

# MYSELF



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

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# POWER IMBALANCE: HOW DOES IT FEEL?

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Myself  
Intermediate Division



## Background

This lesson challenges members of the school community to frame teaching and learning as acts for *equity*, well-being and achievement. This lesson requires students, educators and all members of the school community to co-create safe and brave spaces where:

- Discussions are centred on *privilege* and *oppression*.
- Shifts in attitudes and beliefs for *equity* and well-being are nurtured.
- Critical inquiries around *identity*, *allyship* and **power** are fostered.

Prior to this lesson, review the glossary section, as well as ETFO's [Re-Think, Re-Connect, Re-Imagine. Thinking about ourselves, our schools, our communities. Reflecting on White Privilege](#) resource. Members of the school community are urged to reflect on their own wonderings and engage in inquiries for equitable and inclusive communities.



## Learning Goals

At the end of this lesson, students will be able to:

- Define the term *privilege*.
- Understand more deeply **white privilege**.
- Explore the concept of *allyship* and understand the value of allies in equity work.



## Inquiry Goals

I wonder...

- How *privilege* impacts me?
- How *privilege* impacts others?
- How I can help to make the world a fairer place for everyone?



## Call for Action

Students will create a media artifact in the form of a public service announcement or infographic that will explore the following big ideas:

- **Fairness**, **privilege** and marginalization.
- Charity and social justice.
- *Allyship*.



## Curriculum Expectations

- ✓ Grade 7 Language: Reading, Writing, Oral, Media Geography, Math, Data Management
- ✓ Grade 8 Language: Reading, Writing, Oral, Media Geography, Math, Data Management

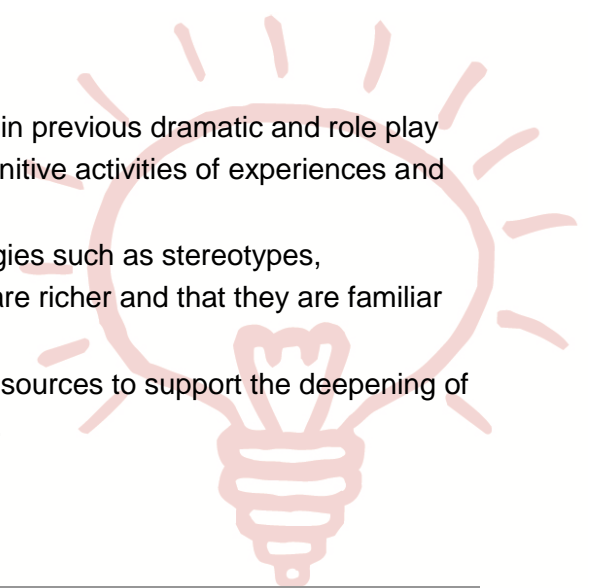
## Materials

The Bag Exercise

The Ten Chairs

## Suggested Prior Knowledge

- This activity is immersed in simulation opportunities. Ideally, classrooms who have engaged in previous dramatic and role play experiences will find it more worthwhile and can deepen their learnings through the metacognitive activities of experiences and critical analysis.
- It would be beneficial for students to have previous opportunities to explore equity terminologies such as stereotypes, discrimination, **power**, privilege, marginalization, **barriers**, racialized so that the discussions are richer and that they are familiar with the vocabulary as they arise in this lesson.
- Allyship is also introduced as an important component of Action. There are recommended resources to support the deepening of this content. Prior learning of what an *ally* looks/feels/sounds like would support the learning.



