

LA 3.1: Reviewing Analysis of My Invisible Backpack

Recognizing Our Privilege



Learning Outcome	Pedagogical Intent	Student Position
<p>Communicate a personal acceptance of and acknowledge the dynamics of culture and privilege in the lives of all students. Assessment: 25 pts. TA: 30 Minutes</p>	<p>Teachers can act from understanding their own privilege to appreciate and work with their students lack of privilege to help them and their families apply themselves to their education.</p>	<p>Students have read about white privilege and searched for areas of their own privilege. Now they will discuss these issues with classmates.</p>

Instructions

1. Take out your notes from homework 2.2 about the Invisible Backpack.
2. Sit in groups of 4 and discuss the privileges you listed after the reading. Notice the privileges identified by most of you and explain why you consider your list to be privileges.
3. Each group needs to create three “aha’s” about white privilege and what teachers can do to reduce its effect on students and their families. Take notes on them and report out your group's findings when the facilitator gives you your turn.
4. When each group is called on to share, report out only the ones that have not already been shared. Then as a class, consider why your list is short--meaning many of you felt the same--or long--meaning that there are more privileges identified than you imagined there would be.



Egan, M. W., Hales, V., & Gomm, R. J. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from <https://edtechbooks.org/partnerships>