
Senior Unit Plan

To future and present Educators,

We would like to begin by acknowledging that the land on which we've gathered for the last two years is the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosauonee peoples. We have been given the opportunity to learn and grow as people and as future educators. There is an ancient proverb, whose source is unknown, but speaks volumes it states: "Treat the Earth well. It was not given to you by your parents; it was loaned to you by your children. We do not inherit the Earth from our Ancestors; we borrow it from our Children." We owe it to the children of these lands, past, present, and future, to provide them with the best, most truthful education in which they can learn, grow, and be inspired.

The following collection of cross-curricular resources has been developed with open minds and open hearts. We have done our very best to create inclusive, culturally appropriate resources for teachers to be able to bring indigenous studies into the mainstream classroom. We as Canadians have a responsibilities towards reconciliation and we as teachers have the opportunity to take steps forward by teaching indigenous pedagogy as well as Canadian truths to our students.

We hope that this is a step in the right direction. We apologize for any mistakes we have made within this document and we will gladly accept any feedback on its contents.

Sincerely,

The Teachers of Section 03, Aboriginal Ways of Knowing

I/S Cross Curricular Unit

Social Science Equity Diversity and Social Justice (HSE 3E) and Indigenous Studies

Disclaimer

It is important that in order to complete most of the activities in this Unit that the teacher has established a safe classroom. Students, as well as the teacher, must be open-minded, respectful, and empathetic. Teachers are advised to use their professional judgement, based on the students within their classroom before engaging in any activities in this Unit Plan. Discussions from the classroom may be very personal and therefore should not be shared with other students outside of the classroom.

	Equity Diversity and Social Justice	HSE3E
Lesson 1	75 minutes	Stereotypes

CURRICULUM EXPECTATIONS:

1. B2: Power Relations

- a. **B1.3** Explain positive and negative ways in which social norms can affect individuals
- b. **B1.4** explain how biases and stereotypes, including those related to race, class, gender, and sexual orientation, are transmitted through the media and popular culture
- c. **B2.4** describe the effects of discrimination and oppression on individuals and groups

LEARNING GOALS/ SUCCESS CRITERIA:

- **Knowledge:** by the end of this lesson students should be able to:
 - Define stereotypes, social categorization, stereotype threat
 - Understand how our personal perceptions and stereotypes influence our behaviour and thoughts
- **Skills:** by the end of this lesson students should be able to:
 - Apply terms learned to real life examples
 - Use culturally sensitive and appropriate language
- **Attitudes:** by the end of this lesson students should be able to:
 - Remain open-minded to others' thoughts and opinions
 - Remain respectful of others feelings
 - Keep an open mind to new ideas, cultures, and beliefs

PRIOR KNOWLEDGE

Students are bringing with them to class their personal experiences and knowledge.

TEACHING LEARNING RESOURCES:

- Arrange students Have students adjust their seats and desk to create a U around the classroom to face the chalk board (Desks will remain like this for the entirety of this Unit).
- Labels
- Stereotype Note Skeleton (Handout 1.1)
- Chalkboard/whiteboard with writing utensils
- Student Reflection Journals
- Talking stick

LESSON SEQUENCE:

Introductory Activity: Brainstorm (15 minutes)

Create a center cloud on the board titled “stereotypes” and ask students to think about instances where they’ve experienced, witnessed, or heard stereotyping. For example what does the media tell us about people, about men and women, about intellects, etc.. Engage in discussions about thoughts and feelings regarding this topic.

Developmental Strategies:

Activity 1: Notes (20 minutes)

Provide students with the skeleton note for stereotype (Handout 1.1 for Student Notes and Handout 1.2 for teacher notes). Engage students in a note and have them fill in their skeleton note; discuss examples for each term as well as real life examples.

Activity 2: What's in a label? (20 minutes)

Create an adhesive label for each student in your classroom (Handout 1.3). Explain to students that you will be engaging in a labelling exercise and that the class is a safe space and if at any time students feel unsafe, uncomfortable they are able to excuse themselves from the exercise and become bystanders (to the outside of the 'U' of desks); students' mental health should come before the exercise. Make it clear that these labels are being assigned randomly and have nothing to do with students' actual attributes.

Attach a label on each student's forehead, so that the label is not visible to the student wearing it. Then ask students to spend 15 minutes talking with each other about "future goals" (within the "U" of the desks). Tell students that they should circulate in order to talk with several different people, and that they should treat one another according to the other person's labeled attribute. For example, someone labeled "forgetful" might be repeatedly reminded of the instructions.

Activity was adapted from <http://www.understandingprejudice.org/teach/activity/labels.htm>

Culminating Activity: Talking circle (20 minutes).

Have students return to their seats and keep their labels with them and visible. Students pass around the talking stick, only sharing when they are holding the stick. Sharing should be in regards to the previous activity.

- Was the label what you guessed, or were you surprised by it?
- When people stereotyped you, were you able to disregard it?
- Did you try to disprove the stereotype? If so, did it work?
- How did you feel toward the person who was stereotyping you?
- When stereotyping others, how easy was it to find confirming evidence?
- When stereotyping others, how did you react to disconfirming evidence?

Extension/ Homework: In your reflection journal reflect on today's class using the following questions as a guide: "Have you ever witness stereotyping in your everyday life or the media? What were your thoughts and feelings? How did you react?"

Differentiated Instructional Strategies:

- A variety of activities will be used in order to support all learning styles.

ON-GOING ASSESSMENT/EVALUATION:

1. Reflections
2. Project Heart
3. Presentations

REFLECTION & SELF-EVALUATION: Use teacher daybook to document reflection

Handout 1.1: Stereotype Notes

Stereotyping

Definitions

A _____ is a widely held, but fixed and oversimplified belief about a particular group or class of people.

Social categorization is the process of placing individuals into a _____.

Stereotype Threat refers to being at risk of _____, as self-characteristic, a negative stereotype about one's group

Positive vs. Negative Stereotype

Stereotypes can be something positive about a group of people. For example, _____

_____. However, they can be usually negative.

For example, _____

_____. All stereotypes have a negative outcome.

Why do we stereotype?

1. It is cognitively _____ - once you have categorized you no longer need to consider information about each individual member of the group. You can apply all of the group information to all of its members. Categorization saves processing time.
2. It satisfies the need to understand and _____ the social world. You no longer need to wonder what each individual is like (understand), or what he or she is likely to do (predict). All of this is contained in the stereotype.

-
3. It is a way to feel better about yourself; we think our groups (_____) are better than other groups (_____).

Consequences of Stereotyping

By stereotyping, we ignore individual _____; therefore, we think things about people that might not be true. We assume that a person has a whole range of characteristics and abilities simply because they belong to a particular group. Stereotypes lead to _____, which is one of the reasons for prejudice attitudes, which leads to in-groups and out-groups.

Handout 1.2: Stereotype Notes TEACHER

Stereotyping

Definitions:

A stereotype is a widely held, but fixed and oversimplified belief about a particular group or class of people.

Social categorization is the process of placing individuals into a social category.

Stereotype Threat refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's group

Positive vs. Negative Stereotype

Stereotypes can be something positive about a group of people. For example, (Use an example that would apply best to your class). However, they can be usually negative. For example, (Use an example that would apply best to your class). All stereotypes have a negative outcome.

Why do we stereotype?

1. It is cognitively efficient - once you have categorized you no longer need to consider information about each individual member of the group. You can apply all of the group information to all of its members. Categorization saves processing time.
2. It satisfies the need to understand and predict the social world. You no longer need to wonder what each individual is like (understand), or what he or she is likely to do (predict). All of this is contained in the stereotype.
3. It is a way to feel better about yourself; we think our groups (ingroups) are better than other groups (outgroups).

Consequences of Stereotyping

By stereotyping, we ignore individual differences; therefore we think things about people that might not be true (i.e. make generalizations). We assume that a person has a whole range of characteristics and abilities simply because they belong to a particular group. Stereotypes lead to social categorization, which is one of the reasons for prejudice attitudes (i.e. "them" and "us" mentality) which leads to in-groups and out-groups.

Handout 1.3: Labels

Violent	Athletic
Overemotional	Good at math
Untrustworthy	Unclean
Materialistic	Diseased
Exotic	Forgetful
Girly	Manly
Disabled (Physically)	Disabled (Mentally)
Cute	Lazy
Musical	Unintelligent
Frail	Jock
Needy	

	Equity, Diversity, and Social Justice	HSE3E
Lesson 2	75 minutes	Prejudice and Discrimination

CURRICULUM EXPECTATIONS:

1. **B2. Power Relations:** demonstrate an understanding of the dynamics of power relations in various social contexts;
 - a. **B2.4** Describe the effects of discrimination and oppression on individuals and groups.

LEARNING GOALS/ SUCCESS CRITERIA:

Knowledge: by the end of this lesson students should be able to:

- Define and explain prejudice
- Define and explain discrimination
- Be aware of their own prejudices and discriminations and how to reduce them

Skills: by the end of this lesson students should be able to:

- Use culturally sensitive and appropriate language

Attitudes: by the end of this lesson students should be able to:

- Remain open-minded to others' thoughts and opinions
- Remain respectful of others feelings
- Keep an open mind to new ideas, cultures, and beliefs

PRIOR KNOWLEDGE:

Students have learned about stereotypes.

