until he starts earning on his own.

SITES OF PRIVILEGE (NOTE – THIS LIST IS NOT EXHAUSTIVE)

- **Socio-economic status** Tom's tuition is being covered by his parents, along with the cost to get to these different cities. This financial safety net generates numerous privileges such as not having to work to save money for tuition. His parents are also presumably in jobs where they can take time off to show Tom around – this is a privilege.
- **Education** Tom will not be a first-generation student and therefore will not have to face some of the barriers experienced by first-generation students. This includes not being able to rely on parents to access information on the Canadian PSE system.
- **Language** As a Native English speaker, navigating the system is relatively easy for Tom. For example, he can access informational websites and resources in his first language.
- **Citizenship/geography** If Tom is a Canadian citizen, his citizenship means he will be paying domestic tuition as opposed to international tuition fees. His Canadian parents are familiar with the Canadian educational landscape and PSE system. They have lots of knowledge they can offer to help him succeed – what we call 'social capital'.
- **Family status** Tom comes from a two-parent, heterosexual household. His family structure is considered normal and is accepted by society. He does not have to fear stigma or discrimination when going out in public with his parents.

Prompt students to discuss the importance of intersectionality (e.g. how do all of these combined together generate more privilege than thinking of these sites individually?). For example: SES may be the same but he may have experienced social barriers if he was a first-generation student.

STUDENT HANDOUT 1: PAPER BASKET SCENARIO 2A

Prom is fast approaching at Jane Doe Public School. Lisa and Maya, a same-sex couple, have dated for nearly two years but only a handful of their closest friends know about their relationship. They have both bought their tickets but they are still debating whether to go to prom as a couple or not. They fear that making their relationship public may run the risk of their families finding out about them. They also don't know how supportive their peers or teachers will be if they choose to 'come out'.

- Based on the above description, think about the possible barriers and sites of privilege. How close are Lisa and Maya to the basket (goal: attending prom)?

Cut here

STUDENT HANDOUT 1: PAPER BASKET SCENARIO 2B

Prom is fast approaching at Jane Doe Public School. Lisa and Jamal, a heterosexual couple, have dated for nearly two years. They have both bought their tickets but they are still debating whether to go to prom as a couple or not. They fear that making their relationship public may invite public scrutiny or gossip. They aren't sure if they are ready for people to know about them.

- Based on the above description, think about the possible barriers and sites of privilege. How close are Lisa and Jamal to the basket (goal: attending prom)?

FACILITATOR GUIDE 2: PAPER BASKET SCENARIO 2A AND 2B

GOING TO PROM WITH YOUR PARTNER

2A

Prom is fast approaching at Jane Doe Public School. Lisa and Maya, a same-sex couple, have dated for nearly two years but only a handful of their closest friends know about their relationship. They have both bought their tickets but they are still debating whether to go to prom as a couple or not. They fear that making their relationship public may run the risk of their families finding out about them. They also don't know how supportive their peers or teachers will be if they choose to 'come out'.

SITES OF DISADVANTAGE/BARRIERS:

- **sexual orientation** Discuss heteronormativity around prom. For example, 'Prom King and Prom Queen'. How can Prom be unsafe for LGBTQ+ students?
- **family status** Prompt students to think about the nuclear family and heteronormativity: how does sexual orientation and family status interact to generate barriers for students?

Guide students to explain why Lisa and Maya are even debating to go to prom together. Prompt discussion about heteronormativity at school and at home. What does heteronormativity look like? Examples could include:

- going to prom with a partner from the opposite sex is accepted and expected
- don't have to worry about your physical and mental safety or that of your partner
- don't have to worry about the anxiety of coming out to friends, peers or family
- don't have to worry about the repercussions of your relationship with your parents/family (e.g. will you be kicked out of your house? Ostracized?)



