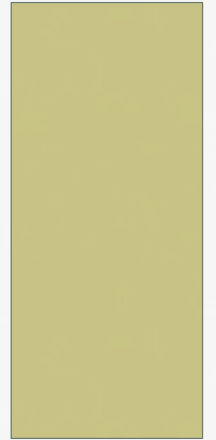


DEVELOPING SOCIAL JUSTICE LITERACY

MARYBREUNIG.COM

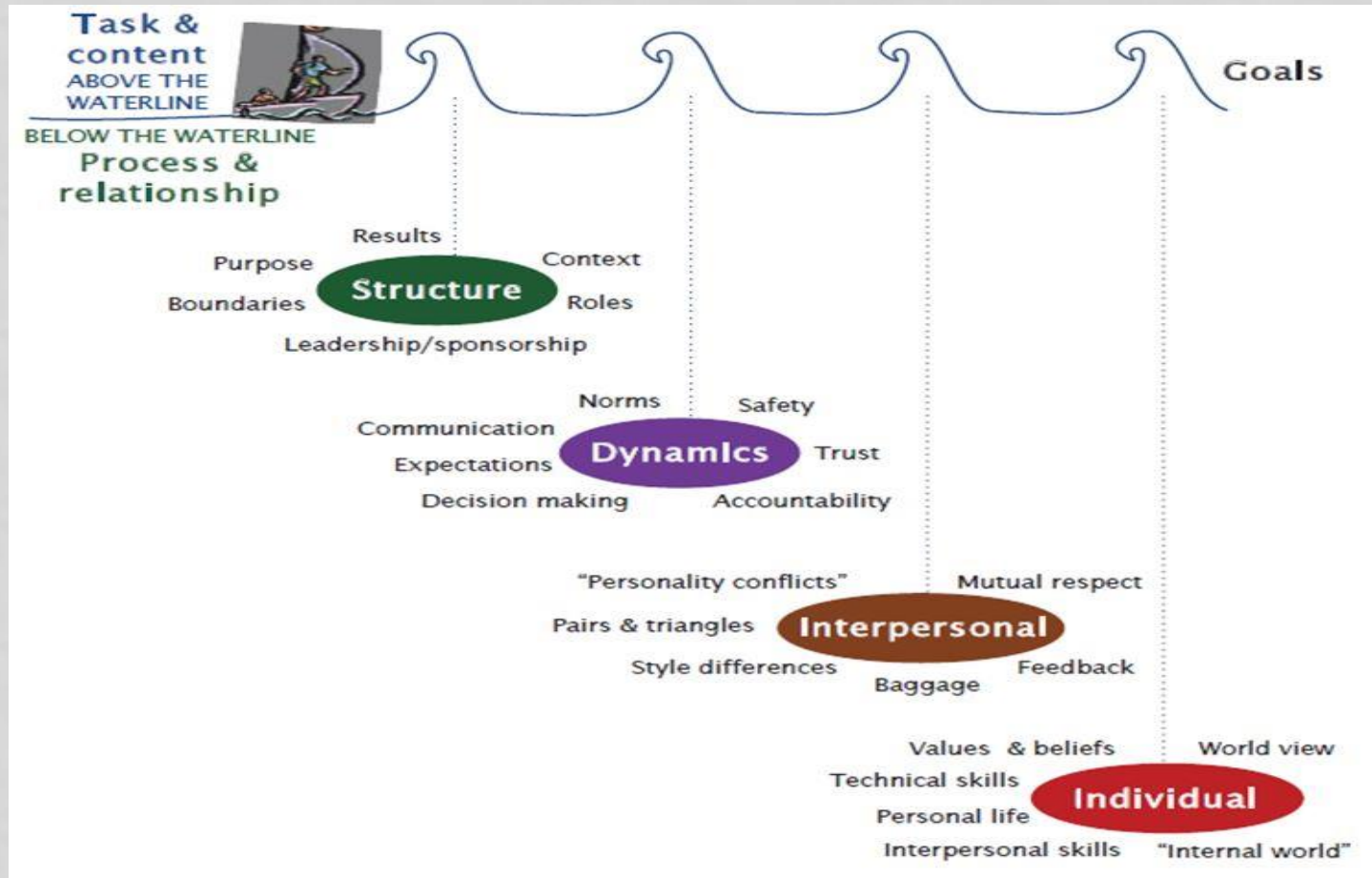


BINGO

- Mix and mingle
- Ask each other the ? that appear in each box and if the ? Is true for someone, have them put their initials in that box. Ask them to tell you what they know about the phenom
- Go for blackout