TEACHING LEARNING RESOURCES:

- Computer
- Projector and screen
- Skeleton notes – class set and full
- Talking stick
- Pens and paper
- Reflection journals

LESSON SEQUENCE:

Introductory Activity: Watch Prejudice & Discrimination: Crash Course Psychology #39 (YouTube) <https://www.youtube.com/watch?v=7P0iP2Zm6a4> (9:53) and discuss. (15 min)

Developmental Strategies:

Activity 1: As a class, we will come up with the definitions and explanations of prejudice and discrimination; students will fill this in on the skeleton note. (20 min)

Activity 2: On recycled pieces of paper, students will write down prejudices and/or discriminations they hold/have held. It is important to kindly note how because we are all human, we all have had some at one time or another. It is also important to note that no one will read what students write. When students have written them down, they will crumple them up to symbolize their destruction within themselves and then will throw them away to symbolize removing them from their lives. (15 min)

Culminating Activity: Talking circle. Students pass around the talking stick, only sharing when they are holding the stick. Sharing options: "Have you ever experienced prejudice and/or discrimination? Explain.", "Have you ever seen prejudice or discrimination in the media? Explain." "Did anything from today's class shock or upset you and why?" (20 min)

Extension/Homework: In your reflection journal, reflect on today's class based on the following question: how can you stand up to and reduce prejudice and discrimination in your own life? Length: about a page double-spaced. (5 min to start)

Differentiated Instructional Strategies: Students will see, hear, and write the definitions and examples. Skeleton notes make following along and writing easier for students. Students express themselves orally and written. Additional help will be given as needed.

ON-GOING ASSESSMENT/EVALUATION:

- Reflection journals
- Project of Heart
- Presentations

REFLECTION & SELF-EVALUATION: Use teacher day book to document reflections.

Name: _____

Prejudice and Discrimination

Prejudice: _____

- Internal thoughts, feelings, attitudes, and assumptions
- _____
- Built into socialization
- _____
- based on limited knowledge and experience with other social groups
- _____

Discrimination: _____

- _____
- Ridicule and jokes
- _____

We must become aware of our prejudices. It's okay, everyone has them. Once we are aware of our prejudices, we can work towards overcoming them. We can become aware of such prejudicial thoughts and correct them as they come up. In doing so, we can challenge social segregation.

Prejudice and Discrimination

Prejudice: learned prejudgment about members of social groups to which we don't belong.

- Internal thoughts, feelings, attitudes, and assumptions
- Begin as stereotypes
- Built into socialization
- Can be positive or negative
- based on limited knowledge and experience with other social groups
- Simplistic knowledge and assumptions
-

Discrimination: action based on prejudice toward social others. When we act on our prejudgments, we are discriminating.

- Ignoring, avoiding, and excluding
- Ridicule and jokes
- Slander, threats, and violence

We must become aware of our prejudices. It's okay, everyone has them. Once we are aware of our prejudices, we can work towards overcoming them. We can become aware of such prejudicial thoughts and correct them as they come up. In doing so, we can challenge social segregation.

	Equity Diversity and Social Justice	HSE3E
Lesson 3	75 minutes	Oppression

CURRICULUM EXPECTATIONS:

4. B2: Power Relations

- a. **B1.3** explain positive and negative ways in which social norms can affect individuals
- b. **B2.4** describe the effects of discrimination and oppression on individuals and groups

LEARNING GOALS/ SUCCESS CRITERIA:

- **Knowledge:** by the end of this lesson students should be able to:
 - Define oppression
 - Understand how our oppression influences an individual's identity
- **Skills:** by the end of this lesson students should be able to:
 - Apply terms learned to real life examples
 - Think critically about our societal structures
 - Use culturally sensitive and appropriate language
- **Attitudes:** by the end of this lesson students should be able to:
 - Remain open-minded to others' thoughts and opinions
 - Remain respectful of others feelings
 - Keep an open mind to new ideas, cultures, and beliefs

PRIOR KNOWLEDGE

Students have a prior knowledge of stereotypes, discrimination, and prejudice.

TEACHING LEARNING RESOURCES:

- Scrap Papers
- Empty Bin (Garbage bin or recycling bin)
- 3 to 4 tri-fold presentation boards
- 2- 3 Jenga games
- Stopwatch
- Chalkboard/whiteboard and writing utensil
- Play Money (Handout 3.1)

LESSON SEQUENCE:

Introductory Activity: Paper Toss (10 minutes)

Provide Students with a scrap piece of paper and ask them to crumple it up. Then place an empty bin at the front of the classroom (the opening of the 'U' of desks in the middle). Say to the students

“The game is simple – you all represent the country's population and everyone in the country has a chance to become wealthy and successful. In order to do this, all you have to do is throw your scrap piece of paper into the bin while sitting in your seat.”

Then place tri-folds on the desks of various students and instruct students to toss their papers from where they are sitting. Students will tell you that this is unfair, that some students have a better chance than others do, etc. ignore their pleas and encourage them to do their best. Conclude by saying the following

“The closer you were the freer your path, the better your odds were of getting the shot. This is what privilege looks like. Having barriers like the tri-folds or the distance to the bin are representing obstacles that many members of our society face in their everyday lives that influence their ability to be successful.” Today, we are going to further explore these concepts by talking about oppression.

Activity Retrieved from <http://9gag.com/gag/aqZD3OR>

Developmental Strategies:

Activity 1: Think/Pair/Share (15 minutes)

Ask students to open their notebooks and come up with a definition of oppression (5minutes). With their elbow partner, have students compare and modify their definitions as necessary (5minutes). As a class, appropriately define oppression (5minutes).

Students do not need to write down the following definition; however, make sure to hit the key points of the definition. *Oppression*: "The social act of placing severe restrictions on an individual, group or institution. Typically, a government or political organization that is in power places these restrictions formally or covertly on oppressed groups so that they may be exploited and less able to compete with other social groups. The oppressed individual or group is devalued, exploited and deprived of privileges by the individual or group which has more power." (Barker, 2003)

Activity 2: Jenga? (30 minutes)

Explain to students that the purpose of this family game is to successfully extend the height of a tower by strategically sliding out one of the tower's blocks that is not a critical support from somewhere within the tower and carefully position it atop the tower to increase the tower's elevation. When the tower comes tumbling down, the game is over.

One point is awarded for each block successfully added to the tower's top. Although only two teams will play against each other during any single Jenga game, students are instructed to create four or five different teams, each consisting of three members. Teams select a name, which is written on the board for the purpose of score keeping. Assign one student to be the point recorder. This student will record one point under the name of the corresponding team each time it successfully removes and stacks a block.

The instructor performs the role of timekeeper. The timekeeper begins the exercise and monitors the time allotted for team members to complete their turn. The instructor will also play the role of judge/rule enforcer. They are responsible for interpreting all the rules of Jenga and rendering final decisions on the assignment of points, as well as the assignment of retribution or penalties for "rule-breaking," such as loss of a turn or a reduction in points.

Throughout the game, the instructor will introduce new game rules that dictate conditions under which the players must construct the tower; the instructor amplifies the game's dynamics of oppression and privilege. Examples of such rules are a requirement that players use only their left hand, an imposition of a 10-second time limit, and the institution of game qualifiers (e.g., only students wearing athletic shoes can play).

With only 12 to 15 students composing the teams, not every student in the class will actually be playing the game. Students who are not a member of a playing team and not assigned the role of scorekeeper are assigned the role of observer. The observers record all noteworthy occurrences and share their observations with classmates after the game. The game ends when a player makes the tower fall, which results in a loss for that player's team. The instructor announces each team's "score" at the conclusion of the game.

The winning team receives \$100 in play money and an opportunity to play again against another team to win additional play money.

After each game, new teams are given the opportunity to play. You could run this activity as a competition having the winning teams play against each other to determine the "ultimate champions".

Depending on your class, you could have two Jenga games going at the same time in order to have as many students as possible participating.

Activity from <http://www.bu.edu/ssw/files/2010/10/teaching-about-oppression-via-jenga-game.pdf>

Culminating Activity: Talking circle (20 minutes).

Have students return to their seats. Students pass around the talking stick, only sharing when they are holding the stick. Sharing should be in regards to the previous activity. Students can organize their sharing based on observations they made or on feelings they experienced during the Jenga game

Extension/ Homework: In your reflection journal, reflect on the following quote by Elie Wiesel: “I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.”

Differentiated Instructional Strategies:

- A variety of activities will be used in order to support all learning styles.

ON-GOING ASSESSMENT/EVALUATION:

4. Reflections
5. Project Heart
6. Presentations

REFLECTION & SELF-EVALUATION: Use teacher daybook to document reflection.

Handout 3.1: Play Money



TEACHING NOTE

TEACHING ABOUT OPPRESSION THROUGH JENGA: A GAME-BASED LEARNING EXAMPLE FOR SOCIAL WORK EDUCATORS

Sara Lichtenwalter
Gannon University

Parris Baker
Gannon University

Educators, both novice and experienced, are presented with a formidable constellation of obstacles when attempting to teach the concepts of institutional oppression and unearned privilege. Educators must challenge years of socialization and internalized ideologies of superiority that make hierarchies of privilege appear to be the natural order. In the interests of expanding and strengthening social work educators' repertoire of instructional tools on the topic of institutional oppression, we review the relevant literature on institutional oppression and game-based learning and offer readers an original game-based learning exercise adapted from the popular family game Jenga as a tool for instructing on the topic of institutional oppression.

