



THE  
MOSAIC  
INSTITUTE

# INTERSECTIONAL REALITIES AND BRAVE SPACES

A NEXT GENERATION RESOURCE PACKAGE



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# Intersectional Realities and Brave Spaces



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# LESSON PLANS

The Next Generation

# Intersectional Realities and Brave Spaces



## Overview

Ideal Context / Audience: **Gr. 9 - 12**  
Lesson Duration: **200 min**

## Learning Goals

This resource package will provide student's with the following learning opportunities:

- Students will understand what privilege, oppression, intersectionality and equity mean (**Part A**).
- Students will identify how power and privilege impact individual and group identity formation by doing a Power Flower exercise and a Privilege Walk (**Part B**).
- Students will practice allyship (**Part C**).

## Learning Skills

- ✓ Inter-Cultural Understanding
- ✓ Global Citizenship
- ✓ Self-Awareness
- ✓ Critical Thinking
- ✓ Empathy
- ✓ Inclusion & Pluralism
- ✓ Openness



## Important Note

Prior to the lesson, please review our **Brave Spaces Toolkit** that will help you think about ways for creating a space where these tough but important conversations can take place. When exploring sensitive or personal topics, it's important to take steps to ensure that you create a safe/brave space.

As we navigate through these challenging but necessary discussions, it's important to remind ourselves and students that these key terms and activities represent *observations*, rather than *accusations*. Privilege and oppression exist within our society and influence our experiences but they are not our single-story narrative. There are many different factors that make up our identities and understanding intersectionality provides us with the opportunity to recognize injustice within our communities.

## Materials / Equipment

- **Peace Journals - Access by PDF or via Digital Learning Hub**
- **Worksheets A,B,C** (all included)
- **Brave Spaces Toolkit (Click here to access)**

# Intersectional Realities and Brave Spaces



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# PART 1

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## Grounding the Lesson & Creating Brave Spaces (20mins)

Welcome your students with a Land acknowledgment. Use the following resources to help acknowledge the land you are on:

<https://native-land.ca/>

<https://www.whose.land/en/>

<https://native-land.ca/resources/territory-acknowledgement/>

### Conversation Circles

Set up your class in a circle so that all participants can see each other in an unobstructed way. This discussion strategy invites every student in the class to participate as an active listener and speaker. The circle approach is grounded in Indigenous philosophy and practice that values individuals as they build and maintain supportive relationships and communities ([morningsidecenter.org](http://morningsidecenter.org))

### Two key components for this exercise are

- Sitting in a Circle
- Having a Meaningful Talking Piece

### When we sit in a circle:

- All participants can *fully engage* with one another.



There is equal participation in the process for all; no one sits at the head of a circle. Everyone is invited into the circle to participate on an equal footing, and all perspectives are welcomed ([morningsidecenter.org](http://morningsidecenter.org)).

- The dialogue in circles is facilitated by a **Talking piece**.

*“The piece is passed around the circle in order, from one person to the next. The person who is holding it is invited to speak or pass. Everyone else in the circle practices active listening, knowing that their turn will come when the talking piece comes around.*

*Everyone in the circle has an opportunity to share without interruption what is on their mind, and those not speaking can listen more fully without the distraction of preparing a response or rebuttal. In this way, the talking piece encourages more thoughtful reflection and unhurried expression” ([morningsidecenter.org](http://morningsidecenter.org)).*

*Example of talking piece: a stone, a rattle, a small toy*





### Part A - Cont'd

## Grounding the Lesson & Creating Brave Spaces

#### Conversation Circles (cont'd) :

- Open the talking circle with a community agreement based on the elements of a Brave Space, listed in our [Brave Space Toolkit](#).
- Next, invite your students to share their pronouns and one part of their identity that they love. Before doing so, you can play this MTV's [Gender Pronouns, Get Them Right!](#) (4:39 mins). *Recommendation: Start with sharing your pronouns to create a safe space.*
- Once you have gone around the circle once, ask students to share if they have heard of the terms *Intersectionality*, *Privilege*, *Oppression* or *Systemic Oppression*. What do they think they mean?



Remind your students to use a talking piece to engage in conversation and listening. Explain to your students that only the holder of the talking piece can talk, while others listen respectfully and reflect upon, consider and honour the meaning of what others say. Students may also pass at any time.



**Virtual Tip:** Bring in your own talking piece.

*"The need for an alternative talking piece is a great incentive for individuals to bring their own talking piece,"*. (morningsidecenter.org)

Students keep an object in front of them, picking it up when speaking and placing it down when they've finished.