**SOCIAL JUSTICE?
WHY TALK ABOUT THIS?**

WATERLINE MODEL



PLAYING BRAVE

- Tuckman – a “formed” group
- Assume good intentions
- Assume we all have something to learn
- Assume that this is important – deserving of our attention
- “No Discount Policy” (don’t put yourself down or others)
- Ego Drop (check your ego at the door...you can pick it up on the way out 😊)
- No shame, no blame, no guilt
- PC language – be patient and generous with others and with yourself
- “ouch”
- I don’t know it all and that’s okay
- Is this a Difference that Makes a Difference ?

WHAT DOES AN OUTDOOR EDUCATOR LOOK LIKE? (ILLUSTRATE)

- What items are commonly found in their backpacks?
 - Write these down on the sides of your illustration

What's in your "Backpack of Privilege?"



- What is a privilege?
- When I ask you about privilege, how does it make you feel?
- Can you understand how these benefits are “unearned?”
 - Privilege = access to opportunities
 - In this sense, privilege is not necessarily negative. The ways in which we use our privileges needs to be understood if we are to become culturally competent and if we are to serve as agents of change

HAND SLAP

If you are under attack, performing even the simplest of tasks is nearly impossible

TERMINOLOGY

Stereotype

- Holding beliefs based on myth, missing information, misinformation and/or stereotypes about a group (or individual) that leads to pre-judging members of that group

Keynote Youtube - what kind of Asian are you?

Microaggressions

- The everyday verbal, nonverbal, and environmental slights, snubs, or insults which communicate derogatory messages to target persons based solely upon their marginalized group membership

<https://www.youtube.com/watch?v=-ZkphjQUvzc>

Isms – sources of oppression (unjust treatment)

- Gender
- Race
- Culture
- Sexuality
- Socioeconomic Status / Income Disparity
- Religion
- Ability
- Age
- Education
- First Language
- Preferred Gender Pronouns
-

MORE TERMINOLOGY

Prejudice

- Preconceived belief or preference for one person, place, or thing over another

Oppression

- Individual, institutional and/or cultural exploitation of a group (or an individual)

Internalized Oppression

- When members of oppressed groups accept the negative stereotypes and inferiority of their own group

MORE TERMINOLOGY

Diversity

- celebrating differences as a way of better understanding differences

Culture

- the sum total of the way people act and live their lives
 - **Ethnicity** – commonalities shared and passed down through history and tradition
 - **Race** – a group of people who share a genetic makeup which results in certain biological characteristics

MORE TERMINOLOGY

- **Cultural Competency** – a set of congruent behaviours, attitudes, and policies that help facilitate effective cross-cultural engagements
- **Social Justice Competency** – applies broader consideration cross-isms
- **Social Justice Literacy** - identify, understand, interpret, create, communicate cross context and with a variety of individuals and groups



Use this chart to discuss how social relationships within teams influence the accomplishment of group goals. Prejudice is an attitude based on group membership: where does that begin on this chart? Where does the chart begin to describe prosocial behavior or what we call *good expedition behavior*?