THE INSIDIOUS MECHANISMS of structural oppression have surpassed the potency of one-on-one overt discriminatory acts. Today the most unyielding obstacles to social, economic, and political equality operate more effectively within the institutionalized codes of private and public sector systems perpetuating disparities in health, education, and wealth than in the individual racist denying access to seats on a bus or space at a lunch counter. The pursuit of social justice embedded within the historical roots, as well as the present-day mandate, of the social work profession obligates

the discipline to prepare professionals to effectively address such assaults. Therefore, after reviewing the subtle but powerful mechanisms inherent in institutional oppression, we offer an overview of game-based learning exercises and introduce a modified version of the family game Jenga as a tool for instructing on the topic of institutional oppression.

Institutional Oppression

Institutional oppression refers to the way in which society is organized into predictable relationships. It has been defined as "an

enclosing structure of forces and barriers that tend to immobilize and reduce a group or category of people" (Frye, 1983, p. 11). Van Voorhis (1998) describes it as that which originates in, and is maintained by, the dominant group through institutional and economic power and control over societal institutions such as schools, banks, legislative bodies, and policing or military forces.

The consequences of institutional oppression are often targeted as the subject of studies on racial or ethnic group disparities in income, assets, health, and so forth. However, the reasons for these disparities are most often ascribed to attributes of the marginalized population, rather than the exploitative actions of the privileged groups. The literature on deficit thinking (Brandon, 2003), modern racism (Leach, 2005), and White racial framing represent examples of how vulnerable groups' subordinate positions are attributed to the groups' values, choices, culture, and/or perceived pathologies. This classic victim-blaming is aided by the ideology of equal opportunity and the myth of American meritocracy (Freeman, 1995), which present powerful obstacles to individuals of privilege reconceptualizing what were historically viewed as personal or family achievements into privileges illegitimately gained at the expense of oppressed groups.

Although flagrant disparities are occasionally acknowledged as the consequence of institutional oppression, seldom are these disparities conceptualized in terms of institutionalized mechanisms generated and maintained by *individual members* of a privileged social group. When systemic injustice or structural discrimination is linked to grievous disparities, typically the discussion is positioned

within a passive tense or the discourse is conducted in abstract language that removes individual agents from view, which serves to incriminate some "vaguely specified institution" (Feagin, 2006, p. 5). Nevertheless, institutions do not act; it is the people in them who act, even though the individuals may be simply following routine rules and regulations (Feagin & Feagin, 1986).

This position of "faultlessness" is regularly upheld by members of privileged groups for acts associated with structural oppression, because individual prejudice and discrimination, or the explicit intention of harm, often are not overtly present in institutional oppression. It is often perpetuated through individuals who may believe they are simply adhering to organizational or institutional protocol. For example, the U.S. courts have found no legal wrongdoing by school districts that distribute their educational resources with such vast disparity that it results in high-poverty neighborhoods attaining lower scholastic performance (Center for American Progress, 2008), by subprime lenders approving harmful loans that have resulted in "the greatest loss of wealth for communities and individuals of color in modern history" (Rivera, Cotto-Escalera, Desai, Huezo, & Muhammad, 2008, p. 1), or by a criminal justice system that incarcerates and executes Black defendants at a flagrantly disproportionate rate (Brewer & Heitzeg, 2008). Critical theorists contend that the U.S. legal system, although masked with the mantle of equality and neutrality, actually serves to create and maintain much race and wealth disparity. Moran and Wildman (2008) illustrate this position through the cynical comments of Anatole France, who mocked the equality of

laws that forbid "the rich as well as the poor to sleep under bridges, to beg in the streets, and to steal bread" (p. 149).

As educators within a profession with a commitment to social justice and a mandate to "prevent and eliminate domination of, exploitation of, and discrimination against any person" (National Association of Social Workers, 1999, p. 27), it is vital that we combat structural oppression by raising social work students' awareness of its mechanisms. However, in pursuing this endeavor, educators in general, and social work educators in particular, have long encountered multiple and substantial impediments to assisting students to challenge years of socialization and internalized ideologies of superiority that make hierarchies of privilege appear to be the natural order (Abrams & Gibson, 2007; Branscombe, Schmitt, & Schiffhauer, 2007; Cohen, 1995; Garcia & Van Soest, 1997, 2006; Gillespie, Ashbaugh, & DeFiore, 2002). Therefore, in the interests of expanding and strengthening social work educators' repertoire of instructional tools on the topic of institutional oppression, we briefly review the relevant literature on game-based learning and offer readers an original game-based learning exercise adapted from the popular family game Jenga.

Overview of Game-Based Learning

The learning potential generated through games has been examined in university classrooms since the 1950s, particularly by business schools (Gros, 2007; Magney, 1990). Moreover, game-based education has been utilized as an instructional tool across disciplines ranging from international relations (Magney, 1990), engineering (Ebner & Holzinger, 2007) and

biology to nursing and social work (Moore & Dettlaff, 2005). It has been utilized in forms ranging from low-tech crossword puzzles (Franklin, Peat, & Lewis, 2003) and Monopoly-type undertakings (Coghlan & Huggins, 2004; Magney, 1990) to high-tech digital games (Deubel, 2006; Gros, 2007).

Not only do game-based exercises offer the potential for students to learn more and retain it longer, but like textbooks, games also effectively serve to reinforce or fortify the students' new understandings (Magney, 1990). Furthermore, aside from the cognitive benefits of game-based learning, educators have long noted that games foster higher levels of student interest and promote positive attitudes toward the subject matter (Ebner & Holzinger, 2007; Magney, 1990). Ebner and Holzinger (2007) credit the "joy" or "fun" factor elicited through the use of games as the potent contributor to their efficacy as a teaching tool.

In designing game-based educational endeavors, instructors are cautioned against creating a fragmented and isolated awareness-raising activity, disassociated from specific outcomes (Barber & Norman, 1989; Cruz & Patterson, 2005). To address this common obstacle, it is essential to incorporate opportunities for student reflection around the game (Cruz & Patterson, 2005). This reflection phase has been heralded as the most critical component in game-based learning (Kiili, 2007).

Description of Game-Based Exercise on Institutional Oppression

For more than 6 years, the following game-based learning activity with various modifications has been a standard classroom practice by the author originating the exercise. He has

employed it within a small undergraduate social work program at a private, Catholic university with a primarily White, middle-class student body. The class size typically ranges from 12 to 25 students.

In presenting this game-based learning exercise, there are three distinct phases: the Briefing Phase, the Jenga Game, and the Debriefing Phase. Ideally, these phases should be conducted in three consecutive classroom sessions. The general goal of the overall exercise is to increase participant awareness and sensitivity to the fundamental impact of the underlying mechanisms of oppression and privilege. Students encounter the limitations of their own individual skills and efforts as determinants of success, in light of the game's mechanisms of "oppression." The two specific objectives of this exercise are for students to be able to (a) identify mechanisms of oppression and privilege, and (b) articulate how mechanisms of oppression and privilege are sustained or challenged.

Briefing Phase

Prior to the Jenga exercise, the instructor assigns an introductory reading and introduces students to such terms as *oppression*, *institutional oppression*, *privilege*, *meritocracy*, and *complicity*. Numerous social work textbooks offer brief introductions to institutional/structural oppression, and the classic McIntosh (1990) article can serve to acquaint students with the concept of privilege. Students prepare a two-page reflection paper and participate in small-group and class discussions facilitated by the instructor. These Briefing Phase assignments will subsequently be compared to the Debriefing Phase's reflection paper and discussion to assess the efficacy of the exercise.

Jenga Game

To conduct this game-based learning activity, the instructor must have any version of the game Jenga, produced by either Milton Bradley and Parker Brothers (2006) or the current parent company, Hasbro (2006). Although consisting of fewer blocks, the game Tumbling Tower by Cardinal Industries (1999) may also be used for this exercise. A stopwatch, a dry board or chalkboard, and play money are the only other tools needed to facilitate the exercise. A slightly modified version of Jenga will be played to its conclusion five or more times throughout a single class period, 1 hour in duration.

Ostensibly, the purpose of this family game is to successfully extend the height of a tower of consecutively stacked wooden blocks. Players strategically slide out one of the tower's blocks that is not a critical support from somewhere within the tower and carefully position it atop the tower to increase the tower's elevation. This task is done with caution so as not to unbalance the structure and send all the blocks tumbling, which terminates the game. One point is awarded for each block successfully added to the tower's top. Through the introduction of game rules that dictate new conditions under which the players must construct the tower, the instructor amplifies the game's dynamics of oppression and privilege. Examples of such rules are a requirement that players use only their left hand, an imposition of a 10-second time limit, and the institution of game qualifiers (e.g., only students wearing athletic shoes can play).

Although only two teams will play against each other during any single Jenga game, stu-

dents are instructed to create four or five different teams, each consisting of three members. Students are briefed on the game's rules prior to team selection. Teams select a name, which is written on the board for the purpose of score keeping. The classroom instructor will record one point under the name of the corresponding team each time it successfully removes and stacks a block. A student who is not a member of any team performs the role of timekeeper. The timekeeper begins the exercise and monitors the time allotted for team members to complete their turn.

One student will be assigned the role of judge/rule enforcer. This student is responsible for interpreting all the rules of Jenga and rendering final decisions on the assignment of points, as well as the assignment of retribution or penalties for "rule-breaking," such as loss of a turn or a reduction in points. The instructor conspires privately with the judge/rule enforcer prior to class, instructing the student to exhibit bias in his or her rulings.

With only 12 to 15 students composing the teams, not every student in the class will actually be playing the game. Students who are not a member of a playing team and not assigned the role of judge or timekeeper (therefore not directly engaged in the game) are assigned the role of observer. The observers record all noteworthy occurrences and share their observations with classmates after the game.