#### More virtual ideas can be found here:

<https://www.morningsidecenter.org/stories-voices/alternatives-talking-piece-time-coronavirus>



## **Minds On | (50 mins)** **Understanding Key Concepts**

Once your students have participated in a Conversation Circle, watch the following educational video together:

### **Intersectionality 101. Learning for Justice. Teaching Tolerance (2016)**



After watching the video, ask students about key ideas explained in the video. Continue your emphasis on the use of a **Talking Piece** to talk, while others listen (10 mins).

- Is there anything you learned from this video that you did not know before?
- How do you think our intersecting identities can shape our perspectives and the way we experience the world?

Clarify that **Intersectionality** refers to the *social, economic* and *political* ways in which identity-based systems of oppression and privilege connect, overlap and influence one another (Learningforjustice.org)



Separate students into groups and ask them to work together to match the key terms with the definitions on **Resource Sheet A**, as they will be useful for the following exercise (10 mins).

After taking up the correct answers, explain that students will be using these key terms to participate in a **Four Corners Activity**. (25 mins):



### Minds On | (50 mins) Understanding Key Concepts

#### Four Corners Activity

##### Prepare the room

- 1 Label the four corners of the room with signs reading "**Individual Oppression**," "**Systemic Oppression**" "**Privilege**" and "**Equity**." 

##### Introduce Statements

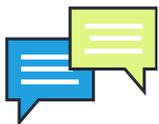
- 2 Using our **Four Corners Activity Resource Sheet**, ask students to move to the corner that best describes the scenario or situation. Some situations may fit in more than one category.



**Virtual Tip:** Use [www.menti.com](http://www.menti.com) within your slides

*Mentimeter is a live polling feature that tests your students' knowledge. You can use this online tool to reflect on their answers and provide explanations. For more information:*

<https://www.mentimeter.com/blog/interactive-classrooms/how-to-use-mentimeter-quizzes-live-in-the-classroom>



### Hands On | Part A - Jigsaw (70 mins)

*Note: This section should be completed during the following day's lesson*

After completing the **Four Corners Activity**, divide your students into small groups and allocate each group one case study (provided below).

Students will read one article and report back to the class through a **jigsaw activity**. To prepare, students will annotate the article and complete **Worksheet A**.

- ! If students have never annotated a text before, use [this resource](#) to model the process using an additional article or one of the articles below.



## Hands On | Part A - Cont'd

### Jigsaw (70 mins)

**About the exercise:** The jigsaw classroom is a research-based cooperative learning technique invented and developed in the early 1970s by Elliot Aronson and his students at the University of Texas and the University of California. Since 1971, thousands of classrooms have used jigsaw with great success (jigsaw.org).



### Jigsaw Activity

#### Instructions



- 1 Divide students into 6-7 jigsaw groups. *Each group should be diverse in skills and experiences.*
- 2 Have the group appoint a leader and assign each group an article (found below). *These articles can draw on more than 1 of the key terms.*
- 3 Give students time to read over and annotate their article and complete **Worksheet A**. Each group should discuss the main points of their article and create the presentations that the leader will make to the other groups.
- 4 Ask each leader to present their article to the various groups. Students will be switching into groups to teach their new groups (jigsaw)

#### Case 1 (Privilege)

**Video:**  
What is Privilege? The Coin Analogy  
**Article:**  
Unpacking the Invisible Knapsack

#### Case 2 (Equity)

How equitable is Canada's education system?

#### Case 3 (Systemic Oppression/Intersectionality)

Members of LGBTQ community demand answers after Black trans woman dies in police custody.

#### Case 4 (Individual/Systemic Oppression)

'Racism exists in Canada.'

#### Case 5 (Systemic Oppression)

Five charts that show what systemic racism looks like in Canada.

#### Case 6 (Systemic Oppression/Equity)

For a fairer education system, get the police out of schools.

#### Case 7 (Systemic Oppression)

Canada's history with Indigenous people is cruel and unfair, but we need to own up to it

Click on the article title to access the associated media.



## **Hands On | Part A - Cont'd** **Jigsaw (70 mins)**

### **End the lesson with a class debrief (10mins)**



- What are some links or connections that you heard between the various articles?
- What do you know now that you didn't know before?
- Why is it important to understand who is being affected by the issues described in the articles?
- How do you feel about these issues?
- What do you think you can do as a citizen to address these problems?

