

COMMUNITY-BUILDING LESSON: IT'S A PRIVILEGE



The *Women's Equality Project*, released in the fall, addresses intersectional feminism through a variety of modules aimed at the junior and intermediate grades.

The *Teacher Resource Guide*, includes lessons that will help you, your students and other members of the school community build brave learning spaces and understanding of key concepts.

It's a Privilege, allows students to explore and understand the privilege and power we all hold based on our social identities and situations.

Order a copy of the *Women's Equality Project* at shopetfo.ca

LEARNING GOAL

To explore and understand the privilege and power we all hold based on our social identities and situations.

DIVISION

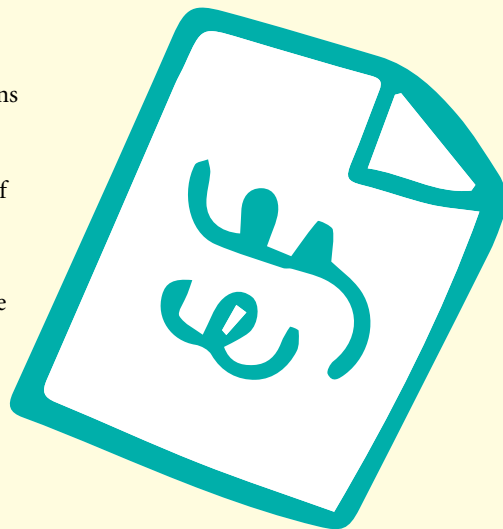
Junior/Intermediate

SUGGESTED TIME

40–80 minutes (2–3 periods)

MATERIALS/RESOURCES

A variety of materials to create paper planes, e.g., different types of paper (construction paper, multi-colour, photocopier paper), sticky notes, markers, paper clips, tape, staplers, etc.; access to technology to view a short video; *It's a Privilege* image cdn-images-1.medium.com/max/1600/1*hHofR-IYtlvK8aTDwPw2Bw.jpeg



ASK

Challenge students by explaining that they will be given resources that they will use to design a creative paper airplane. Divide the learners into five groups. Strategically give each group significantly different amounts of resources to complete the task. Group 1 could be given a variety of different types of paper to choose from, paper clips, tape, markers and staplers. Group 2 could be given a few pieces of plain white paper. Group 3 could be given one piece of plain white paper. Group 4 could be given small sticky notes and Group 5 could be given nothing at all.

Allow the learners 10 minutes to work on their designs. As students work together, document their interactions, discussions and any challenges that arise for groups with limited resources. When their time is up, allow each group to share their designs and how they achieved their design (if they were able to create anything).



REFLECT

Then ask students the following questions:

- Did you think the way the materials/resources were shared among groups was fair? Why? Why not?
- What did you do if you were faced with having too many or too few resources?
- What could you have done differently?
- How did you feel during the challenge?

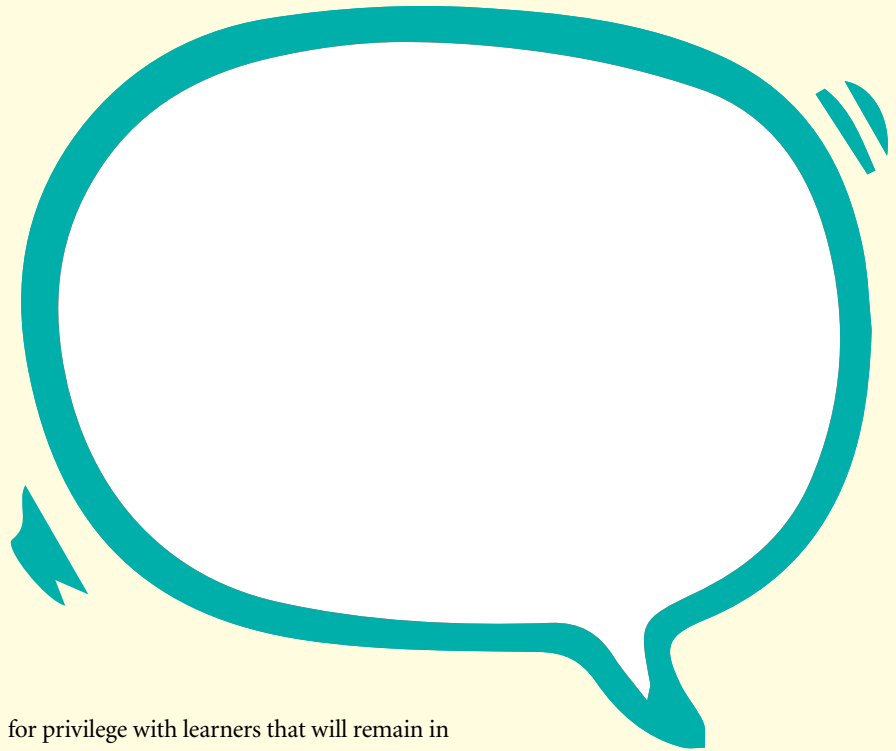
Feelings about unequal resources may surface during this conversation. Ensure that enough space and time is allowed for learners to share their feelings.

CONNECT

Explain to the learners that often in our society, just like the airplane challenge, people have unequal access to resources, opportunities, advantages and benefits. Any unearned benefits, opportunities, advantages or access to resources that one has based on their identity is known as “privilege.” While learners need to understand that people should not feel guilty about their privilege, recognizing privilege is the first step to acknowledging the inequities that exist in our society.

Watch the short video, “Sometimes you’re a caterpillar:” www.youtube.com/watch?v=hRiWgx4sHGg

Then have students consider situations where they may have privilege and others where they do not. Co-construct a definition



for privilege with learners that will remain in the learning space as you explore the lessons and activities in this resource.

APPLY

Share the “It’s a Privilege” image with learners and have students design their own images or posters that illustrate privilege. As an alternative, have students write a reflection of a situation in which they had or did not have privilege.