The game ends when a player makes the tower fall, which results in a loss for that player's team. The instructor announces each team's "score" at the conclusion of the game. (Students rapidly realize that winning is independent of these "scores.") The winning team

receives \$10,000 in play money and an opportunity to play again against another team to win additional play money.

Debriefing Phase

Students prepare a postgame reflection paper from a set of instructor-prepared questions. They are asked to critically reflect upon the perceptions of institutional oppression gained from participating in the Jenga exercise. Small-group and class discussions offer opportunities for students to share ideas and consider the implications of this experience for social work practice.

Throughout the Debriefing Phase students are encouraged to consider the real-world institutional mechanisms that ensure things such as a criminal record, a serious health diagnosis, a poor credit report, or other experiences can preclude individuals from future opportunities or a place in the "game."

Student Learning Opportunities From Game-Based Activity

New and different observations and insights continue to emerge with each group participating in this exercise. However, the following observations from the Debriefing Phase focus on the exercise's two specific objectives of student identification of (a) mechanisms of oppression and privilege, and (b) how such mechanisms are sustained or challenged.

Mechanisms of Oppression and Privilege

Most students quickly grasp the "disconnect" between a team's "score" (effort) and a team's designation as winner or loser (outcome). Students are asked to contemplate how each

individual player's efforts, skills, motivation, and luck contributed to their success in the game. The debriefing phase consistently elicits student comments similar to the following: "It's difficult to win Jenga without some sort of luck. You can try hard and do everything right, but still lose. That's frustrating—losing—because our points weren't rewarded."

Students have successfully made the real-world connection with different populations depending on the assigned readings. Here is a typical response from a student assigned a reading on poverty from Ehrenreich's (2001) *Nickel and Dime* or Shilper's (2005) *The Working Poor*: "I can appreciate the frustration of people trying to get out of poverty. They may work hard and follow all the rules, but still can't change their economic position." Students have also connected restrictions inherent in both the game's and Temporary Assistance for Needy Families' time limits.

All team members play under the same set of rules, which creates an atmosphere of equality within the game. However, this game-based learning exercise is particularly useful in raising student awareness of the role that "rules and regulations" play in advancing some individuals' interests, while restraining others. One student stated, "The rules kept me out of the game because I wore dress shoes instead of my Nikes." Another student commented, "I never thought about the impact of rules. Rules are supposed to guarantee fairness. It never occurred to me that the rules were creating the oppression and privilege."

The left-hand only rule, although applicable to all players, benefits "lefties" and one-handed dexterity. Students are asked to reflect upon how only a relatively narrow subset of

physical abilities and mental abilities is rewarded. Instead of allowing all players to bring their unique, natural strengths and abilities to the game, the Jenga game privileged some skills over others. The time restraints, although applicable to all players, favor the rapid actor over the thoughtful planner. In addition, time pressures advantage spontaneity over premeditation or more deliberate thought. Insightful discussions are generated when students are asked to consider real-world examples of the exaltation of such competencies as mathematical or athletic abilities, along with examples of the devaluation of care giving, community-building, or relational skills.

Sustaining or Challenging Mechanisms of Oppression and Privilege

Student reactions to the subtle and blatant preferential rulings handed down by the judge are surprisingly mixed. Reactions range from the observers' allegations of foul play and the slighted teams' anger and frustration, to the advantaged teams' denial and irritation at complaints. Frequently, the advantaged teams express a conviction in the overall fairness of the judges' rulings, or they may concede only minor and insignificant aberrations that did not impact their win: "Crybabies on the other [losing] team tried to challenge our win, but I think we deserved the win because we really were the better team." This is remarkably consistent and collaborated by outcomes of other simulation exercises on structural inequality (Eells, 1987). It serves as an outstanding classroom illustration of the advantage group's belief in the meritorious-

ness of their rewards and the invisibility of oppression and privilege.

Did you consider challenging the rules or the judge? What do you think deters noncompliance with the Jenga rules? How could you redesign the game to institutionalize the values and ethics of professional social work? These reflection questions lead students to an understanding that essential to the perpetration of institutional oppression is privileged people's complicity with, if not their conscious protection of, oppressive structures that preserve positions of advantage. We inform our students that throughout the more than 6-year span that this game has been developed and modified within various classroom settings, there has been almost a total lack of student dissent. There is unquestioned acceptance of arbitrary rules, acquiescence with judges' rulings, and silence among would-be protestors. We conclude this discussion with a talk about how this is parallel to real-world experiences.

In the exercise's grand finale, students are asked, "Who was the *real winner* of this game?" After some guided discussion, the instructor urges students to consider that perhaps the *real winner* was not even in the classroom. Indeed, "Milton Bradley" was the only one who actually profited from the purchase of the game. The exercise then culminates with students contemplating how a single-minded participation in the game, including class members' focus on maneuvering for individual advantage and debating outcomes, obscured the identity of the game's true beneficiary, thereby concealing everyone's ultimate complicity in enriching the powerful player behind the scene.

Conclusion

The Jenga game-based learning activity has proven to be a powerful tool for facilitating students' understanding of the mechanisms underlying structural oppression. Game-based simulations, used correctly, can be a compelling experience for students. Depending on the students' prior learning and awareness, it often serves as either a central culminating or chief reinforcing education activity.

References

- Abrams, L. S., & Gibson, P. (2007). Reframing multi-cultural education: Teaching White privilege in the social work curriculum. *Journal of Social Work Education, 43*, 147-160.
- Barber, P., & Norman, I. (1989). Preparing teachers for the performance and evaluation of gaming-simulation in experiential learning climates. *Journal of Advanced Nursing, 14*, 146-151.
- Brandon, W. W. (2003). Toward a White teachers' guide to playing fair: Exploring the cultural politics of multicultural teaching. *Qualitative Studies in Education, 16*(1), 31-50.
- Branscombe, N., Schmitt, M. T., & Schiffhauer, K. (2007). Racial attitudes in response to White privilege. *European Journal of Social Psychology, 37*, 203-215.
- Brewer, R. M., & Heitzeg, N. A. (2008). The racialization of crime and punishment: Criminal justice, color-blind racism and the political economy of the prison industrial complex. *American Behavioral Scientist, 51*, 625-644.
- Cardinal Industries. (1999). *Tumbling tower*. Long Island City, NY: Author.

- Center for American Progress. (2008). *Ensuring equal opportunity in public education: How local school district funding practices hurt disadvantaged students and what federal policy can do about it*. Retrieved from <http://www.americanprogress.org/issues/2008/06/pdf/comparability.pdf>
- Coghan, C. L., & Huggins, D. W. (2004). "That's not fair!": A simulation exercise in social stratification and structural inequality. *Teaching Sociology*, 32, 177-187.
- Cohen, L. (1995). Facilitating the critique of racism and classism: An experiential model for Euro-American middle-class students. *Teaching Sociology*, 23, 87-93.
- Cruz, B. C., & Patterson, J. M. (2005). Cross-cultural simulations in teacher education: Developing empathy and understanding. *Multicultural Perspectives*, 7(2), 40-47.
- Deubel, P. (2006). Game on. *T.H.E. Journal*, 33(6), 33-41.
- Ebner, M., & Holzinger, A. (2007). Successful implementation of user-centered game based learning in higher education: An example from civil engineering. *Computers & Education*, 49, 873-890.
- Eells, L. W. (1987). So inequality is fair? Demonstrating structured inequality in the classroom. *Teaching Sociology*, 15, 73-75.
- Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York, NY: Henry Holt.
- Feagin, J. R. (2006). *Systemic racism: A theory of oppression*. New York, NY: Routledge.
- Feagin, J. R., & Feagin, C. B. (1986). *Discrimination American style: Institutional racism & sexism*. Malabar, FL: Robert E. Krieger.
- Franklin, S., Peat, M., & Lewis, A. (2003). Non-traditional interventions to stimulate discussions: The use of games and puzzles. *Journal of Biological Education*, 37(2), 79-85.
- Freeman, A. D. (1995). Legitimizing racial discrimination through antidiscrimination law: A critical review of Supreme Court doctrine. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), *Critical race theory: The key writings that formed the movement* (pp. 29-45). New York, NY: The New Press.
- Frye, M. (1983). *Politics of reality: Essays in feminist theory*. Trumansburg, NY: Crossing Press.
- Garcia, B., & Van Soest, D. (1997). Changing perceptions of diversity and oppression: MSW students discuss the effects of a required course. *Journal of Social Work Education*, 33, 119-129.
- Garcia, B., & Van Soest, D. (2006). *Social work practice for social justice: Cultural competence*. Alexandria, VA: Council on Social Work Education.
- Gillespie, D., Ashbaugh, L., & DeFiore J. (2002). White women teaching White women about White privilege, race cognizance and social action: Toward pedagogical pragmatics. *Race, Ethnicity and Education*, 5(3), 237-253.
- Gros, B. (2007). Digital games in education: The design of game-based learning environments. *Journal of Research on Technology in Education*, 40(1), 23-38.
- Hasbro. (2006). *Jenga*. Pawtucket, RI: Pokonobe Associates.
- Kiili, K. (2007). Foundation for problem-based gaming. *British Journal of Educational Technology*, 38(3), 394-404.