Guide students to discuss any barriers specific to their own school that would relate to this scenario. Cite real-life examples of barriers faced by LGBTQ youth in Canada:

- <http://www.cbc.ca/news/canada/gay-teen-wins-fight-over-catholic-prom-1.348831>
- <https://www.thestar.com/news/gta/2017/06/20/creating-a-more-inclusive-prom-for-lgbtq-youth.html>

FACILITATOR GUIDE 2 (continued)

SITES OF PRIVILEGE:

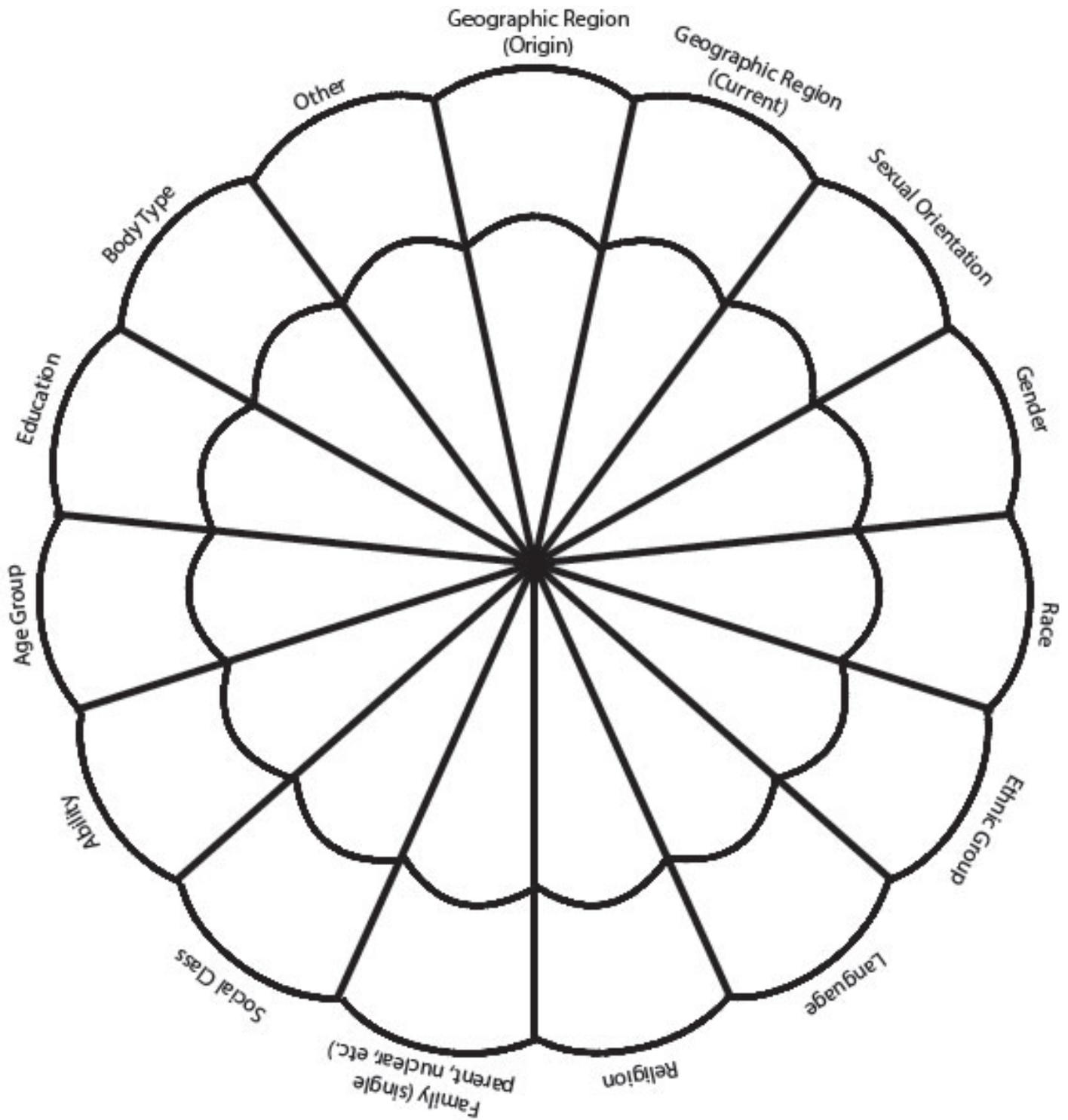
- **Geographic region** By being in a Canadian school, Lisa and Maya have the privilege of having the choice of going together as a couple. It is not banned or illegal, as is the case in many American states and different parts of the world.
- **SES** Lisa and Maya have already bought their tickets – we can infer that the cost of prom (tickets, clothing, transport) was not a barrier in this case. For many students however, the sheer expense of prom is a reason to not attend, especially if the school does not have a fund to help support students who can't afford to go.