## Lesson Structure

Task Component	Instruction	Assessment Focus
<p><b>Before (Activation/ Review)</b></p> <p><b>30 minutes</b></p>	<p><b>The Bag Exercise</b> (adapted from Karen Ridd in Winnipeg, c.1999 Training for Change)</p> <p><b>Special Materials &amp; Preparation</b> Have brown paper lunch bags for each student:</p> <ul style="list-style-type: none"> <li>• Packages of small multi-coloured candies (Skittles, M&amp;Ms, Smarties, Goodies, JuJubes, Jelly Beans, etc.)</li> <li>• Four larger wrapped chocolates or four mini chocolate bars.</li> <li>• Mixed variety of prizes, enough for half the participants (e.g., big bag of chips, large chocolate bar, an old t-shirt, can of dog food, knickknack that someone gave you...)</li> </ul>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Students can collaborate to try to achieve individual goals.</li> </ul> <p><b>Questions to Consider for Assessment:</b></p> <ul style="list-style-type: none"> <li>• Are students able to draw on their experiences and begin describing/identifying the sophisticated concepts of</li> </ul>

Task Component	Instruction	Assessment Focus
	<p>It is important that the prizes should differ in relative value, so that later prize winners have less choice and get "worse" prizes.</p> <p>Mark the outside of the bags. For a group of 20, give two bags a yellow star, three bags brown squares and the remainder a green triangle. These markings make it easier to fill the bags, and ensure that the facilitator knows who got which type of bag.</p> <p>Fill bags:</p> <ul style="list-style-type: none"> <li>• Brown Bags: Leave one bag empty. Put one small candy in the other bag, making sure that it is unlike any other candy in the room.</li> <li>• Green Triangle Bags: Put three or four candies in each bag, varying in colour and type, but ensuring that there are other candies of the same colour and type in the room.</li> <li>• Yellow Star Bags: Put the four chocolates in one bag. Put all the extra candies in the other bag, so that it is large and full.</li> </ul> <p>Ensure that when distributing the coloured bags, that students who experience alienation or are racialized are not the ones who are given the brown bags. It can emphasize the alienation and isolation.</p> <p><b>How to Lead</b>            Tell participants that the goal of this exercise is to get four candies of the same colour and type (for instance, four blue Smarties). They will be able to talk during this exercise. Once they have got the four identical candies, they come to the front and choose a prize. Ostentatiously display the prizes and show off each one to the group. Ask if there are questions. Give out the bags, asking people not to look into them. Give out the bags randomly, with one exception: if there is someone who is really marginalized in the room, ensure that they do not get one of the brown bags. This might increase their sense of victimization and isolation. Say</p>	<p>privilege, marginalization, earned/unearned advantages, meritocracy.</p> <ul style="list-style-type: none"> <li>• Are students describing and articulating how they are similar and different from others through the simulation experience?</li> <li>• Are they asking questions to deepen their understanding of themselves and others?</li> </ul>



Task Component	Instruction	Assessment Focus
<p><b>20 minutes</b></p>	<ul style="list-style-type: none"> <li>• <i>Did you receive charity from someone? How did that feel?</i></li> <li>• <i>Who is the 1% in this activity? How does their experience in the game compare to the experience of the 1% in real life?</i></li> <li>• <i>Was anyone successful in spite of starting out with very little?</i></li> <li>• <i>What factors helped you?</i></li> <li>• <i>What dangers exist when we see one person rising above unfair conditions? Do the expectations or perceptions of people in the same situation change?</i></li> <li>• <i>What realities could be represented by the bags with very little chance of winning a prize?</i></li> <li>• <i>How do our perceptions of social class impact how we feel about those with a lot vs those with a little?</i></li> <li>• <i>What role does capitalism play, both in how we play the game (Why do we want the prizes?) and how it relates to real life?</i></li> </ul> <p>From the above questions of exploration, a number of very important concepts worth unpacking with students may surface:</p> <p>The concept of ‘meritocracy’: Who is perceived as deserving/undeserving of access is one worth exploring with the students, and the idea of ‘earned/unearned privilege.’ Are certain identities ‘targeted’ in these ideas? Are there instances it is seen that women, racialized people and people with disabilities are scrutinized more?</p> <p>The difference between ‘charity’ and ‘advocacy’:</p> <ul style="list-style-type: none"> <li>• When is it a ‘hand out’ or help?</li> <li>• When is it advocating and mobilizing?</li> <li>• Is there room for both? Can you think of life situations when one or the other or both happen? What might be the purpose? What might be the impact?</li> </ul> <p><b>Easy/Hard Activity (Appendix D)</b></p>	<p>experiences? (Concepts of access and wealth.)</p> <ul style="list-style-type: none"> <li>• Are they asking questions to deepen their understanding of themselves and others?</li> </ul>