# Intersectional Realities and Brave Spaces



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## **PART 2**

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## Reflection (70mins)

*Note: This section should be completed during the following day's lesson*

### Power Flower Exercise (35mins)

**About this exercise:** The **Power Flower Exercise** explores our intersecting identities and the ways that they contribute to both oppression and privilege, illustrating how power is relational and always dynamic. By reflecting on how these forces operate in people's lives, we deepen our understanding of how identity, power, subordination, and exclusion affect our societies, ourselves as individuals, and our social change strategies (Werise.org)

**Purpose of the exercise:** *We draw on multiple layers of identities in our lives. We will be using the symbol of a flower to map a few key elements of our identities and their relationship to power.*

**Prior to exercise:** Have students read about the different forms of privilege from Canada's Centre for Digital and Media Literacy. Forms of Privilege. Retrieved from: <https://mediasmarts.ca/diversity-media/privilege-media/forms-privilege>

- 1 Using **Worksheet B (PART 1)**, students will complete their flower. Each petal represents one category of identity. Students will write in the pedal how they identify. *Example: Gender - male.*
- 2 After the exercise, ask students to reflect on their responses for **Worksheet B (PART 2)**.
  - What do you think the dominant form or the privileged form of each marker might be in North America? *Example: Education - University Degree*
  - How many dominant or privileged identity markers do you occupy?
  - How do you benefit from occupying them?
  - Do you occupy disadvantaged or marginalized identity markers?
  - How has that impacted your experiences and opportunities?
  - Which of these cannot be changed?
  - Which ones could be changed?
  - How might these identity markers impact your perspectives of the world?
  - What parts of your identity are missing from the petals? What would you add?



## Reflection - Cont'd (70mins)

### Privilege Walk (35 mins)

**About this exercise:** Many educators and activists use **Privilege Walks** as an experiential activity to highlight how people benefit or are oppressed by systems in our society. It is a good tool for classes learning about privilege or social justice.

**Purpose of the exercise:** *To discuss the complicated intersections of privileges and oppression in a less confrontational and more reflective way.*

*Note: These key terms and activities represent observations, rather than accusations.*

- 1 Watch the video “**What is Privilege**”.



- 2 Ask students to participate in an alternative **Privilege Walk** by completing **Worksheet C**.

*For every step **forward**, students will need to draw or continue a line upwards.  
For every step **backward** students will draw a line downwards.*

- 3 After the exercise, Reflect with students using the following prompts on **Worksheet C**:

- How far have you moved forward or backward? What does your graph look like?
- How the mentioned statements would apply differently to different people and why? Imagine where they would be standing or what their graph might look like
- In your opinion, how do our identity markers play out in our lives? How might they influence the decisions we make? The things that impact us? The way we are treated by others?
- Why does this information matter? How might it influence our views and beliefs about society and the world?

# Intersectional Realities and Brave Spaces



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## **PART 3**

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## Reflection

### Who Am I? (50 mins)

*Note: This section should be completed during the following day's lesson*

Start the lesson with a check in about how students are feeling from yesterday's activity.

Using **Worksheet D**, ask students to create their own portraits. This activity celebrates all of our unique markers of identity.

When the class has finished their portraits, create a gallery walk and allow students to read and reflect on their peers' portraits. **10 mins**



### Debrief (10mins)



Open the discussion about the harms of acknowledging only single-story narratives. *Why is it important to see people and the world through multiple lens?*



## Taking it Further

- Invite students to look into the policies and organizations that are currently dealing with systemic oppression What has been addressed? What are they doing? What are the limitations?
- Invite them to look into the various movements of activists that have spoken about Anti-Oppression
- Invite students to do research about the steps to contact a member of the parliament, as well as the steps to write a petition.
- Invite students to work collaboratively to write and present a petition to an elected official about a systemic issue that concerns them.

