

LESSON 1 : Identifying the “Who”		Time : 45 to 80 minutes
ACTIVITY 1 : The Privilege Walk		
Curriculum Expectation(s) :		
<ul style="list-style-type: none"> • 		
Learning Objectives: Develop appropriate vocabulary to use throughout the program; Become aware of one’s privileges; Discuss the intersectionality of privileges and marginalization in everyday life.		
<p>1</p> <p>Introduce the forum’s theme (Diversity & Inclusion) by asking the group the Program Question, and having students determine relevant and appropriate terminology.</p> <p>Build a student-generated list of responses.</p> <p>Ask students to reflect silently on what privilege is, and which privileges they are aware that they have. They may write their thoughts down if they wish.</p>	<p>2</p> <p>Have the students line up in a straight line at one end of the room, with plenty of space to walk forwards.</p> <p><i>Optional: have students hold hands or place hands on their neighbours’ shoulder if they are comfortable.</i></p> <p>Read instructions and statements aloud.</p> <p>Students will take one step for each statement that applies to them.</p>	<p>3</p> <p>After having read all the statements, ask students to pause and take note of where they are in relation to others.</p> <p>Debrief and discuss.</p>
<p>Prompts :</p> <p>What groups do you see represented in your community? Who is not represented?</p> <p>Are all perspectives valued equally?</p> <p>Who is in a position of power? Who is marginalized?</p> <p>Who is at-risk (of poverty, incarceration, physical or mental harm)?</p> <p>Whose voices are given a platform? Whose voices are silenced?</p> <p>How can I better support diversity and inclusion in my community?</p> <p>Answers/vocabulary might include: <i>Indigenous peoples, LGBTQ2+ community, immigrants and refugees, people of colour, racialized persons; differently-abled persons, low-income families; rural youth; inner-city youth; people experiencing homelessness; people with mental illnesses</i></p>		
<p>Materials :</p> <ul style="list-style-type: none"> <input type="checkbox"/> A large, open space <input type="checkbox"/> Instructions, Statements and Debrief Questions (see p. 2&3) <input type="checkbox"/> <i>Optional : chairs to form circle for debrief discussion</i> <input type="checkbox"/> <i>Optional: tape or other material to mark start line and steps.</i> <input type="checkbox"/> <i>Alternative: beads and string.</i> <input type="checkbox"/> 		
<p>Modifications :</p> <ul style="list-style-type: none"> ✓ Complete the same exercise with beads and string instead of taking steps. Students will add one bead to their necklace for each statement that applies to them. (http://www.differencematters.info/uploads/pdf/privilege-beads-exercise.pdf) ✓ Have students complete a similar exercise, “Unpacking the invisible knapsack” : http://www.racialequitytools.org/resourcefiles/mcintosh.pdf ✓ 		
Notes for future lessons :		



Instructions

I will read statements aloud. Please move if a statement applies to you. If you do not feel comfortable acknowledging a statement that applies to you, simply do not move when it is read. No one else will know whether it applies to you.

Privilege Walk Statements

1. If you are right-handed, take one step forward.
2. If English is your first language, take one step forward.
3. If one or both of your parents have a college degree, take one step forward.
4. If you can find Band-Aids at mainstream stores designed to blend in with or match your skin tone, take one step forward.
5. If you rely, or have relied, primarily on public transportation, take one step back.
6. If you have attended previous schools with people you felt were like yourself, take one step forward.
7. If you constantly feel unsafe walking alone at night, take one step back.
8. If your household employs help as servants, gardeners, etc., take one step forward.
9. If you are able to move through the world without fear of sexual assault, take one step forward.
10. If you studied the culture of your ancestors in elementary school, take one step forward.
11. If you often feel that your parents are too busy to spend time with you, take one step back.
12. If you were ever made fun of or bullied for something you could not change or was beyond your control, take one step back.
13. If your family has ever left your homeland or entered another country not of your own free will, take one step back.
14. If you would never think twice about calling the police when trouble occurs, take one step forward.
15. If your family owns a computer, take one step forward.
16. If you have ever been able to play a significant role in a project or activity because of a talent you gained previously, take one step forward.
17. If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward.
18. If you ever had to skip a meal or were hungry because there was not enough money to buy food, take one step back.
19. If you feel respected for your academic performance, take one step forward.
20. If you have a physically visible disability, take one step back.
21. If you have an invisible illness or disability, take one step back.
22. If you were ever discouraged from an activity because of race, class, ethnicity, gender, disability, or sexual orientation, take one step back.
23. If you ever tried to change your appearance, mannerisms, or behavior to fit in more, take one step back.
24. If you have ever been profiled by someone else using stereotypes, take one step back.
25. If you feel good about how your identities are portrayed by the media, take one step forward.
26. If you were ever accepted for something you applied to because of your association with a friend or family member, take one step forward.
27. If you have ever been spoken over because you could not articulate your thoughts fast enough, take one step back.
28. If someone has ever spoken for you when you did not want them to do so, take one step back.
29. If there was ever substance abuse in your household, take one step back.
30. If you come from a single-parent household, take one step back.
31. If you live in an area with crime and drug activity, take one step back.
32. If someone in your household suffered or suffers from mental illness, take one step back.
33. If you have been a victim of sexual harassment, take one step back.
34. If you were ever uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, take one step back.
35. If you are never asked to speak on behalf of a group of people who share an identity with you, take one step forward.
36. If you can make mistakes and not have people attribute your behavior to flaws in your racial or gender group, take one step forward.
37. If you have always assumed you'll go to college, take one step forward.
38. If you have more than fifty books in your household, take one step forward.
39. If your parents have told you that you can be anything you want to be, take one step forward.
- 40.



Debrief Questions

During and after the Privilege Walk, participants might experience an array of intense feelings no matter their position in the front or the back. While the point of the Privilege Walk is indeed to promote understanding and acknowledgment of privileges and marginalization, it would be detrimental to end the activity with potentially traumatic or destructive emotions. The point of the debrief session is twofold. First, through the reflection questions, help participants realize what exactly they were feeling and muster the courage to articulate it to each participant's acceptable level. This process will relieve possible negative emotions, preventing possible damage. Second, as negative emotions are relieved, the debrief will help participants realize that either privileges or marginalization are integral to the person's being. Instead of casting off either privilege or marginalization, participants can learn how to reconcile with themselves, and through the utilization of newfound knowledge of the self, have a better relationship with themselves and others around them.

1. What did you feel like being in the front of the group? In the back? In the middle?
2. What were some factors that you have never thought of before?
3. If you broke contact with the person beside you, how did you feel in that moment?
4. What question made you think most? If you could add a question, what would it be?
5. What do you wish people knew about one of the identities, situations, or disadvantages that caused you to take a step back? What could be done to prevent others from having to take that same step back?
6. How can your understanding of your privileges or marginalizations improve your existing relationships with yourself and others?
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