Task Component	Instruction	Assessment Focus
	<p>Purpose:</p> <ul style="list-style-type: none"> <li>To recognize that we all have different strengths and weaknesses and that one person’s strengths might be another person’s weakness. Therefore, diversity within a group means that the group will have better chances of success.</li> <li>To recognize that there may be unseen reasons for what we value.</li> </ul> <p>Have students fill in the blanks in the attached sheet. Ask them to think really deeply about WHY things might be either easy or hard for them.</p> <ul style="list-style-type: none"> <li>Have students share what they find easy. Make a list on the board.</li> <li>Have students share what they find hard. Make a list on the board.</li> <li>Have students look at both lists and ask what they notice. Ideally, there will be some of the same things on both lists. Ask them what that means. (Diversity is beneficial.)</li> </ul> <p>Ask students why things might be easy or hard for them. Make a list. Model critical thinking as to whether or not these reasons would actually have an impact. Does enjoyment really make something easier? Does practice? Lessons? What do you need to take lessons and practice? Time? Money? Opportunity? Equipment? Talk about natural talent and physical and mental abilities. Where do these come from? Do we have control over them? Students generally have an easier time identifying things that they find difficult. Why do they think that’s the case. (Negative self-concept, focus on the negative, working from a deficit model.)</p> <p>The crux of this discussion is about access - financial, social, cultural, political. This discussion emphasizes the point of <i>privilege</i> as advantages that are less earned and not necessarily based on meritocracy.</p>	
<p><b>After (Reflecting/ Constructing/ Consolidating)</b></p>	<p><b>Ten Chairs Activity</b>                      (adapted from Teaching Economics as if People Mattered)                      How does economic privilege impact those in my community?                      (A real world example of the Jelly Bean Game.)</p>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Students can think critically about wealth and income.</li> <li>Students can work collaboratively to deepen</li> </ul>



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<p><b>45-60 minutes</b></p>	<p>Ask students to discuss the ideas in their groups or share as a full class discussion.</p> <p>Terminology:</p> <ul style="list-style-type: none"> <li>• What is wealth and how is it different from income?</li> <li>• Wealth is what you own minus what you owe.</li> <li>• Income is money that flows in.</li> <li>• Wealth is money that remains after the bills are paid.</li> </ul> <p>You can have high income and no wealth. For example, if you earn \$100,000 a year and spend \$110,000, you have no wealth, just debt. At the end of the year, your wealth will be negative (-\$10,000).</p> <p>You can have low income and still have some wealth. For example, if you earn \$20,000 a year and save \$100 a month, at the end of the year your wealth will be over \$1,200 (plus the interest you gain on your savings account).</p> <p>What you own is often referred to as “your assets.” There are four major types of assets:</p> <ul style="list-style-type: none"> <li>• Homes.</li> <li>• Liquid assets (cash, bank deposits, money market funds, savings in insurance and pension plans).</li> <li>• Investment real estate and unincorporated businesses.</li> <li>• Corporate stock, financial securities and personal trusts.</li> </ul> <p>What does debt consist of?</p> <ul style="list-style-type: none"> <li>• Debt consists primarily of mortgage debt (usually on one’s home), credit card debt, student loans, auto loans and consumer loans.</li> </ul> <p>Ask students to brainstorm in their groups and record their answers to the following questions regarding the different kinds of wealth:</p> <ul style="list-style-type: none"> <li>• What are some examples of assets that lower-income people might</li> </ul>	<p>understanding.</p> <ul style="list-style-type: none"> <li>• Students can reflect empathetically about the realities of wealth and income inequality in our society.</li> <li>• Students can apply knowledge to their own values and expectations.</li> </ul> <p><b>Questions to Consider for Assessment:</b></p> <ul style="list-style-type: none"> <li>• How are students articulating their understanding of societal wealth and income?</li> <li>• How are students describing and articulating what they have explored in relationship to their own realities and experiences? (concepts of access and wealth)</li> <li>• Are they asking questions to deepen their understanding of themselves and others?</li> </ul>