## References

Benjoe, Kerry (2020). Canada's history with Indigenous people is cruel and unfair, but we need to own up to it <https://www.cbc.ca/news/canada/saskatchewan/point-of-view-kerry-benjoe-racism-george-floyd-canada-indigenous-1.5632918>

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Marieke van Woerkom (2013). An Introduction to Circles. Retrieved from: <https://www.morningsidecenter.org/teachable-moment/lessons/introduction-circles>

Power Flower: Our intersecting Identities. [https://werise-toolkit.org/en/system/tdf/pdf/tools/Power-Flower-Our-Intersecting-Identities\\_0.pdf?file=1&force=](https://werise-toolkit.org/en/system/tdf/pdf/tools/Power-Flower-Our-Intersecting-Identities_0.pdf?file=1&force=)

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Soares, Joseph (2020). Dismantling White Supremacy Includes Ending Racist Tests like the SAT and ACT. Retrieved from: <https://www.tcpress.com/blog/dismantling-white-supremacy-includes-racist-tests-sat-act/>

## Additional Resources

Privilege Walk Lesson Plan <https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/>

What is Privilege [https://www.youtube.com/watch?v=hD5f8GuNuGQ&feature=emb\\_title](https://www.youtube.com/watch?v=hD5f8GuNuGQ&feature=emb_title)

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Goldbach, Jeremy (2020). Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege. Retrieved from: <https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/>

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Vasquez, Alejandra (2016). The urgency of intersectionality: Kimberlé Crenshaw speaks at TEDWomen 2016. Retrieved from: <https://blog.ted.com/the-urgency-of-intersectionality-kimberle-crenshaw-speaks-at-tedwomen-2016/>

Understanding Intersectionality: Lesson Plan. Retrieved from: <https://www.pbslearningmedia.org/resource/understanding-intersectionality-dolores/understanding-intersectionality-dolores/>

Diversity and Inclusion Resources for Curricula: Intersectionality. Retrieved from: <https://libraryguides.salisbury.edu/c.php?g=903753&p=6507941>

# Intersectional Realities and Brave Spaces



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# WORKSHEETS

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## EDUCATOR'S RESOURCE SHEET

# FOUR CORNERS ACTIVITY

Read aloud these statements in no particular order and ask students to move to the corner that best describes the scenario or situation.

### Individual Oppression

- Bullying someone based on their accent
- Someone makes a sexist joke in class
- Someone vandalizes an individual's property with a racial slur or hate symbol

### Systemic Oppression

- Under resourced schools in low income neighbourhoods
- Creation of Residential Schools for indigenous peoples as a way to assimilate them into white North American Society. These schools disrupted lives and communities, having long term impacts still to this day

### Privilege

- Never viewing police officers as a source of danger
- Not having to think about which bathroom to use
- Never having to worry about 'coming out', or feeling unsafe when holding hands with your significant other in public
- Never falling asleep in class because of having 3 part time jobs to pay the bills

### Equity

- Giving an English Language Learner (ELL) extra time for an English test
- Free childcare for single parents
- A free breakfast program for students

*Reminder: Equity means giving fair treatment to all people based on their individual or group needs, even when that treatment is not the same as what others receive.*

## WORKSHEET A:

# IDENTIFYING OPPRESSIONS, POWER AND PRIVILEGE

### IDENTIFY

What is this article an example of? Check at least 1 of the boxes

- Privilege     Systemic Oppression     Individual Oppression     Equity     Intersectionality

Why is this article an example of \_\_\_\_\_?

### IMPACTS

Who are the parties affected as described in the article?

What evidence do you have to support that this is an example of \_\_\_\_\_?

Why is this news important for the world to know?

