



## LESSON 5.7 Is the World Just? - Part I

### Module #5: Exploration of Others

Since having a great high school experience is really all about relationships, it is important for freshmen to explore the values and beliefs of other students – and how they're similar and different. There are dangers in not taking the time to truly understand the people we consider "different" from us – dangers that can have a lifetime of negative consequence.

### Enduring Understandings

- I. **Race, gender, ethnicity, and culture are all different and cannot be interchanged. Understanding each is an integral part of getting to know others and what defines them.**
- II. Stereotyping is very common and very dangerous – if not recognized and corrected.

### Essential Questions

- I. **What is culture? (I)**
- II. What is stereotyping and what are the dangers of stereotyping? (II)
- III. What is ethnic intimidation? (II)

### Lesson Objective(s)

Students will develop an understanding of the concept of privilege and the responsibilities that come with it.

Lesson 5.5

Lesson 5.6

**Lesson 5.7**

Lesson 5.8

Lesson 5.9

### Directions:

1. Distribute a copy of the attached cartoon.
2. Have students describe in three or four sentences their interpretation of this cartoon from the New Yorker Magazine.
3. Students should also identify on paper specific times or circumstances in their life when they were the largest fish, the medium-sized fish and the smallest fish.
4. Have students share their descriptions with another person or within small groups.
5. Student leaders should facilitate a larger group conversation about how membership in a dominant group, whether it be one of economic status, gender, sexual orientation, body size, language, religion, physical ability, cognitive capacity, skin color, etc. can sometimes lead us to feel privileged and unaware of others' circumstances.
6. Student leaders will facilitate the conversation around the question: "Is the world just?"

*Discussions about our privilege can be difficult because some people may want to deny that they have any advantage, even if they did not ask for it.*

*Some people with privilege tend to think that if others just work hard enough, then they, too can obtain any goal that is set. That is to say, some people with privilege may not want to admit that there could have been more at play in helping them succeed other than their own merit.*

*It is important to remember that having privilege is somewhat a dynamic phenomenon in that we all experience privilege and power in some circumstances and we are at a lesser advantage in other circumstances.*

**Privilege:** the benefit or condition of enjoying special rights or immunities.

**Power:** having control or domination, whether willingly or unwillingly, over another.

### Materials & Supplies

- Copies of the "Fish" cartoon

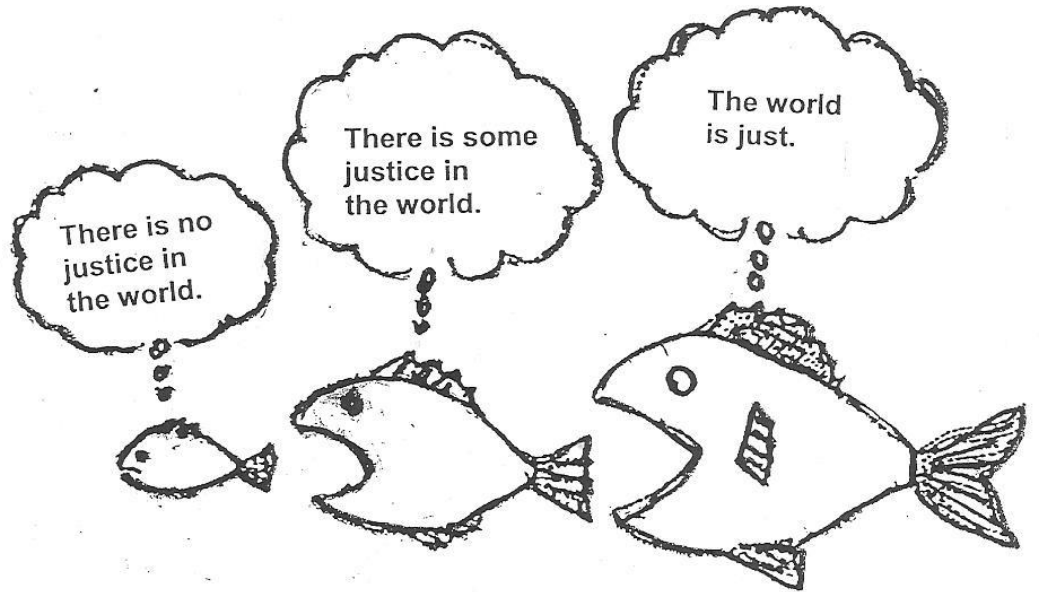
**FOCUS POINT**

Being the "large fish" feels good. But, we must also remember what it feels like to be the "small fish." Ultimately, if we remember this feeling, we are more likely to not abuse privilege and power and treat others better and with more respect.

- The interactive game, *Hate Comes Home*, is an excellent supplement to Module 5. We strongly recommend you use it with this module to enhance student understanding of cultures and stereotypes.
- To order a *Hate Comes Home* subscription, visit the following website: <http://www.willinteractive.com/hate-comes-home>
- If you choose not to purchase and use the *Hate Comes Home* program, we recommend showing movie clips that illustrate and discuss the dangers of stereotyping and cultural biases.

**resources & extension**

## The Way I See It #79



**Robert Mankoff**  
*Cartoon editor for*  
**The New Yorker.**