- Leach, C. W. (2005). Against the notion of a "new racism." *Journal of Community & Applied Psychology*, 15, 432-445.
- Magney, J. (1990, January). Game-based teaching. *Education Digest*, 55(5), 54-57.
- McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School*, 49(2), 31-36.
- Milton Bradley & Parker Brothers. (2006). *Jenga*. Retrieved from <http://www.boardgames.com/mibrpabo.html>
- Moore, L. S., & Dettlaff, A. J. (2005). Using educational games as a form of teaching in social work. *Aréte*, 29(1), 58-63.
- Moran, B., & Wildman, S. M. (2008). Race and wealth disparity: The role of law and the legal system. In B. Moran (Ed.), *Race and wealth disparities: A multidisciplinary discourse* (pp. 148-157). Lanham, MD: University Press of America.
- National Association of Social Workers (NASW). (1999). *Code of ethics*. Retrieved from <http://www.socialworkers.org/pubs/CODE/Default.asp?print=1>
- Rivera, A., Cotto-Escalera, B., Desai, A., Huezo, J., & Muhammad, D. (2008). *Foreclosed: State of the dream 2008*. Boston, MA: United for a Fair Economy.
- Shilper, D. K. (2005). *The working poor: Invisible in America*. New York, NY: Vintage.
- Van Voorhis, R. M. (1998). Culturally relevant practice: A framework for teaching the psychosocial dynamics of oppression. *Journal of Social Work Education*, 34, 121-133.

Accepted: 06/09

Sarah Lichtenwalter is assistant professor at Gannon University. **Parris Baker** is assistant professor and director of the Social Work Program at Gannon University.

Address correspondence to Sarah Lichtenwalter, Gannon University, Social Work Program, 109 University Square, Erie, PA 16541-0001; e-mail: lichtenw002@gannon.edu.

	Equity Diversity and Social Justice	HSE3E
Lesson 4	75 minutes	Oppression and Identity

CURRICULUM EXPECTATIONS:

5. B2: Power Relations

- a. **B1.3** explain positive and negative ways in which social norms can affect individuals
- b. **B2.4** describe the effects of discrimination and oppression on individuals and groups

LEARNING GOALS/ SUCCESS CRITERIA:

- **Knowledge:** by the end of this lesson students should be able to:
 - Define oppression and other terms
 - Understand how our oppression influences an individual's identity
- **Skills:** by the end of this lesson students should be able to:
 - Apply terms learned to real life examples
 - Think critically about our societal structures
 - Use culturally sensitive and appropriate language
- **Attitudes:** by the end of this lesson students should be able to:
 - Remain open-minded to others' thoughts and opinions
 - Remain respectful of others feelings
 - Keep an open mind to new ideas, cultures, and beliefs

PRIOR KNOWLEDGE

Students have a prior knowledge of stereotypes, discrimination, prejudice, and oppression.

TEACHING LEARNING RESOURCES:

- Matching Terminology Quiz (Handout 4.1)
- Matching Terminology Quiz Teacher Answers (Handout 4.2)
- Reflection Journals

LESSON SEQUENCE:

Introductory Activity: Matching Terminology Quiz (10 minutes)

Have students match the terms to the definition as best they can. Take up the answers in class and engage in any potential discussions.

Developmental Strategies:

Activity 1: Think/Pair/Share (20 minutes)

Have students think individually about the following question (5 minutes): How does oppression affect the development of an individual's identity/ a community's identity? Explain. Then have them share their thoughts and ideas with a partner (5 minutes). Discuss and share thoughts and ideas as a class (10 minutes). The teacher should be guiding the discussion to ensure that it is respectful and appropriate.

Activity 2: Identifying out privilege (20 minutes)

Start with the following disclaimer: "This activity is voluntary. If I ask a question that you are not comfortable answering, you can simply stand where you are, or lie. It is not always safe for us to tell the truth or reveal who we are. I do ask that we are respectful of others, that we do not tease or laugh at others during or after this activity, and that all answers are confidential and to be left in the classroom."

Have students place themselves on a line within the classroom. Explain that you will make statements, one at a time, and if it applies to them they are to step forwards. After every question, students can step back.

Examples of statements or prompts can be:

1. You are a woman.
2. You are Asian.
3. You are Latino/a, Chicano/a, or mestizo/a.
4. You are of Arabian descent.
5. You are Native American.
6. You are African-American or black, or of African descent.
7. You are of multi-heritage, and at least one of your parents or grandparents is a person of color.
8. You are of Jewish heritage.
9. You were raised poor.
10. You were raised by a single parent or currently are a single parent.
11. One of your parents, or the people who raised you, were or are working-class and did manual labor, skill or unskilled work, or pink-collar clerical or service work to make a living.
12. Neither of your parents, or the people who raised you, attended college (or received a college degree).
13. You were raised Catholic.
14. You have a visible or hidden physical disability or impairment.
15. You are an immigrant to this country.
16. Your native language is other than English.
17. You were raised in or are now part of a religious community other than Christian.
18. You are lesbian, gay, bisexual, or transgender.
19. Someone in your family, or a close friend, is lesbian, gay, bisexual or transgender.
20. You or a member of your family has ever been labeled mentally ill or crazy.
21. You were ever publicly labeled fat, whether or not you ever felt fat.

Culminating Activity: Talking circle (20 minutes).

Have students return to their seats. Students pass around the talking stick, only sharing when they are holding the stick. Sharing should be in regards to the previous activity. Students can organize their sharing based on the following questions:

1. How did it feel to step forward?
2. How did it feel to be in the main group and watch the others step forward?
3. Did you have to step forward often? How did that make you feel?
4. What surprised you during this exercise?
5. How does this activity build community and individual courage?

Extension/Homework: Reflection Journal

Have students reflect on how they think identity is formed by stereotypes, discrimination, and oppression. Identify ways they can make changes in their every day life that can affect the lives of others positively. How can they be activists against oppression? They should give clear, thoughtful examples. Students should also be prepared to share these ideas.

Differentiated Instructional Strategies:

- A variety of activities will be used in order to support all learning styles.

ON-GOING ASSESSMENT/EVALUATION:

7. Reflections
8. Project Heart
9. Presentations

REFLECTION & SELF-EVALUATION: Use teacher daybook to document reflection.

Unit Terms: Matching

__Power	a) A social identity used interchangeably with biological sex in a system that presumes if one has male characteristics, one is male, and if one has female characteristics, one is female.
__Privilege	b) The system of ordering a society in which people are divided into sets based on perceived social or economic status.
__Oppression	c) A system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, on individual, institutional, and cultural levels.
__Race	d) One's natural preference in sexual and/or romantic partners.
__Ethnicity	e) A category that describes membership to a group based on real or presumed common ancestry, shared languages and/or religious beliefs, cultural heritage and group history.
__Identity	f) The sense of self, providing sameness and continuity in personality over time; the condition of being oneself and not another.
__Gender	g) Unearned access to resources only readily available to some people because of their advantaged social group membership.
__Sexual Orientation	h) A socio-historical category used to divide people into populations or groups based on physical appearance, such as skin color, eye color, hair color, etc.
__Class	i) The ability to decide who will access to resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events.

Unit Terms: Matching **ANSWER KEY**

<u>I</u> Power	a) A social identity used interchangeably with biological sex in a system that presumes if one has male characteristics, one is male, and if one has female characteristics, one is female.
<u>G</u> Privilege	b) The system of ordering a society in which people are divided into sets based on perceived social or economic status.
<u>C</u> Oppression	c) A system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, on individual, institutional, and cultural levels.
<u>H</u> Race	d) One's natural preference in sexual and/or romantic partners.
<u>E</u> Ethnicity	e) A category that describes membership to a group based on real or presumed common ancestry, shared languages and/or religious beliefs, cultural heritage and group history.
<u>F</u> Identity	f) The sense of self, providing sameness and continuity in personality over time; the condition of being oneself and not another.
<u>A</u> Gender	g) Unearned access to resources only readily available to some people because of their advantaged social group membership.
<u>D</u> Sexual Orientation	h) A socio-historical category used to divide people into populations or groups based on physical appearance, such as skin color, eye color, hair color, etc.
<u>B</u> Class	i) The ability to decide who will access to resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events.

	Equity, Diversity, and Social Justice	HSE3E
Lesson 5	75 minutes	Indigenous Mini History

CURRICULUM EXPECTATIONS:

1. **B2. Power Relations:** demonstrate an understanding of the dynamics of power relations in various social contexts;
 - a. **B2.4** Describe the effects of discrimination and oppression on individuals and groups.

LEARNING GOALS/ SUCCESS CRITERIA:

Knowledge: by the end of this lesson students should be able to:

- Describe what the Indigenous communities experienced when the settlers came to Canada

Skills: by the end of this lesson students should be able to:

- Use culturally sensitive and appropriate language

Attitudes: by the end of this lesson students should be able to:

- Remain open-minded to others' thoughts and opinions
- Remain respectful of others feelings
- Keep an open mind to new ideas, cultures, and beliefs

PRIOR KNOWLEDGE:

Students have learned about stereotypes, prejudices, discrimination, and oppression.

TEACHING LEARNING RESOURCES:

- 10 blankets
- The Blanket Exercise PDF print out
- Talking stick
- Reflection journals and pens

LESSON SEQUENCE:

Introductory Activity: Set up blankets for The Blanket Exercise before students enter the classroom. Set up the environment and explain the severity and seriousness of the exercise. (5 min)

Developmental Strategies:

Activity 1: The Blanket Exercise. Follow all instructions on the PDF printout.

http://www.kairoscanada.org/wpcontent/uploads/woocommerce_uploads/2015/11/Standard-Edition.pdf (55 min)

Culminating Activity: Talking circle. Students pass around the talking stick, only sharing when they are holding the stick. Sharing options: "What did you learn from this activity?" "How did you feel during the activity?" (15 min)

Homework: In your reflection journal, reflect on today's class based on the following question: How would the blanket activity look if the new settlers treated the Indigenous communities of Canada with respect? Length: about a page double-spaced.