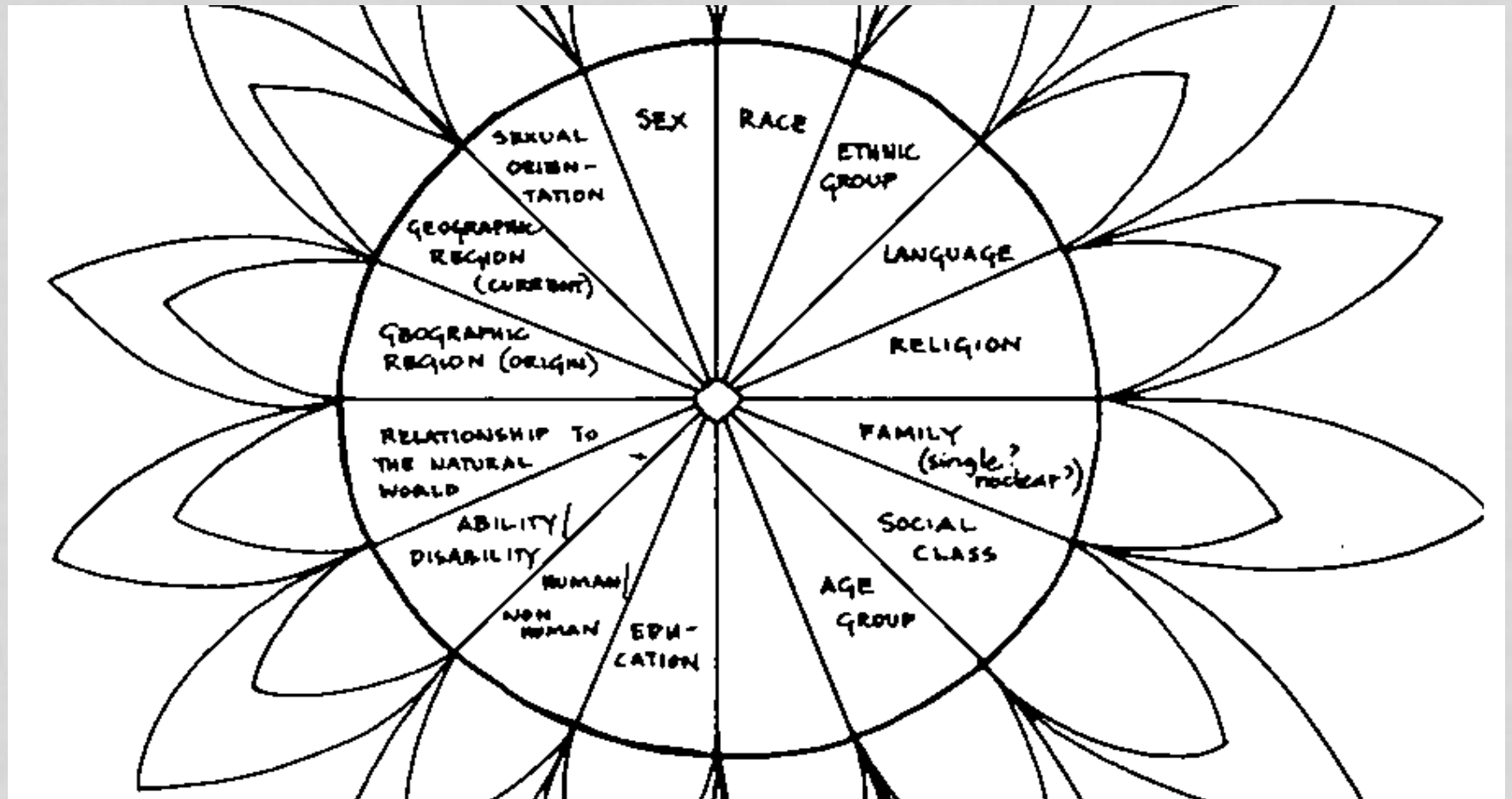
THE PRIVILEGE WALK

- Anyone have questions about an identity that was new to her/him?
- What was the experience like?
- What thoughts and feelings did it bring up for you?
- Was anything surprising to you?
- Were any identities particularly poignant ones for you ?
- Anyone feel resonance with the identity you were representing?
- Did anyone experience a stereotype or sentiment in having to embody the identity you were representing?