Task Component	Instruction	Assessment Focus
	<p>have? (e.g., Cash, chequing account, TV set, used car.)</p> <ul style="list-style-type: none"> <li>• What are some examples of assets that middle-income people might have? (e.g., Cash, savings or chequing account, equity in a house, nice car, small funds.)</li> <li>• What are some examples of assets that upper-income people might have? (e.g., Luxury car, boat, equity in an expensive house and vacation home, stocks.)</li> <li>• What are some examples of assets owned by the top one per cent of people in the U.S.? (e.g., Several houses and apartments, real estate, large stock and bond holdings, businesses, artwork and other collectibles.)</li> </ul> <p>Bring the group back together and discuss their answers to each question.</p> <ul style="list-style-type: none"> <li>• <i>How do we describe value to people based on wealth/income?</i></li> <li>• <i>Can we see income?</i></li> <li>• <i>Do we make guesses at income/wealth based on if someone has expensive things?</i></li> <li>• <i>We want expensive things, but why do we want them, when something more affordable would serve just as well, if not better?</i></li> </ul> <p><b>Who owns how much?</b>                      The data of wealth in this activity is based on an analysis, conducted by the Broadbent Institute, based on custom Statistics Canada data from the agency's Survey of Financial Security, a snapshot of the distribution of assets, debts and net worth of Canadians.</p> <ol style="list-style-type: none"> <li>1. Line up 10 chairs across the front of the room facing the students.</li> <li>2. Ask for 10 volunteers. Identify one person who will represent the "wealthiest 10% of the Canadian population" and give that student a sign that identifies them as such.</li> <li>3. Ask the volunteers to stand in line, one behind each of the chairs. Explain that each chair represents 10% of all the private wealth in</li> </ol>	

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	<p>Canada and that each of the volunteers represents 10% of the population of Canada.</p> <p>4. While students are standing in a line, one behind each chair, explain this is what wealth would look like if it were evenly distributed in Canada, one person, one chair. If wealth were evenly distributed, every household would have the same net worth. Talk with students about what that might be like. Explain that in fact, life in Canada or anywhere else for that matter is not like that.</p> <p>5. Explain that different statistical groupings of people in Canada own different percentages of wealth. Explain that typically, reliable economic data takes two to three years to be analyzed and in this lesson we are using the most recent available information, which is from 2012. Ask students to guess how much of the total wealth they think the wealthiest 10% of the population owned in 2012. Write their guess on the board so you can refer to it later.</p> <p>6. Tell the students that in Canada, the wealthiest 10% of people control 50% of the wealth. Ask the student who is representing the wealthiest 10% to lay across five chairs.</p> <p>7. Ask another student to represent the next wealthiest 10% to take up two chairs. They control 20% of the wealth.</p> <p>8. The next two students each get one chair, they each control close to 10% of the wealth.</p> <p>9. Ask the remaining students to all sit on the remaining chair. Altogether, they control 10% of the wealth.</p>	

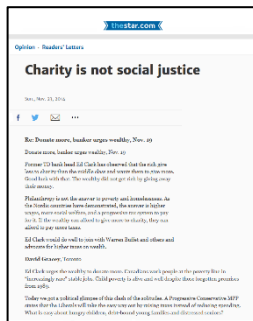
Task Component	Instruction	Assessment Focus
	<p>10. Ask the volunteers to note the circumstances they are in and their own feelings about these circumstances. Ask them the following questions:</p> <ul style="list-style-type: none"> <li>• How are you feeling at the top?</li> <li>• How about in the bottom 90%?</li> <li>• How's life at the bottom?</li> <li>• Who would you push off the chairs to make room? Why?</li> <li>• Look at that person at the top, how would you imagine this person uses their chairs (wealth)?</li> <li>• Ask the person farthest from the "top 10%" if she can even see the person at the top.</li> <li>• Are there any students on the floor? Who do they represent? (The homeless?)</li> </ul> <p>11. Suggest to the students sharing one chair that perhaps their condition is their own fault. Perhaps if they worked harder, they wouldn't be in this spot. Is this an attitude that they've heard expressed towards people who are poor?</p> <p>Ask the poorest person (someone who has fallen off the chairs or is on the edge of falling off): <i>"Don't you think everyone else would be better off if you stopped mooching off welfare?"</i> Have students heard attitudes like this before?</p> <p>12. Ask students what conclusions they draw about our current economic policy from this activity. (Is it possible that economic policy favours wealthy people and makes it easier for them to gain more wealth than the rest of us? Does it encourage the concentration of wealth?)</p> <p>Based on the previous activities explored, the class will have opportunities to explore more deeply, barriers to achieving wealth that have nothing to do with how hard people work. Explore these barriers (e.g., access,</p>	