2B

Prom is fast approaching at Jane Doe Public School. Lisa and Jamal have dated for nearly two years. They have both bought their tickets but they are still debating whether to go to prom as a couple or not. They fear that making their relationship public may take their relationship to 'the next level'. They aren't sure if they are ready for people to know about them.

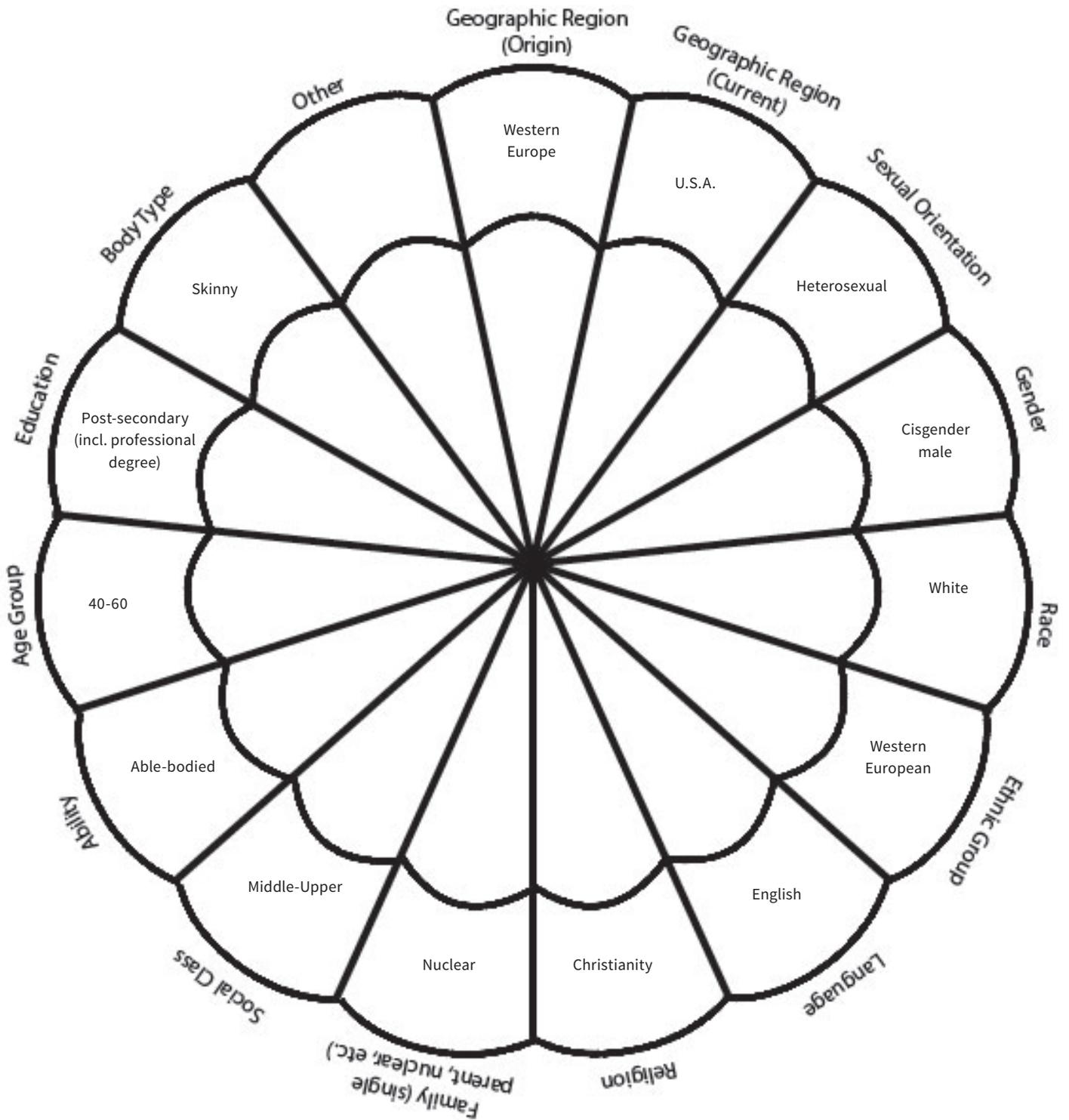
(re-affirm the above sites and explain how the barriers generated from sexual orientation do not apply to a heterosexual couple).