FLOWER OF POWER

OUR OWN POSITIONALITY AND EPISTEMOLOGY

(THIS LENS INFORMS OUR VIEW OF THE WORLD AND HOW WE TEACH AND LEAD)



- Roots=Western Values
 - Examples of societal hegemony nourish the petals through its root system
- Many Individual Privileges are those that are birthright or “unearned”
- Certain people are inherently positioned to flourish moreso than others based on this reality

IDENTITY GRID

Age

Class/SES

Marital Status

Race/Ethnicity

Dis/Ability

Sexual Orientation

Faith/Religion

Education Status

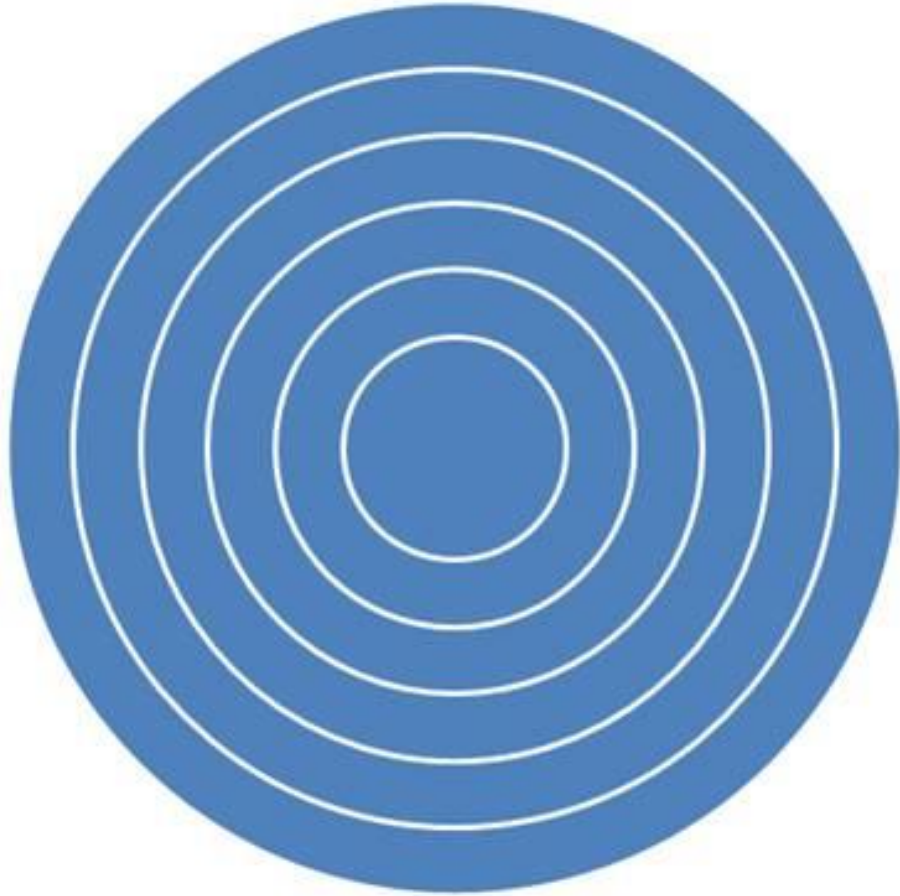
Citizenship

Gender

Size Appearance

Other Identity

EPISTEMOLOGICAL LENS



INTERSECTIONALITY

What is this / your understanding of this?

How can you teach it to school kids?

<https://www.youtube.com/watch?v=w6dnj2IyYjE>

HEGEMONY

- **Hegemony** – the social, cultural, ideological, or economic influence exerted by a dominant group
 - Name some examples
- Hegemony can manifest itself in schools and organizations through the “hidden curriculum which consists of the messages either directly (or indirectly) communicated to students by profs, school structures, textbooks, and other school resources”
 - Name some examples

Hegemony Treasure Hunt

WHAT NOW?

- How can you facilitate and nurture brave spaces ?
- How important are these skills relevant to technical outdoor skills?
- Be an ally - a member of the dominant group who questions or rejects the dominant ideology and works against oppression by supporting and advocating for a non-dominant group = counterhegemonic.....the moving walkway...
 - Re: the privilege walk - imagine an ally standing across from you, can you identify what you might need from an ally? The ally should then summarize what they heard providing you with an opportunity to clarify any misunderstandings. Should we try?
- <https://www.youtube.com/watch?v=b0Ti-gkJiXc> (not a racist)
- Representation Matters – what can we do?
- How can you get support in further developing your social justice literacy?
 - What areas do you wish to develop?
- (how) Can this be assessed?

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