


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. 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.

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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

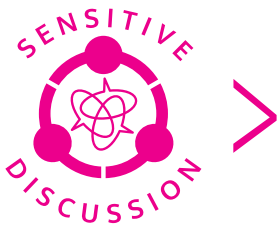
Once settled, ask students:

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

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Slide 10



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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>	

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)?

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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).