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	<p>attitudes, stereotypes, etc.) and the factors that might make it easier for someone to attain or maintain wealth. Concepts of meritocracy myth, earned/unearned privilege that arose in earlier parts of this lesson will arise. The following questions may provide more critical discussion (adapted from <i>Challenging Class Bias: Grades 7-12</i>, Toronto District School Board, 2005, p 108):</p> <ol style="list-style-type: none"> <li>1. If you were to move someone off the chairs to make more room, who would it be? Why?</li> <li>2. Where does the power lie in our society? Explain. (Here it would be interesting if students acknowledge that more people are at the bottom and that there should be power in numbers. What happens in our society to keep the majority in their place and allow the few to continue to control the wealth?)</li> <li>3. From what you've heard/read on TV, the internet, and elsewhere, where are decision makers looking to make room?</li> <li>4. Which people are most likely to need or value public wealth, such as public schools, public libraries and public hospitals?</li> <li>5. Why is it that our governments have allowed this inequity to increase?</li> </ol>	
<p><b>Individual Practice</b></p>	<p>Write a reflective journal entry that looks at the following:</p> <ul style="list-style-type: none"> <li>• Look for ways in which your life is impacted (either positively or negatively) by the system of privilege.</li> <li>• Look for the reasons behind the assumptions you make about who has value.</li> </ul> <p>If you see someone on the street, that makes you feel uncomfortable, ask yourself why. Does it connect in some way to the messages you've received about who has value in our society? Can you find value in places</p>	

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<p><b>Call for Action: Culminating Task Ideas and Guiding Questions</b></p>	<p>that you never thought to look before?</p> <p>Explore with students the concept of ‘How to be an Ally.’ Share with students the importance of working as allies to help ensure the equitable treatment of all members of the community. If students have limited knowledge and experience with this topic, consider the following sources as points of entry:</p> <ul style="list-style-type: none"> <li>• <i>Allies: A Discussion Activity</i> (Teaching Tolerance)</li> <li>• <i>5 Tips for Being an Ally</i>, chescaleigh</li> </ul> <p>Some considerations to explore in the Action task:</p> <ul style="list-style-type: none"> <li>• Challenging charity, what can we do that goes beyond “handouts?”</li> <li>• Clearly, our society, both locally and globally is not one that is based on fairness. Do you think we can work towards creating a fairer society?</li> <li>• “Life isn’t fair.” Discuss this quote in the context of privilege. Does it sound like something that someone with or without privilege would say? Has anyone ever said this to you? What was the context? Do you think there is value in this saying or does it do more harm than good?</li> </ul> <p>As an action-oriented task, students can create a public service announcement or infographic that provides some of their learnings from the lesson. This can be shared with the school community through class visits/presentations, assembly or internal broadcast.</p>	
<p><b>Next Steps (Teacher Reflection)</b></p>	<p>In your own life and teaching practice, what correlations do you draw between wealth/income and value?</p> <p>If a student frequently comes to school in unwashed clothes, or without a lunch, are you making judgements against the student’s parents or are you recognizing that there are social inequalities that have created barriers to all families being able to provide for their children in the same way?</p> <p>Are there ways (other than charity) that you could ensure that all students</p>	

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	<p>in your school are feeling valued regardless of income/wealth levels?</p> <p>For more readings to deepen your understanding of charity and social justice, please see the Additional Resources section for references.</p>	

