

Power, Privilege, Oppression Presentation Outline

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| Objective of Lesson | <i>Help students learn more about power, privilege, and oppression by encouraging students to think about their privileges and how the world operates around them, and how they affect and interact with their fellow students.</i> |
| Classroom Activities | <p>Activity: Marble Activity</p> <ul style="list-style-type: none"> • Start our setting Ground Rules • Ask participants to be... <ul style="list-style-type: none"> ○ fully present and participate in the activity ○ push their selves outside of their comfort zone ○ listen and be respectful ○ show respect ○ keep an open mind • Start Activity <ul style="list-style-type: none"> ○ Give 3 marbles to various participants around the room with varying identities ○ Introduce the prize (make it something big that people will actually want) ○ Explain that only participants with 2 marbles can get the prize ○ Allow 10-15minutes for the groups to discuss who gets the two marbles <ul style="list-style-type: none"> ▪ Observe and take notes on the conversation ○ After allowing discussion time ask the group to share who got the questions and why. ○ Share Observations <ul style="list-style-type: none"> ▪ How were the people who the marbles reacting? ▪ How were the people without the marbles reacting? ▪ Who talked the most? ▪ How did the activity end up? ○ Get feedback from all the groups <ul style="list-style-type: none"> ▪ How did it feel to have marbles? ▪ How did it feel not to have marbles? ○ Give the definition of Privilege and Oppression <ul style="list-style-type: none"> ▪ Power is an essential element of oppression- no just prejudice but the power to enforce that prejudice individually, culturally, and institutionally. ▪ Privilege is the benefit resulting from inequality ▪ Each student has most likely been in a situation where privilege affected their life in one way or another, both positive and negative. ▪ Talk about research and references ▪ Give some personal examples of when you have experienced power, privilege, and oppression |

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| <p>Learning Outcomes</p> | <p>By actively participating in this activity participants will:</p> <ul style="list-style-type: none"> • recognize that systems of privilege and oppression exist, and the impact these systems have on people and society • identify and reflect on their own identity • engaging conversations about social justice • recognize the importance of inclusiveness and creating inclusive communities |
| <p>References</p> | <p>Evans, N., Forney, D., Guido, F., Patton, L., & Renn, K. (2010). <i>Student development in college: Theory, research, and practice</i> (2nd. Ed.). San Francisco: Jossey-Bass Publishers.</p> <p>Mor Barak, M.E. (2000). Beyond affirmative action: Toward a model of organizational inclusion. <i>Administration in Social Work</i>, 23 (3/4), 47-68.</p> <p>Watt, S. K. (2007). Difficult dialogues, privilege and social justice: Uses of the privileged identity exploration (PIE) model in student affairs practice. <i>College Student Affairs Journal</i>, 26(2), 114-126.</p> |