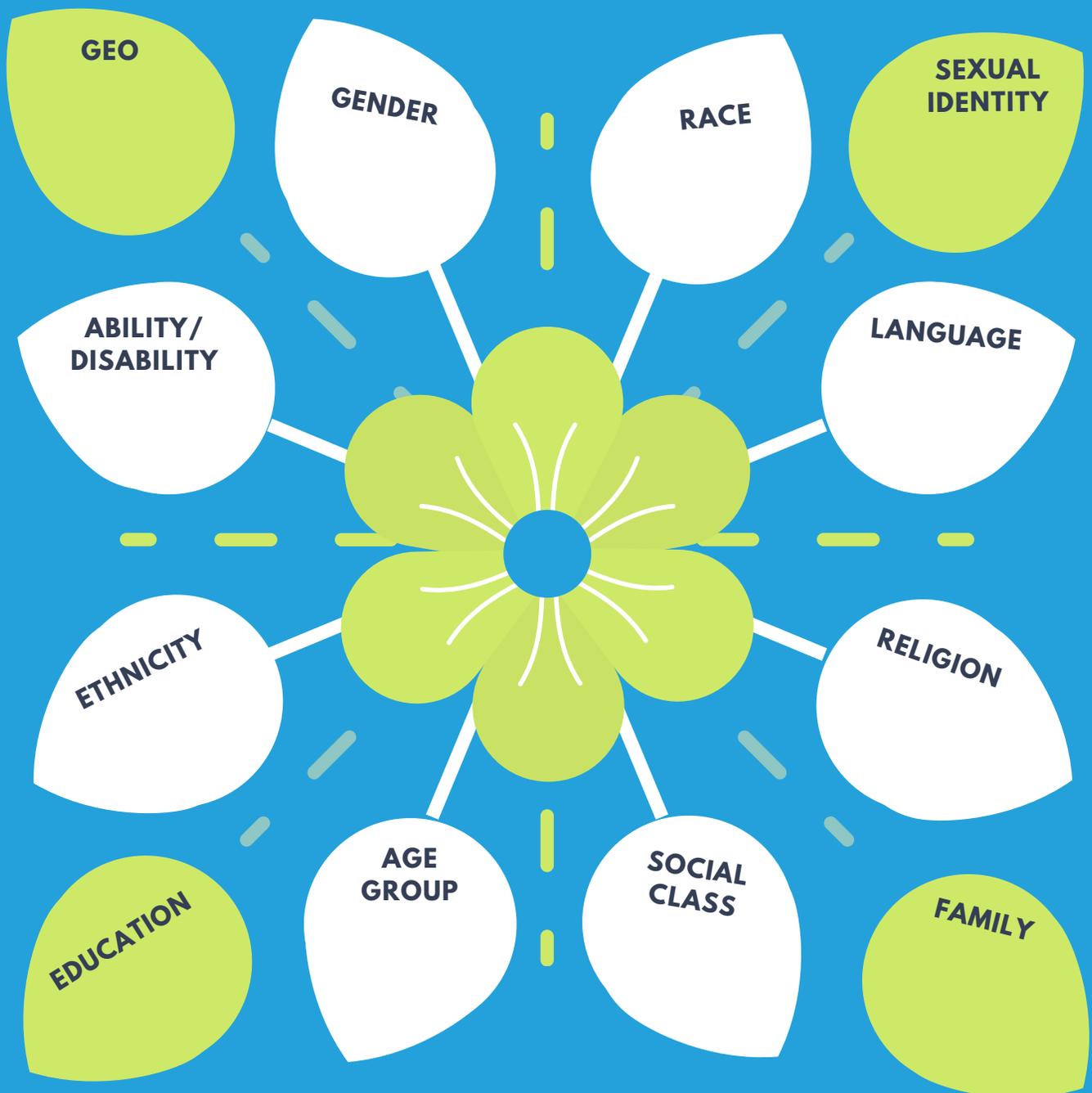
- If mentioned: How have people tried to manifest against the main issue described in your article? (i.e. discussing how standardized tests privilege some and exclude others)

## WORKSHEET B (PART A):

# POWER FLOWER

Your flower illustrates how our personal identities compare with societal power structures and identities. Using the outer petals, fill in your personal identities .

When completed, answer the questions found on Part B.



## WORKSHEET B (RESOURCE SHEET):

# POWER FLOWER

The following are suggestions that can be used in the power flower. There are no wrong answers, please use this resource sheet for students that may need additional support.

### ABILITY/DISABILITY

- Abled bodied
- Uses wheelchair
- Uses Crutches
- Tall
- Healthy
- Strong

### AGE GROUP

- Young
- Middle aged
- 30-40
- Gen X

### EDUCATION

- College
- University
- Private school
- Self taught

### ETHNICITY

- Canadian
- American
- British
- Bengali
- Chinese

### FAMILY

- Nuclear
- Single household
- Large
- Small
- Adopted
- Biological

### GENDER

- Non binary
- Female
- Male

### GEO

- North America
- Canada
- Montreal
- Western Hemisphere

### LANGUAGE

- English
- French
- Bilingual
- ASL

### RACE

- White
- Black
- Asian
- Latinx
- Mixed

### RELIGION

- Catholic
- Budist
- Muslim

### SEXUAL IDENTITY

- Gay
- Queer
- Straight
- Pansexual
- Lesbian

### SOCIAL CLASS

- Working class
- Middle Class
- Rich
- Royalty

## WORKSHEET B (PART B):

# POWER FLOWER

What do you think the dominant/privileged form of each marker might be in North America?  
This would be the form that holds the most power.

