

Extension

- If a group has come together to decide on how to work on a specific problem, the activity can be followed up with an action plan of sorts in order to begin addressing the problem. Understanding the root cause is the first step to achieving change.
- The problems that are brainstormed can be adapted to the learning context. Homelessness is a good example for students in a social justice education context. However, there might be more relevant campus issues for students in a student government association. The problem can be something for which they have decided to work on together in that case

Sources

Adapted from activity contributed by Mei-Yen Hui, University of Maryland

Keywords

Root causes, interconnectivity, social change

Mask of Marginalization**Description**

Students participate in a simulation activity that separates them into different “groups” (the marginalized and a group with more active power). They work together to identify priorities, but in the end the point of the activity is to discuss the interaction between the different groups.

Purpose

- To be put into a position where they can identify their roles that mirror those in society of privilege and marginalization.
- To identify what it means to be marginalized and how that affects people’s sense of empowerment.
- Students will be able to identify their personal role in society and how that relates to social change

Kolb cycle

Active Experimentation

Number of Participants

8-20

Time requirements

30-90 minutes

Space requirements

Large open space or classroom

Materials

Masks for up to 2/3rds of participants (doesn't matter what type of mask, but at least something that goes over the eyes and the students can see through), flip chart paper and pens, list of 10 issues that students have to prioritize

Outline

1. When students come in, gives masks to about 2/3rds of the students as they come into the class, do not explain what they are for yet.
2. Explain the rules:
 - a. Anyone *without* a mask can speak freely
 - b. Anyone *with* a mask must raise their hand before they are able to speak and thus must be granted permission to talk.
3. Explain the activity:
 - a. Give students a list of 10 issues. Make sure that they are issues that there could be some contention about. The issues can be adapted to the context, but here are some examples to start with: Global warming, civil liberties, gay rights, marriage equality, gun control, immigration, global poverty, racism, healthcare, education, prison system, combating terrorism, war, famine, homelessness, living wage, housing, corporate responsibility, unemployment, human rights violations, free speech, etc.
 - b. Students must list the 10 issues the instructor gives to them in order of priority. Make sure students stick to the rules stated previously
 - c. During the activity, the instructor must make sure that everyone abides by the rules and no one removes the masks or speaks when they're not supposed to.
4. Once students have completed the list, gather everyone in a circle and begin processing (actual priorities don't matter, it is the process that does which will be discussed)

Processing Questions

- How did it make you feel to be in the position that you were in?
- Did you feel like your priorities were aptly represented in the outcome? Why or why not?
- Did you talk much or raise your hand much?
- Out of the group *without* masks, who talked the most? What do you think the reasons for that are?
- What happened when the masked people put their masks on? Were they treated the same as those without the masks? Why or why not?
- Why didn't the people with the masks go against the rules?
- If someone tried to break the rules, what happened?
- What if they accidentally broke the rules?
- Was the rule a good one?
- If you don't think so, then why did everyone abide by it?
- How does this activity apply to a real-life situation?
- Who do the people with the masks represent?
- Who do the people without the masks represent?
- Who did the facilitator represent?
- What does the rule represent?

- What does the ranking of priorities represent?
- Can you identify a real-life example where something like this might happen?
- Are there situations where the people with the masks went against what the rules? (Can encourage students to look back to a social change movement discussed earlier in the class). What happened?
- Who are the marginalized populations in real-life social movements?
- Who are the marginalized people in your community?
- Why are they marginalized?
- Are the marginalized always marginalized or can that change?
- Do you feel like you are marginalized? In what way?

Extension

- Instructor may want to preface the discussion by ensuring that it is a safe space and that people should understand that this is only a simulation, but it might say some telling things about human nature.
- Instructor may want to take note of some of the conversations, discussions or issues that come up and bring it up in the discussion.
- Oftentimes, the students might bring up ideas and thoughts that the instructor hadn't thought of, so sometimes it's good to just let the conversation flow.
- Make sure to bring up the topic of marginalization and tie it back to the discussion raised in *Leadership for a Better World*.

Sources

Adapted from activity contributed by Julia Eddy, Bread for the City (Washington, DC)

Keywords

Marginalization, power, privilege

Personal Sphere of Influence Model

Description

Students work individually to identify their sphere of influence by creating a model that represents their "sphere."

Purpose

- To identify their personal spheres of influence (the people who have influenced their ideas and experiences and have been involved in their achievements). This will serve to help inspire them to use their sphere of influence to be involved in social change.

Kolb cycle

Abstract Contextualization

Number of Participants

Any size is appropriate