Differentiated Instructional Strategies: Students express themselves orally and written. Students move around the blankets experiencing what the Indigenous communities did as opposed to just reading about it. Students work independently and as a whole.

ON-GOING ASSESSMENT/EVALUATION: Reflection journals, and Project of Heart, and presentations will be assessed.

REFLECTION & SELF-EVALUATION: Use teacher day book to document reflections.

	Equity Diversity and Social Justice	HSE3E
Lesson 6	75 minutes	Residential School System

CURRICULUM EXPECTATIONS:

1. B2: Power Relations

- a. B2.4** describe the effects of discrimination and oppression on individuals and groups

LEARNING GOALS/ SUCCESS CRITERIA:

- **Knowledge:** by the end of this lesson students should be able to:
 - Understand how oppression influences an individual's identity
- **Skills:** by the end of this lesson students should be able to:
 - Apply terms learned to real life examples
 - Think critically about our societal structures
 - Use culturally sensitive and appropriate language
- **Attitudes:** by the end of this lesson students should be able to:
 - Remain open-minded to others' thoughts and opinions
 - Remain respectful of others feelings
 - Keep an open mind to new ideas, cultures, and beliefs

PRIOR KNOWLEDGE

Students have a prior knowledge of stereotypes, discrimination, prejudice, and oppression. They have also been introduced to a quick history of first contact in Canada.

TEACHING LEARNING RESOURCES:

- Picture books about the legacy and experiences of the residential school system.
- Reflection Journal

LESSON SEQUENCE:

Introductory Activity: Review (15 minutes)

Review with students what they learned about residential schools during the blanket activity. Make sure they understand the following information, have them make notes if necessary.

- First School:
- Last School Closure:
- Purpose of the schools:
- What happened to the students and their families?:

Developmental Strategies:

Primary Activity: Guest Speaker (50 minutes)

If the relationships are established and it is possible, have a member of your local FMNI community who is a survivor (or family of a survivor) of residential school system come speak to your class.

If this is possible, have students come up with appropriate, respectful questions to ask the guest. Prepare a gift to thank the guest for their time and contribution to your learning and your students' learning.

If this is not possible, use the Backup activity.

Back up Activity: Story Books (50 minutes)

Divide students into groups of 2 to 3 depending on the number of storybooks or graphic novels available. Have the students read picture books to the other members of their groups and discuss the following questions:

1. What were the experiences of the main character in your book?
2. How did the experience share that person's identity?
3. Had the individual not been in a residential school, do you think they would be different? How, Explain.
4. What stood out to you in this book?
5. Any other thoughts or feelings?

Once students have been given the opportunity to answer the questions, (approximately 20 minutes) have the groups share their story and answers with the rest of the classroom in an informal discussion.

Examples of books to bring into your classroom:

- Shin-chi's Canoe by Nicola Campbell
- Shi-shi-etko by Nicola Campbell
- Fatty Legs: A True Story by Christy Jordan-Fenton and Margaret Pokiak-Fenton
- A Stranger at Home: A True Story by Christy Jordan-Fenton and Margaret Pokiak-Fenton
- No time to Say goodbye: Children's Stories of Kuper Island Residential Schools by Sylvia Olsen
- I am not a number by Jenny Dupuis and Kathy Kacer

Culminating Activity: Exit Cards (5-10 minutes)

Have students engage in an 3-2-1 exit card. 3- Things that shocked me, 2- questions I have, and 1- thing I would say to the guest/main character if I had the chance.

Differentiated Instructional Strategies:

- A variety of activities will be used in order to support all learning styles.

ON-GOING ASSESSMENT/EVALUATION:

10. Reflections
11. Project Heart
12. Presentations

REFLECTION & SELF-EVALUATION: Use teacher daybook to document reflection.

	Equity, Diversity, and Social Justice	HSE3E
March 7 th , 2017	75 minutes	Advocacy

CURRICULUM EXPECTATIONS:

B2. Power Relations: demonstrate an understanding of the dynamics of power relations in various social contexts;

B2.4 Describe the effects of discrimination and oppression on individuals and groups.

D3.3 Demonstrate an understanding of how to effectively evaluate social action initiatives.

D3.4 Implement their initiative using appropriate planning, organizational, evaluation, and communication skills.

LEARNING GOALS/ SUCCESS CRITERIA:

Knowledge: by the end of this lesson students should be able to:

- Define advocacy
- List groups who are in need of advocacy
- Become knowledgeable of advocacy tips that make it effective and meaningful
- Brainstorm several ways we can advocate for others

Skills: by the end of this lesson students should be able to:

- Use culturally sensitive and appropriate language

Attitudes: by the end of this lesson students should be able to:

- Remain open-minded to others' thoughts and opinions
- Remain respectful of others feelings
- Keep an open mind to new ideas, cultures, and beliefs

PRIOR KNOWLEDGE:

Students have learned about stereotypes, prejudices, discrimination, oppression, the history of Indigenous communities in Canada, and residential schools.

TEACHING LEARNING RESOURCES:

Notebooks and Pens

Computer and Projector

Handout – class set

Talking Stick

Reflection Journals

LESSON SEQUENCE:

Introductory Activity: Students will brainstorm different groups who have been oppressed and discriminated against. Teacher will make a list on the board as students give answers. Then, teacher will ask students what WE need to do for these people in order to better their situation, experience, and overall well-being. *Lead students to understand that we must advocate for these groups.* (15 min)

Developmental Strategies:

Activity 1: Define advocate on the board for students to copy into their notebooks. *Advocate (v): to support or argue for (a cause, policy, etc.) / to plead in favor of. As by Merriam-Webster dictionary. (5 min)

Activity 2: Play Advocacy videos for students. (15 min)

1. <https://www.youtube.com/watch?v=R0YxzP0xSkQ> (Environmental Advocacy) (2:09)
2. <https://www.youtube.com/watch?v=YCziz9XGUNo> (Self-Advocacy) (3:34)
3. https://www.youtube.com/watch?v=hlVBg7_08n0 LGBTQ Advocacy Song (7:03)

Activity 3: Students will work in partners to complete the Advocacy handout. (25 min)

Culminating Activity: Talking circle. Students pass around the talking stick, only sharing when they are holding the stick. Sharing options: "When have you been an advocate for someone else?" "When have you needed someone to advocate for you?" (15 min)

Homework: In your reflection journal, reflect on today's class based on the following question: Let your imagination fly: how can advocacy change the world? Length: about a page double-spaced.

Differentiated Instructional Strategies: Students will work in pairs and with the class. Students will see, hear, and write the definitions. Students will see, hear, and write examples of advocacy. Additional help given as needed. Students who wish to work alone may do so.

ON-GOING ASSESSMENT/EVALUATION: Handout will be checked for completion. Reflections and Project of Heart will be assessed.

REFLECTION & SELF-EVALUATION: Use teacher day book to document reflections.

Name: _____

Advocacy

Define advocacy in your own words: _____

We watched some advocacy videos together as a class. List some other ways you can advocate for someone/a group of people. Then, rank your list from 1-8 with 1 being the most effective and 8 being the least effective.

A.

E.

B.

F.

C.

G.

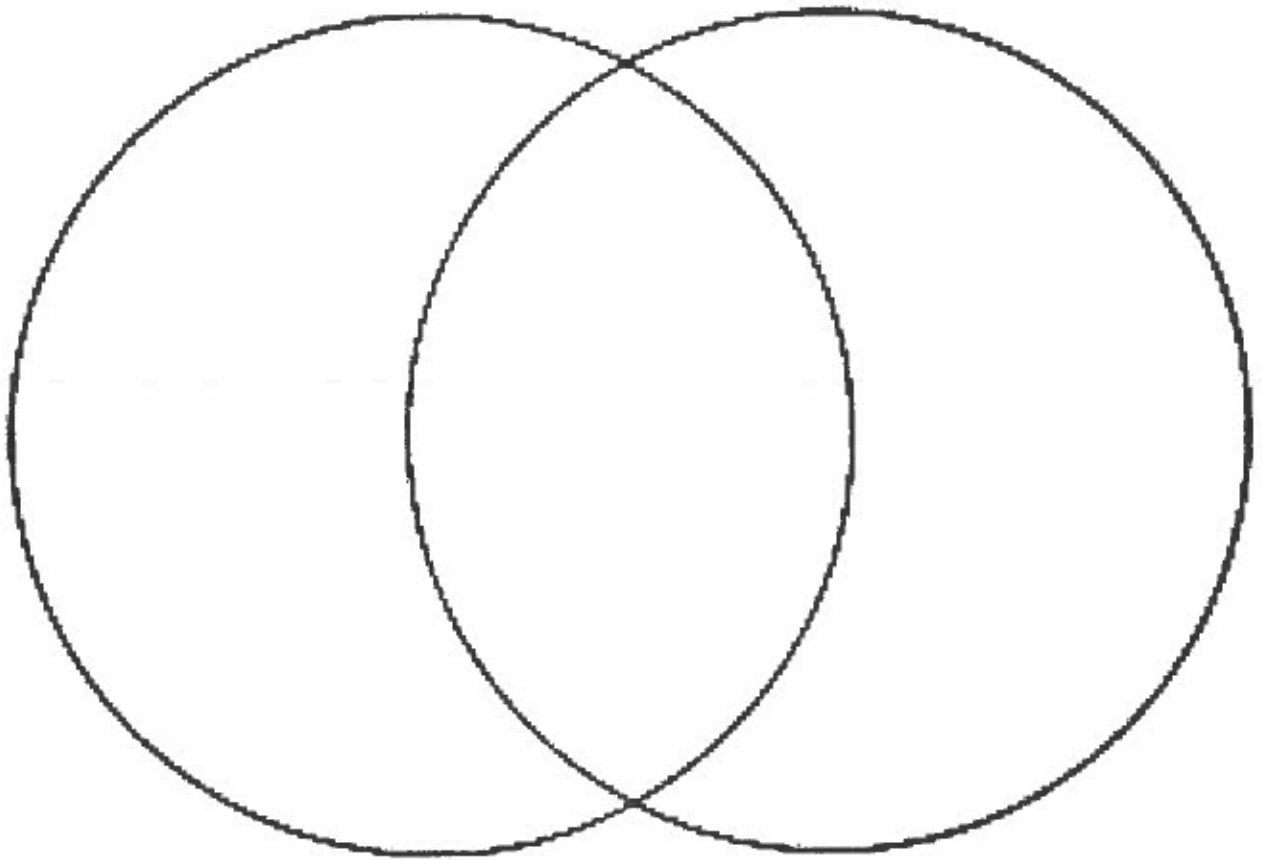
D.