### PRIVILEGED FORM

- |  |  |
|--|--|
| <input type="radio"/> EXAMPLE: EDUCATION - UNIVERSITY DEGREE | <input type="radio"/> AGE GROUP - _____    |
| <input type="radio"/> FAMILY - _____                         | <input type="radio"/> SOCIAL CLASS - _____ |
| <input type="radio"/> SEX - _____                            | <input type="radio"/> RELIGION- _____      |
| <input type="radio"/> GEO - _____                            | <input type="radio"/> LANGUAGE - _____     |
| <input type="radio"/> ABILITY/DISABILITY- _____              | <input type="radio"/> RACE - _____         |
| <input type="radio"/> ETHNICITY - _____                      | <input type="radio"/> GENDER - _____       |

### Reflections

How might these identity markers impact your experience of the world?

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Which of these cannot be changed? Which ones could be changed?

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What other petals are needed for the flower? What parts of your identity are missing?

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# PRIVILEGE WALK

## Social Location

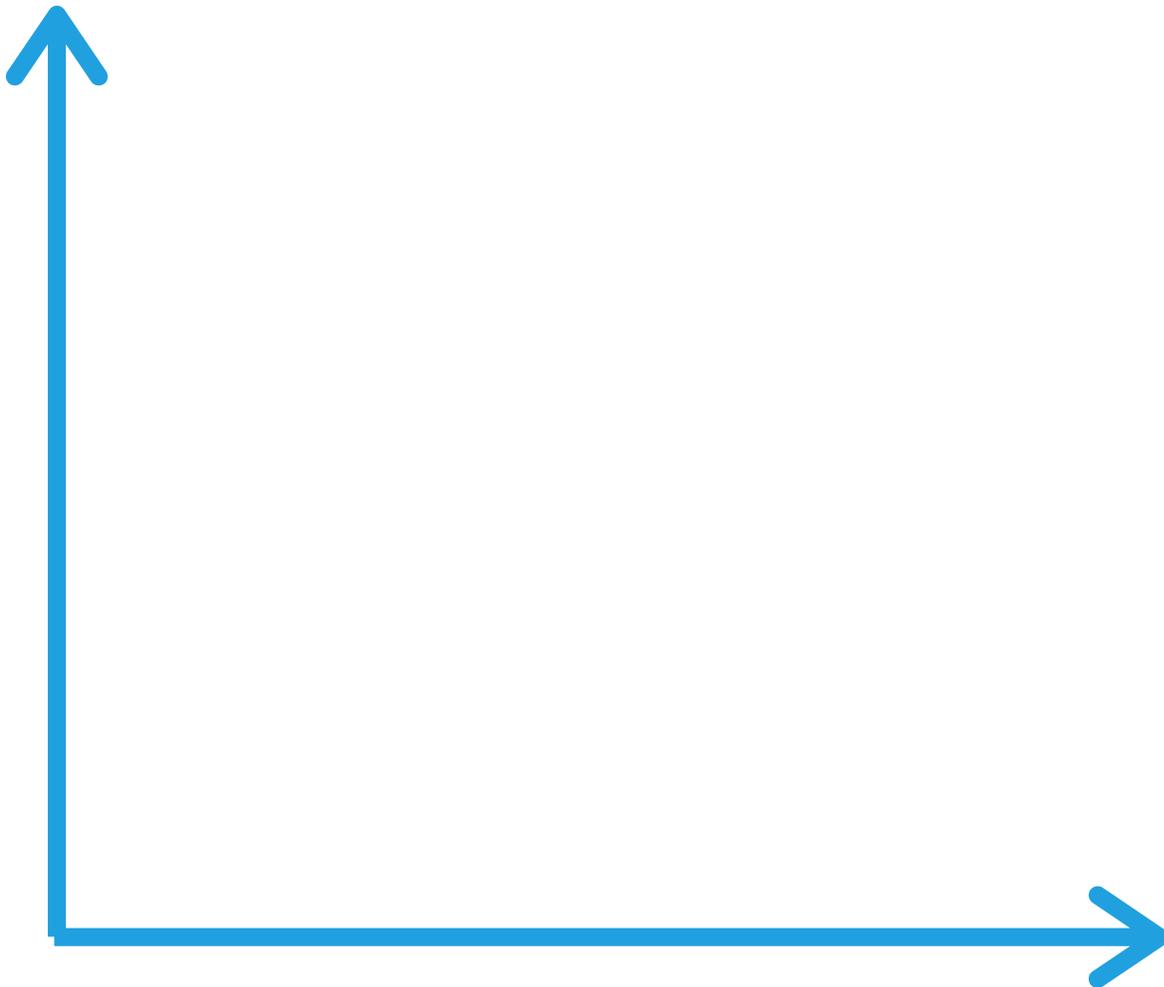
Draw a simple graph below.