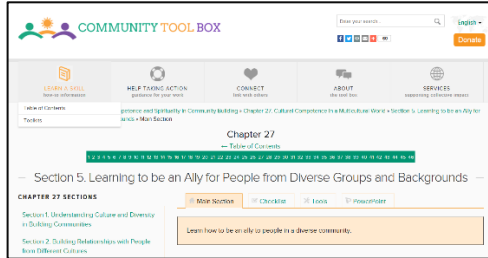
## Additional Resources



*Charity is not Social Justice* (The Toronto Star, 2014)



*Difference Between Charity and Social Justice* (DifferenceBetween.com, 2015)



*Learning to be an Ally for People from Diverse Groups and Backgrounds (Community Tool Box)*

## References

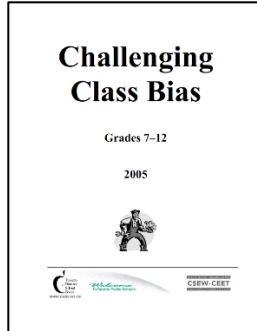


*5 Tips for Being an Ally, chescaleigh*



*Allies: A Discussion Activity (Teaching Tolerance)*





*Challenging Class Bias: Grades 7-12* (Toronto District School Board, 2005)



*Re-Think, Re-Connect, Re-Imagine. Thinking about ourselves, our schools, our communities. Reflecting on White Privilege* (Elementary Teachers' Federation of Ontario, 2015)



*The Bag Exercise* (Training for Change)



*The Ten Chairs*, (Teaching Economics as if People Mattered)

RE-THINK - RE-CONNECT - RE-IMAGINE



## Appendix D: Easy/Hard Activity

Identify three things that are easy for you and explain why they are easy:

\_\_\_\_\_ is easy for me because \_\_\_\_\_

\_\_\_\_\_ is easy for me because \_\_\_\_\_

\_\_\_\_\_ is easy for me because \_\_\_\_\_

Identify three things that are difficult for you and explain why they are difficult:

\_\_\_\_\_ is hard for me because \_\_\_\_\_

\_\_\_\_\_ is hard for me because \_\_\_\_\_

\_\_\_\_\_ is hard for me because \_\_\_\_\_

# GLOSSARY



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

# GLOSSARY

TERM	DEFINITION
<b>Aboriginal peoples</b>	Defined in section 35(2) of the <i>Constitution Act, 1982</i> , s: "... 'Aboriginal peoples of Canada' includes the Indian, Inuit, and Métis peoples of Canada." Other terms used to encompass these diverse groups include First Nations, Métis and Inuit (FNMI), Indigenous, Native and First Peoples. For the purpose of this resource, Aboriginal and Aboriginal peoples will be used to respectfully acknowledge these original inhabitants of North America.
<b>Activism</b>	The action or policy of using vigorous campaigning to bring about political or social change.
<b>Advocacy</b>	The act or process of supporting a cause.
<b>Affirmative action</b>	Affirmative action policies were developed to address long histories of discrimination faced by minorities and women. This term is primarily in use in the USA. In Canada, we have used the term "employment equity" since the 1980's.
<b>Ally</b>	Someone who works against the oppression of a specific social group(s), even though they do not belong to that group, such as a man who works to end sexism or a White person who stands up against racism. Becoming an ally involves acknowledging your own privilege and taking action towards social justice.
<b>Allyship</b>	Allyship is not an identity – it is a lifelong process of building relationships based on trust, consistency and accountability with marginalized individuals and/or groups of people. Allyship is not self-defined – our work and our efforts must be recognized by the people we seek to ally ourselves with.
<b>Assimilation</b>	The process by which a person or persons acquire the social and psychological characteristics of a dominant or majority group: e.g., "Waves of immigrants have been <i>assimilated</i> into the American culture."