H.

On the back of the handout, fill in the venn diagram. In the one circle, list all the elements that make an act of advocacy effective. In the second circle, list all the elements that make an act of advocacy meaningful. In the middle, list all of the elements that do both.

When you are done creating your venn diagram, answer the following question: are there a lot of elements listed in the middle? Why do you think this is would be? _____

Name: _____



	Equity, Diversity, and Social Justice	HSE3E
March 8 th , 2017	75 minutes	Residential School and Project of Heart Inquiry-Based Research

CURRICULUM EXPECTATIONS:

B2. Power Relations: demonstrate an understanding of the dynamics of power relations in various social contexts;

B2.4 Describe the effects of discrimination and oppression on individuals and groups.

LEARNING GOALS/ SUCCESS CRITERIA:

Knowledge: by the end of this lesson students should be able to:

- Use researching skills to find information on the computer
- Understand how residential schools negatively affected the Indigenous communities of Canada
- Explain why First Nation's peoples would hold cleansing and healing ceremonies when a residential school closed
- Explain the goal and importance of Project of Heart

Skills: by the end of this lesson students should be able to:

- Use culturally sensitive and appropriate language

Attitudes: by the end of this lesson students should be able to:

- Remain open-minded to others' thoughts and opinions
- Remain respectful of others feelings
- Keep an open mind to new ideas, cultures, and beliefs

PRIOR KNOWLEDGE:

Students have learned about stereotypes, prejudices, discrimination, oppression, the history of Indigenous communities in Canada, and residential schools.

TEACHING LEARNING RESOURCES:

Computers – class set

Handouts – class set

Talking Stick

Reflection Journals and Pens

LESSON SEQUENCE:

Introductory Activity: Brief review of residential schools with a think-pair-share. Students will first think on their own what they remember about residential schools. Then they will talk with a partner about what each of them remembers. Then they will share with the class what they remember. (10 min)

Developmental Strategies:

Activity 1: Students will use computers and research a residential school of their choice. They will fill out a handout as they go. This will help them complete their Project of Heart assignment (to be discussed in detail tomorrow). If students finish the handout early, they can research stories from survivors of their chosen residential school. Be sure to set the tone that some information may be discomfoting and support is available in the school if needed (guidance, youth worker, etc.) (30 min)

Activity 2: Students will then shift gears and research the goal and importance of Project of Heart. Direct students to projectofheart.ca . Their "ticket to the talking circle" will be to briefly explain to the class what they learned about Project of Heart. (20 min)

Culminating Activity: Talking circle. Students pass around the talking stick, only sharing when they are holding the stick. Sharing options: "What did you learn from your research?" "How was their schooling different from yours?" (15 min)

Homework: In your reflection journal, reflect on today's class based on the following question: Do you think it was the government's place to educate the Indigenous communities in Canada? Length: about a page double-spaced.

Differentiated Instructional Strategies: Students can choose to write or type their responses. If finding research skills is difficult, students can work in pairs. Students will verbalize and write their responses.

ON-GOING ASSESSMENT/EVALUATION: Handouts from today's class will be checked for completion. Reflections and Project of Heart will be assessed.

REFLECTION & SELF-EVALUATION: Use teacher day book to document reflections.

Name: _____

Researching Residential Schools

1. What Residential School did you choose to research?
2. When and where was it built? When was it closed down?
3. How many students attended?
4. Are there any reported deaths at the school? If so, how many and what were the causes?
5. Many First Nations, politicians, and former students attended healing/cleansing ceremonies at the closing of the schools. Why do you think they did this? What is the importance and symbolism of this?

	Equity Diversity and Social Justice	HSE3E
Lesson 9	75 minutes	Project of Hearts Work Period

CURRICULUM EXPECTATIONS:

2. B2: Power Relations

- a. **B2.4** describe the effects of discrimination and oppression on individuals and groups

LEARNING GOALS/ SUCCESS CRITERIA:

- Knowledge: by the end of this lesson students should be able to:
 - Define oppression,
 - Understand how our oppression influences an individual's identity
- Skills: by the end of this lesson students should be able to:
 - Apply terms learned to real life examples
 - Think critically about our societal structures
 - Use culturally sensitive and appropriate language
- Attitudes: by the end of this lesson students should be able to:
 - Remain open-minded to others' thoughts and opinions
 - Remain respectful of others feelings
 - Keep an open mind to new ideas, cultures, and beliefs

PRIOR KNOWLEDGE

Students have a prior knowledge of stereotypes, discrimination, prejudice, oppression, the history of Indigenous communities in Canada, story-telling, advocacy, and residential schools.

TEACHING LEARNING RESOURCES:

- Wooden Tiles
- Paints
- Permanent markers
- Glue
- Papers
- Assignment Handout for Project of Hearts (Handout 9.1)
- Rubric for Project of Hearts (Handout 9.2)

LESSON SEQUENCE:

Introductory Activity:

Review the Project of Hearts Handout and the Rubric with students. Present them with the necessary materials and remind them of the importance and significance of this activity.

Developmental Strategies:

Activity 1: Work Period

Students have the entire work period to create their tiles.

Culminating Activity: Check Point (5 minutes)

Have students write on a post it or piece of paper what they have accomplished this class – how far along are they – done, almost done – as well as any other thoughts or concerns they may have.

Differentiated Instructional Strategies:

- A variety of activities will be used in order to support all learning styles.

ON-GOING ASSESSMENT/EVALUATION:

- 13. Reflections
- 14. Project Heart
- 15. Presentations

REFLECTION & SELF-EVALUATION: Use teacher daybook to document reflection.

Handout 9.1

Project of Hearts: Commemorative Tile

One of the most devastating aspects of the history of Indian Residential Schools in Canada, already one of the darkest chapters of the history of Canada, is the number of children that died in residential schools. One of the gifts to learners in Project of Heart is the opportunity to commemorate the life of a child lost in residential school or to create a tile to honor an IRS survivor. By decorating the Project of Heart tiles and sharing creating commemoration exhibits, Project of Heart participants pay tribute to the precious children lost and to the survivors, their families and communities.

Your task is to decorate appropriately, culturally sensitively, and respectfully decorate a tile to honor a child who has experienced the residential school system. The design is uniquely up to you. Follow the attached rubric in creating your tile. We will be displaying our tiles in the front lobby of the school.

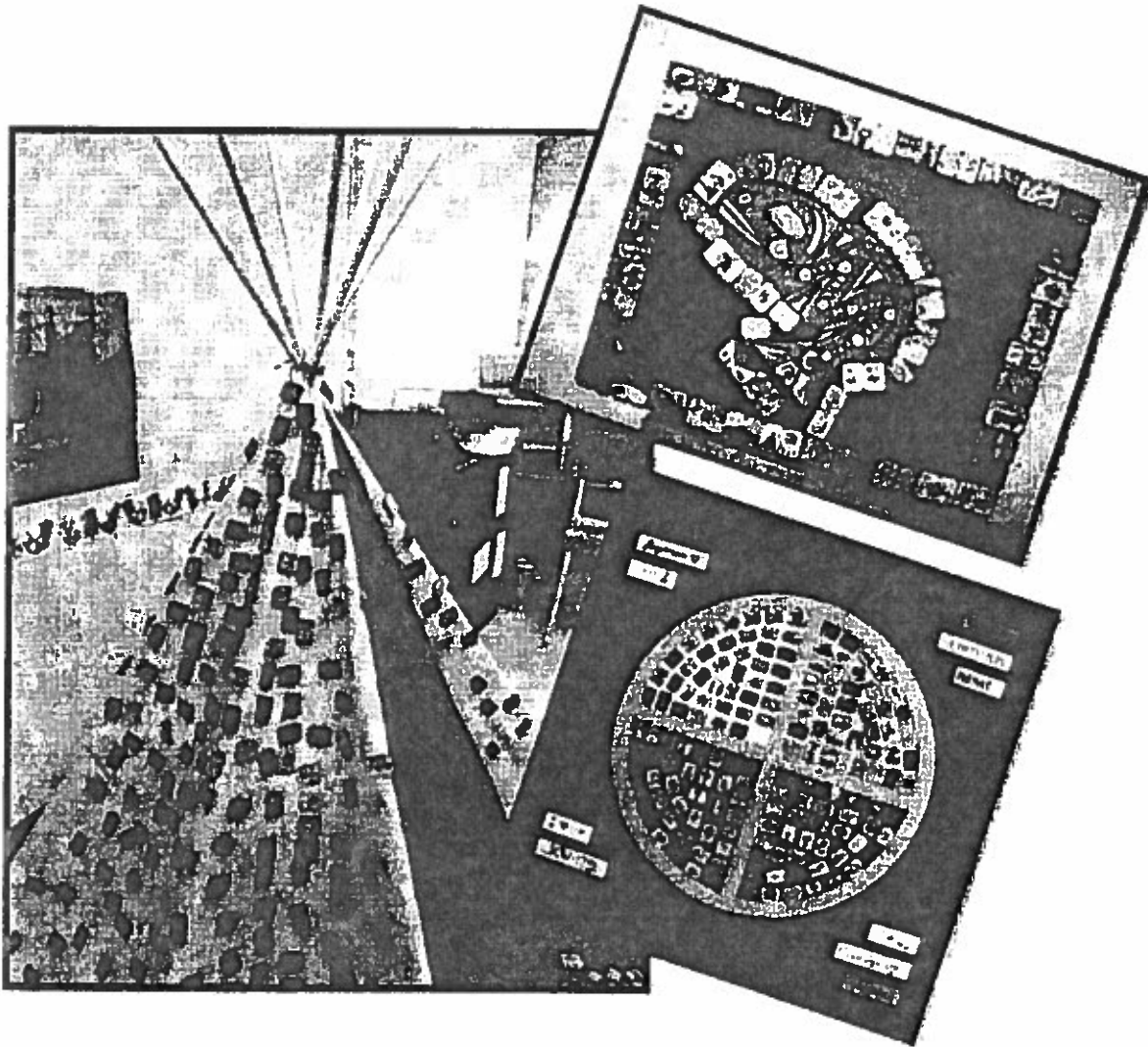
A) Color the edges of the tile black to create a memorial for a child who died in residential school or a color other than black to honor an IRS survivor. (the edge refers to the very thin edge surrounding the tile... not the front or back).