For every step forward you would take, draw or continue a line upwards. For every step backward you would take, draw a line downwards.



*Ex. One step forward,  
one step back,  
two step forward,  
one step back*

By the end of the activity, either the distance you have stepped or the line of graph, will reflect the overall impact of how these scenarios might play out in your life.



# PRIVILEGE WALK

## Social Location

### Prompts

- 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 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 colour, take one step forward.
- If you can make mistakes and not have people attribute your behaviour 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 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.

# PRIVILEGE WALK

## Landscape Orientation

### Prompts (cont'd)

- 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 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.
- If being in the outdoors and participating in outdoor activities was a substantial part of your childhood and throughout your life, take one step forward.

# PRIVILEGE WALK

## Social Location

Reflect on this activity:

1. How far have you moved forward or backward? What does your graph look like? Does it move upward, downward, or in multiple directions?

2. Think about how these statements could apply differently to different people and why. Now imagine where they would be standing or what their graph might look like.

3. In your opinion, how do our identity markers play out in our lives? How might they influence the decisions we make? The things that impact us? The way we are treated by others? Explain your reasoning.

## PRIVILEGE WALK

### Social Location

4. Why does this information matter? How might it influence our views and beliefs about society and the world?

**Note: Remember that everybody embodies their own unique intersections of privilege and oppression. While it is always important to acknowledge people's individual intersectionality and stories, it is even more important to acknowledge the histories and systems that give rise to privilege and oppression**

# WORKSHEET D (PART A) :

## WHO AM I?

On the left side, write down different words that illustrate your look on the outside. On the right side, write the words that make up your uniqueness. *Example: tall, fat, Asian, dancer, brother, kind, Virgo, etc.*

I AM...



I AM...





## WORKSHEET D (PART B) :

# WHO AM I?

**Draw the silhouette of your side profile below. Use the words from PART A to fill either the inside OR outside of your silhouette. It's recommended to use different colours and writing mediums!**

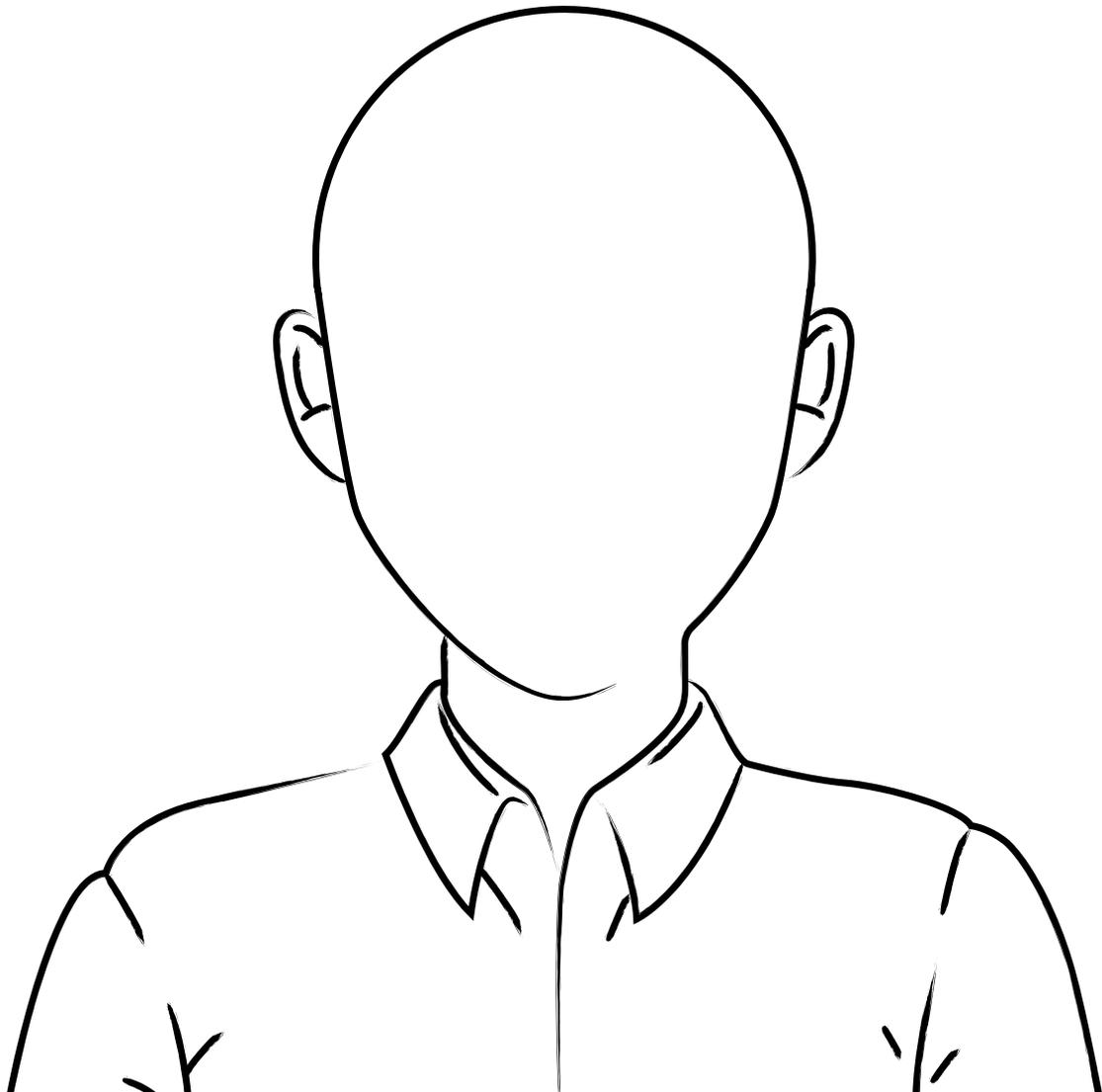
*Art tip: In a dark room, tape the paper to a wall and stand sideways in front of the paper. Place a light source in front of you (flashlight, lamp, etc) and have your friend trace your shadow on to the paper.*



