**Lesson:** Identifying privilege?

**Grades:** 7th & 8th

**Objectives:**

* Students will be able to identify and define privilege.
* Students will show an understanding of privilege and racial profiling by looking at scenarios from different perspectives.

**Vocabulary:**

* Privilege
* Racial Profiling

**Procedure:**

1.       Snappy Launch: Students will make a list of privileges that they have/would like to have at school and at home. Students will also be asked to define privilege.

2.       A small discussion will be had about the definition of privilege and some of the privileges students would like to have.

3.       Students will be grouped randomly into four groups. The groups will be arranged with desks in 4 distinct circles.

4.       I will write a scenario on the board and explain it.

5.       Each group will be labeled as a specific group. Some of the options could be:

* White
* White Male
* White Female
* Black
* Black Male
* Black Female
* Muslim
* Hispanic

6.       Students will separately write down in their Learning Logs what each person in the scenario might be thinking.

7.       They will then share and discuss with their group and eventually each group will present to the other groups.

8.       Possible scenarios could be:

* Shopping at a gas station
* Grabbing a purse from a friend’s car
* Walking into a busy building with a back pack

9.       Once all the possible situations have been discussed, each group will come up with a summary paragraph on what they have learned about privilege and racial profiling. The summary must include at least two remediation strategies to help eliminate racial profiling.

**Assessment:**

* 10 pts: List of privileges and definition of privilege
* 15 pts: Group discussion participation
* 25 pts: Learning Log scenario entries
* 15 pts: Final group summary paragraph/remediation strategies