TERM	DEFINITION
<b>Barrier</b>	An obstacle to entry in societal activities, created by the culture of the community or the dominant group, i.e., people's behavior towards newcomers or persons seen as “the other” (e.g., marginalized groups).
<b>Bias</b>	An opinion, preference or inclination that limits an individual's or a group's ability to make fair, objective or accurate judgements.
<b>Class</b>	Class is a relative social rank in terms of income, wealth, education, status/position and/or power.
<b>Community</b>	A group of people living in the same place or having a particular characteristic in common; A feeling of fellowship with others, as a result of sharing common attitudes, interests and goals.
<b>Courageous conversations</b>	<p>Educator Glenn E. Singleton outlines Four Agreements to guide educators, students and community stakeholders when discussing race:</p> <ul style="list-style-type: none"> <li>• Stay Engaged;</li> <li>• Expect to Experience Discomfort;</li> <li>• Speak your Truth; and</li> <li>• Expect and Accept a Lack of Closure.</li> </ul>

TERM	DEFINITION
<b>Culturally Responsive and Relevant Pedagogy (CRRP)</b>	<p>Culturally Responsive and Relevant Pedagogy seeks to empower students intellectually, socially, emotionally and politically. Educators who ascribe to this pedagogy foster student voice by:</p> <p><u>Holding high expectations</u> Educators, students, families and community stakeholders work together to create a culture of high expectations in the classroom by engaging in high-yield teaching strategies, consistent assessment and caring relationships.</p> <p><u>Acquiring cultural competence</u> Educators use students' cultures and connections to communities as a vehicle for learning.</p> <p><u>Nurturing critical consciousness</u> Educators provide opportunities for students to critique the cultural norms, values and institutions that produce and maintain social inequities.</p>
<b>Diversity</b>	<p>The presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation and socioeconomic status.</p>
<b>Employment equity</b>	<p>Federal legislation, encouraging the establishment of working conditions that are free of barriers, correcting the conditions of disadvantage in employment and promoting implementation of special measures and the accommodation of differences for the four designated groups in Canada: women, Aboriginal peoples, persons with disabilities and racialized persons.</p>
<b>Equality</b>	<p>The state or quality of being equal; correspondence in quantity, degree, value, rank or ability.</p>
<b>Equity</b>	<p>A condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.</p>
<b>Eurocentric</b>	<p>Focusing on European culture or history to the exclusion of a wider view of the world; implicitly regarding European culture as preeminent.</p>

TERM	DEFINITION
<b>Exclusion</b>	The state of group disempowerment, degradation and disenfranchisement maintained by systemic barriers and supported by an implicit ideology of superiority.
<b>Fairness</b>	Having or exhibiting a disposition that is free of favouritism or bias; impartial.
<b>First Nations, Métis and Inuit (FNMI)</b>	<p><i>First Nation.</i> A term that came into common usage in the 1970s to replace the word “Indian,” which many found offensive. The term <i>First Nation</i> has been adopted to replace the word “band” in the names of communities.</p> <p><i>Inuit.</i> Aboriginal people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec and Labrador. Ontario has a very small Inuit population. The Inuit are not covered by the Indian Act.</p> <p><i>Métis people.</i> People of mixed First Nation and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibwe and Cree.</p>
<b>Gender expression</b>	The Ontario Human Rights Commission (2012) defines <i>gender expression</i> as: “Gender expression is how a person publicly expresses or presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person’s chosen name and pronoun are also common ways of expressing gender. Others perceive a person’s gender through these attributes.”
<b>Gender identity</b>	The Ontario Human Rights Commission (2012) defines <i>gender identity</i> as: “Gender identity is each person’s internal and individual experience of gender. It is a person’s sense of being a woman, a man, both, neither or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth-assigned sex.”
<b>Identity</b>	The concept a person develops about themselves that evolves over the course of their life. This may include aspects of life that they have no control over, such as where they grew up or the colour of their skin, as well as choices they make in life, such as how they spend their time and what they believe.
<b>Inclusion</b>	Creating an environment where people have both the feeling and reality of belonging and are able to achieve to their full potential.