B) Decorate the front of the tile with any image, words or combination of images and words that you want to use to honor, respect and remember a child who attended Indian Residential School.



C) Create a commemoration exhibit piece to be installed in your school, so that the piece serves as a memorial to children who died in Indian Residential Schools, to honor IRS survivors and their families and to bring awareness to all Canadians who see the exhibit. Here are some examples:



When submitting your tiles, please provide a rationale for your design. Why did you choose this design; what does it mean to you; what does it represent; why is it appropriate?

<http://projectofheart.ca/tiles/>

Project of Heart Tile and Presentation Rubric

	Level 4 (8-10)	Level 3 (7)	Level 2 (6)	Level 1 (5)	Below Level 1 (<5)
Knowledge and Understanding (10 marks)	All questions are fully answered in the presentation. Followed all instructions effectively. Presentation is in the designated time frame.	Most questions are fully answered in the presentation. Followed all instructions effectively. Presentation is in the designated time frame.	Some questions are fully answered in the presentation. Followed most instructions effectively. Presentation is in the designated time frame.	Questions are not fully answered in the presentation. Followed some instructions effectively. Presentation is in the designated time frame.	Incomplete.
Thinking (10 marks)	Tile is well thought out with evidence of attention to detail. Tile and presentation are original and unique.	Tile is well thought out with evidence of attention to detail with room for improvement. Tile and presentation are mostly original and unique.	Some aspects of the tile are well thought out. Little evidence of attention to detail. Some of the tile and presentation are original and unique.	Few aspects of the tile are well thought out. No evidence of attention to detail. Few details of the tile and presentation are original and unique.	Incomplete.
Communication (10 marks)	Presentation is communicated effectively. Tile speaks for itself while also being accompanied with deeper explanation.	Presentation is communicated effectively. Tile speaks for itself accompanied with explanation.	Some of the presentation is communicated effectively. Tile somewhat speaks for itself; explanation has room for improvement.	Presentation is not communicated effectively. Tile hardly speaks for itself; explanation is unclear.	Communication greatly hinders the presentation. Tile and explanation do not work together to create meaning.
Application (10 marks)	Effectively applies ideas and concepts discussed in class.	Applies ideas and concepts discussed in class with room for improvement.	Applies with some difficulty ideas and concepts discussed in class.	Applies with great difficulty ideas and concepts discussed in class.	Does not apply ideas or concepts discussed in class.

Total:

Comments:

	Equity, Diversity, and Social Justice	HSE3E
Lesson 10	75 minutes	Presentations and Make Wall

CURRICULUM EXPECTATIONS:

1. B2. Power Relations: demonstrate an understanding of the dynamics of power relations in various social contexts;
 - a. B2.4 Describe the effects of discrimination and oppression on individuals and groups.

LEARNING GOALS/ SUCCESS CRITERIA:

Knowledge: by the end of this lesson students should be able to:

- Describe how their tile represents support for survivors of residential schools.

Skills: by the end of this lesson students should be able to:

- Use culturally sensitive and appropriate language

Attitudes: by the end of this lesson students should be able to:

- Remain open-minded to others' thoughts and opinions
- Remain respectful of others feelings
- Keep an open mind to new ideas, cultures, and beliefs

PRIOR KNOWLEDGE:

Students have learned about stereotypes, prejudices, discrimination, oppression, the history of Indigenous communities in Canada, story-telling, advocacy, and residential schools.

TEACHING LEARNING RESOURCES:

- Rubrics – class set
- Computer and projector (if needed for presentations)
- Materials to hold the tiles to the wall

LESSON SEQUENCE:

Introductory Activity: Introduce the presentations for the tile assignment. Read the rubric and expectations for the class. (10 min)

Developmental Strategies:

Activity 1: Tile presentations. Students will present their tiles to the class one at a time. (50 min)

Culminating Activity: Students will take their tiles and use them to create a mosaic wall somewhere in the school (outside classroom, near the main office, etc). (15 min)

Differentiated Instructional Strategies: Students can present in front of the class or record themselves beforehand and present the video to the class.

ON-GOING ASSESSMENT/EVALUATION: Reflections and Project of Heart will be assessed.

REFLECTION & SELF-EVALUATION: Use teacher day book to document reflections.

Name: _____

Reflection Journal Rubric

	Level 4 (8-10)	Level 3 (7)	Level 2 (6)	Level 1 (5)	Below Level 1 (<5)
Knowledge and Understanding (10 marks)	All reflections are fully answered. Followed all instructions effectively.	Most reflections are fully answered. Followed all instructions effectively.	Some reflections are fully answered. Followed most instructions effectively.	Reflections are not fully answered. Followed some instructions effectively.	Incomplete.
Thinking (10 marks)	Reflections are well thought out with evidence of attention to detail. Reflections are original and unique.	Reflections are well thought out with evidence of attention to detail with room for improvement. Most reflections are original and unique.	Some aspects of some reflections are well thought out. Little evidence of attention to detail. Some reflections are original and unique.	Few aspects of all reflections are well thought out. No evidence of attention to detail. Few reflections are original and unique.	Incomplete.
Communication (10 marks)	Reflections are communicated effectively (spelling and grammar).	Most reflections are communicated effectively (spelling and grammar).	Some reflections are communicated effectively (spelling and grammar).	Few reflections are communicated effectively (spelling and grammar).	Spelling and grammar greatly hinder the comprehension of the reflections.
Application (10 marks)	Effectively applies ideas and concepts discussed in class and digs deeper to find more meaning and understanding.	Applies ideas and concepts discussed in class with room for improvement.	Applies with some difficulty ideas and concepts discussed in class.	Applies with great difficulty ideas and concepts discussed in class.	Does not apply ideas or concepts discussed in class.

Total:

Comments:

	Equity, Diversity, and Social Justice	HSE3E
March 10 th , 2017	75 minutes	Presentations and Make Wall

CURRICULUM EXPECTATIONS:

B2. Power Relations: demonstrate an understanding of the dynamics of power relations in various social contexts;

B2.4 Describe the effects of discrimination and oppression on individuals and groups.

D3.3 Demonstrate an understanding of how to effectively evaluate social action initiatives.

D3.4 Implement their initiative using appropriate planning, organizational, evaluation, and communication skills.

LEARNING GOALS/ SUCCESS CRITERIA:

Knowledge: by the end of this lesson students should be able to:

- Describe how their tile represents support for survivors of residential schools.
- Demonstrate their ability to act in social action initiatives.

Skills: by the end of this lesson students should be able to:

- Use culturally sensitive and appropriate language

Attitudes: by the end of this lesson students should be able to:

- Remain open-minded to others' thoughts and opinions
- Remain respectful of others feelings
- Keep an open mind to new ideas, cultures, and beliefs

PRIOR KNOWLEDGE:

Students have learned about stereotypes, prejudices, discrimination, oppression, the history of Indigenous communities in Canada, advocacy, and residential schools.

TEACHING LEARNING RESOURCES:

Rubrics – class set

Computer and projector (if needed for presentations)

Materials to hold the tiles to the wall

LESSON SEQUENCE:

Introductory Activity: Introduce the presentations for the tile assignment. Read the rubric and expectations for the class. (10 min)

Developmental Strategies:

Activity 1: Tile presentations. Students will present their tiles to the class one at a time. (50 min)

Culminating Activity: Students will take their tiles and use them to create a mosaic wall somewhere in the school (outside classroom, near the main office, etc). (15 min)

Differentiated Instructional Strategies: Students can present in front of the class or record themselves beforehand and present the video to the class.

ON-GOING ASSESSMENT/EVALUATION: Reflections and Project of Heart will be assessed.

REFLECTION & SELF-EVALUATION: Use teacher day book to document reflections.