

**How and why do
different people
perceive the same
things in different
ways?**

Unit: Perspectives

Essential Questions:

- How and why do different people perceive the same things in different ways?
- How do our personal biases impact our perspectives?
- What role does privilege play in the formation of bias?

Warm Up: Quick Write

How can you connect the reading from last class to our discussion of bias?

1. Can you identify any in groups? Where?
2. Explain an assumption made about someone based on bias.
3. How is Esi's perspective impacted by her experiences?

“If I Were a Boy”

As you are viewing consider:

1. What did you notice?
2. What connections can you make?
3. How does point of view change your perspective of what's happening?



Students, write your response!

Pear Deck Interactive Slide
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🍐 This is a Pear Deck Text Slide

🍐 To edit the type of question, go back to the "Ask Students a Question" in the Pear Deck sidebar.

■ What are we doing today?

Station 1

Understanding Privilege

- What is it?
- How does it influence our bias and perspective?
- Why is being aware of it important?

Station 2

Privilege Bingo

- Identify areas of privilege in your life
- Reflect on how it has/can shape perspective and bias

Station 3

Reading and Analyzing

- Read "Quey" from *Homegoing*
- Work on double entry journal
- Finish for homework

“

“Becoming aware of privilege should not be viewed as a burden or source of guilt, but rather, an opportunity to learn and be responsible so that we may work toward a more just and inclusive world.”

-University of Ontario Office of Student Life

1. Understanding Privilege

1. What is Privilege?
2. How can we identify it?
 - a. Where can you see it in *Homegoing*?
 - b. How does it relate to perspective?
3. How can we simultaneously understand the areas where we hold privilege and the areas we lack it?



Essential Question: How and why do different people perceive the same event in different ways?

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This lesson is very important to guide the class through. It should be done in-person or face to face online if possible. Students MUST feel supported in discussions of privilege in order to feel comfortable reflecting on their own privilege or lack thereof.

These are the questions used in the video if students feel comfortable doing the activity

Questions:

If your parents worked nights and weekends to support your family, take one step back.

If you are able to move through the world without fear of sexual assault, take one step forward.

If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward.

If you have ever been diagnosed as having a physical or mental illness/disability, take one step back.

If the primary language spoken in your household growing up was not english, take one step back.

If you came from a supportive family environment take one step forward.

If you have ever tried to change your speech or mannerisms to gain credibility, take one step back.

If you can go anywhere in the country, and easily find the kinds of hair products you need and/or cosmetics that match your skin color, take one step forward.

If you were embarrassed about your clothes or house while growing up, take one step back.

If you can make mistakes and not have people attribute your behavior to flaws in your racial/gender group, take one step forward.

If you can legally marry the person you love, regardless of where you live, take one step forward.

If you were born in the United States, take one step forward.

If you or your parents have ever gone through a divorce, take one step back.

If you felt like you had adequate access to healthy food growing up, take one step forward.

If you are reasonably sure you would be hired for a job based on your ability and qualifications, take one step forward.

If you would never think twice about calling the police when trouble occurs, take one step forward.

If you can see a doctor whenever you feel the need, take one step forward.

If you feel comfortable being emotionally expressive/open, take one step forward.

If you have ever been the only person of your race/gender/socio-economic status/ sexual orientation in a classroom or workplace setting, please take one step back.

If you took out loans for your education take one step backward.

If you get time off for your religious holidays, take one step forward.

If you had a job during your high school and college years, take one step back.

If you feel comfortable walking home alone at night, take one step forward.

If you have ever traveled outside the United States, take one step forward.

If you have ever felt like there was NOT adequate or accurate representation of your racial group, sexual orientation group, gender group, and/or disability group in the media, take one step back.

If you feel confident that your parents would be able to financially help/support you if you were going through a financial hardship, take one step forward.

If you have ever been bullied or made fun of based on something that you can't change, take one step back.

If there were more than 50 books in your house growing up, take one step forward.

If you studied the culture or the history of your ancestors in elementary school take one step forward.

If your parents or guardians attended college, take one step forward.

If you ever went on a family vacation, take one step forward.

If you can buy new clothes or go out to dinner when you want to, take one step forward.

If you were ever offered a job because of your association with a friend or family member, take one step forward.

If one of your parents was ever laid off or unemployed not by choice, take one step back.

If you were ever uncomfortable about a joke or a statement you overheard related to your race, ethnicity, gender, appearance, or sexual orientation but felt unsafe to confront the situation, take one step back.

2. Privilege Bingo

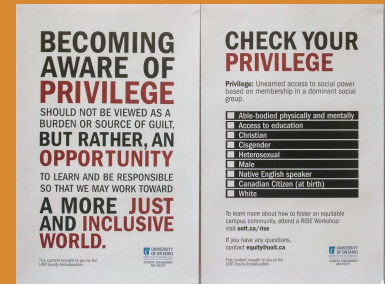


Instructions:

1. Use the [bingo card](#) provided and mark the squares that apply to you in the [document](#) on Google Classroom.
2. Reflect on one of the elements that applies to you
 - a. How has this part of your life made things easier for you?
 - b. Can you identify an opinion you have that is related to the element you chose?
3. Reflect on one of the elements that does not apply to you
 - a. How has this part of your life made things more difficult for you?
 - b. Can you identify an opinion you have that is related to the element you chose?

Allow students to reflect on areas where they do have privilege as well as areas where they lack privilege that other have

Perspective



"This is actually hate speech by definition. It defines certain groups of people and blames them for the ills of society"

VS.

"Acknowledging our privilege isn't saying that we did not work for our accomplishments, but, rather, that some members of society have more power in certain instances based on being part of a dominant social group"

Whole class discussion about how perspectives about privilege differ depending on how you choose to approach it



Check **IN**



What can we do with the privilege we find in ourselves?
How can recognizing our privilege change our perspectives?

3. Reading and Analyzing



Instructions:

- Read “Quey” from *Homegoing*
 - Consider our discussion of privilege and perspectives as you read
 - Work on your [double entry journal](#) as you read
 - Finish reading “Quey” for homework if you don’t finish during class.

Debrief

Consider our questions:

How and why do different people perceive the same things in different ways?

How do our personal biases impact our perspectives?

What role does privilege play in the formation of bias?



Homework

Finish Reading "Quey" from *Homegoing* and work on double entry journal.

Consider our questions:

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- What role does privilege play in the formation of bias?