TERM	DEFINITION
<b>Inclusive</b>	To include all, to be comprehensive.
<b>Infrastructure</b>	Refers to structures, systems and facilities serving the economy of a business, industry, country, city, town or area, including the services and facilities necessary for its economy to function.
<b>Liberation</b>	The act of setting someone free from imprisonment, slavery, oppression.
<b>Marginalized</b>	This term is used to refer to the process of making a group or class of people less important or relegated to a secondary position.
<b>Meritocracy</b>	A social system, society or organization in which people have power because of their abilities, not because of their money or social position.
<b>Mobilize</b>	To make ready for action and movement.
<b>Newcomer</b>	A) A person who is new to Canada who has come here either as an immigrant or refugee. B) A person who is new to a school.



TERM	DEFINITION
<b>The Ontario Human Rights Code 1962 (OHRC)</b>	<p>The <i>Ontario Human Rights Code 1962</i> prohibits discrimination against people based on a protected ground in a protected social area.</p> <p>Protected grounds are:</p> <ul style="list-style-type: none"> <li>● Age;</li> <li>● Ancestry, colour, race;</li> <li>● Citizenship;</li> <li>● Ethnic origin;</li> <li>● Place of origin;</li> <li>● Creed;</li> <li>● Disability;</li> <li>● Family status;</li> <li>● Marital status (including single status);</li> <li>● Gender identity, gender expression;</li> <li>● Receipt of public assistance (in housing only);</li> <li>● Record of offences (in employment only); and</li> <li>● Sex (including pregnancy and breastfeeding).</li> </ul> <p>Protected social areas are:</p> <ul style="list-style-type: none"> <li>● Accommodation (housing);</li> <li>● Contracts;</li> <li>● Employment;</li> <li>● Goods, services and facilities; and</li> <li>● Membership in unions, trade or professional associations.</li> </ul>
<b>Oppression</b>	<p>How one group is dominated by another, more powerful, individual or group through physical, psychological, social or economic threats or force and frequently by an ideology of dominance.</p>
<b>Power</b>	<p>The capacity or ability to direct or influence the behavior of others or the course of events.</p>

TERM	DEFINITION
<b>Prejudice</b>	A set of opinions about or attitudes towards a certain group or individuals within it that casts that groups and its members in an inferior light and for which there is no legitimate basis in fact. Usually a negative opinion formed before knowing all the facts.
<b>Privilege</b>	“Privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they’ve done or failed to do. Access to privilege doesn’t determine one’s outcomes, but it is definitely an asset that makes it more likely that whatever talent, ability, and aspirations a person with privilege has will result in something positive for them.” – Peggy McIntosh
<b>Racialized peoples</b>	Recognizing that race is a social construct, the Ontario Human Rights Commission describes people as “racialized person” or “racialized group” instead of the more outdated and inaccurate terms <i>racial minority</i> , <i>visible minority</i> , <i>person of colour</i> or <i>non-White</i> .
<b>Racism</b>	According to the Ontario Human Rights Commission (2012): “Racism is a belief that one group is superior to others. Racism can be openly displayed in racial jokes, slurs or hate crimes. It can also be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, people don’t even realize they have these beliefs. Instead, they are assumptions that have evolved over time and have become part of systems and institutions, and also associated with the dominant group’s power and privilege.”
<b>Sexual orientation</b>	A person’s attraction to someone of a different sex, the same sex or both sexes.
<b>Socio-economic status</b>	An economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation.
<b>Stakeholder</b>	A group/individual that has an interest in a particular issue or project and can affect or be affected by the outcomes.

TERM	DEFINITION
<b>Systemic oppression</b>	Systematic oppression is the mistreatment of people within a social identity group, supported and enforced by the society and its institutions, solely based on the person's membership in the social identity group.
<b>Union or trade union</b>	<p>A union is an organized group of workers who collectively use their strength to have a voice in their workplace. Through a union, workers have a right to impact wages, work hours, benefits, workplace health and safety, job training and other work-related issues. (Los Angeles County Federation of Labor)</p> <p>“trade union” means an organization of employees formed for purposes that include the regulation of relations between employees and employers (Ontario Labour Relations Act)</p>
<b>Unfairness</b>	Lack of equality or justice.
<b>White Privilege</b>	White Privilege is about the concrete benefits of access to resources and social rewards and the power to shape the norms and values of society that Whites receive, unconsciously or consciously, by virtue of their skin colour in a racist society.