STUDENT HANDOUT 2: POWER FLOWER



Featured in the Access to Media Education Society's "Racism for Reel" resource guide (2002), this activity was invented by Enid Lee and developed by members of the Doris Marshall Institute in Toronto. It is from the book *Becoming an Ally: Breaking the Cycle of Oppression* by Anne Bishop. (Halifax NS: Fernwood, 1994.

FACILITATOR GUIDE 3: POWER FLOWER



FACILITATOR GUIDE 3 (continued)

POWER FLOWER DEBRIEF NOTES

- **Geographic Region-Origin** refers to a geographic region which has been the most socially dominant and powerful in modern history. This is calculated in terms of: economic power, political power, military presence, social/cultural influence.
- **Geographic Region-Current** refers to a geographic region that is the most powerful *today*. This is calculated in terms of: economic power, political power, military presence, social/cultural influence.
- **Race** is a social construction and refers to groups based on perceived skin colour (e.g. White).
- **Ethnicity** refers to cultural or ancestral origin (e.g. British). There could be some debate on the socially dominant ethnic group in the Power Flower. In Canada, immigrants from Western Europe have historically been privileged in accessing jobs and opportunities.
- **Age Group** refers to the age group which has most access to political influence and economic mobility and/or stability. There may be some debate on this but in general, 40-60 is when individuals have paid off debt, occupy higher leadership positions and own financial assets.
- **Other** refers to any other social category which is not captured in the Power Flower.

Note that these social categories can be broken down further into more specific socially dominant groups. For example, within Christianity, not all sects have equal social influence or power in our society. If you wish to generate a more nuanced discussion, edit the answers in the Power Flower so that they name more specific socially dominant groups.

FACILITATOR GUIDE 4: RESOURCES FOR SOCIAL MOVEMENTS DISCUSSION

Below you will find a few sources to help you generate discussion points for the Activity “Walking the Talk: Introduction to Social Movements”. As these resources are by no means exhaustive, we invite you to conduct further research on other social movements not listed here.

These websites are a good place to start your research:

<http://historyofrights.ca/encyclopaedia/main-events/>

<http://historyofsocialchange.ca/>

[SEXUAL ORIENTATION] – PRIDE, BATHHOUSE RAIDS

<http://www.thecanadianencyclopedia.ca/en/article/lesbian-gay-bisexual-and-transgender-rights-in-canada/>

<http://historyofrights.ca/encyclopaedia/main-events/1981-bathhouse-raids-toronto/>

[RACE] – BLACK LIVES MATTER

<http://blacklivesmatter.com/who-we-are/>

[INDIGENOUS PEOPLES] – IDLE NO MORE, OKA CRISIS

<http://www.idlenomore.ca/story>

<http://www.thecanadianencyclopedia.ca/en/article/idle-no-more/>

<http://www.thecanadianencyclopedia.ca/en/article/oka-crisis/>

[SOCIO-ECONOMIC] – LABOUR MOVEMENT, OCCUPY MOVEMENT

<http://historyofsocialchange.ca/stories/labour-movement/>

<http://www.occupy.com/article/movement-lives-4-years-later-occupy-has-succeeded-spice-its-failures>

[GENDER] – WOMEN’S SUFFRAGE, SLUTWALK (PROTEST AGAINST SEXUAL ASSAULT)

<http://www.thecanadianencyclopedia.ca/en/collection/womens-suffrage-in-canada/>

<http://www.npr.org/2011/06/09/137080514/slutwalk-goes-global-to-protest-sexual-assault>