## WORKSHEET D (PART B - ALTERNATIVE) :

# WHO AM I?

Add your hairstyle and facial features to the template below. Then use the words from PART A to fill the outside space of the picture. It's recommended to use different colours and writing mediums!



## RESOURCE SHEET A:

# UNDERSTANDING KEY TERMS

*Instructions:* Using the word bank below, match the following statements to their correct key term.

Anna is apart of the lunch program. She got an extra muffin because she didn't have breakfast.

At the talent show, each group has 5 minutes to perform.

Rob never worries about walking home late at night. He lives in a gated community.

Shay is Black, transgender, and a middle child. They relate to many identities.

Raje, a Canadian born student, is frequently asked "where are you *really* from?"

Head of the student council gets to decide the theme for Prom.

Canadian women didn't have the right to vote until the 1960s.

### KEY TERMS

#### **A. Oppression**

The unilateral subjugation of one individual or group by a more powerful individual or group.

#### **D. Power**

The ability to influence others and impose one's beliefs.

#### **G. Equality**

Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.

#### **B. Individual Oppression**

Describes oppression at the individual or interpersonal, like using racial slurs or derogatory terms.

#### **E. Privilege**

Certain social advantages, benefits, or accesse that an individual has by virtue of belonging to certain social identity groups.

#### **H. Intersectionality**

The interconnected nature of social categorizations such as race, class, and gender.

#### **C. Systemic Oppression**

Oppression by an institution or social structure that creates an unequal treatment or low levels of access to a specific group(s).

#### **F. Equity**

Equity means giving fair treatment to all people based on their individual or group needs, even when that treatment is not the same as what others receive.

# RESOURCE ANSWER SHEET A:

## UNDERSTANDING KEY TERMS

*Instructions:* Using the word bank below, match the following statements to their correct key term.

Anna is apart of the lunch program. She got an extra muffin because she didn't have breakfast.

F

At the talent show, each group has 5 minutes to preform.

G

Rob never worries about walking home late at night. He lives in a gated community.

E

Shay is Black, transgender, and a middle child. They relate to many identities.

H

Raje, a Canadian born student, is frequently asked "where are you *really* from?"

B

Head of the student counsel gets to decided the theme for Prom.

D

Canadian women didn't have the right to vote until the 1960s

C

### KEY TERMS

#### **A. Oppression**

The unilateral subjugation of one individual or group by a more powerful individual or group.

#### **D. Power**

The ability to influence others and impose one's beliefs.

#### **G. Equality**

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#### **B. Individual Oppression**

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