

**Topic:** Privilege and Compassion

**Activity:** Tedx Talk and Article

**Author of Lesson plan:** Elizabeth D. Palacios, Ph.D., Dean for Student Development

**NSE Goal Focus:** Cultural Humility- New students will begin to foster the virtue of cultural humility by reflecting on the unique nature of cultures (racial, ethnic, gender, socio-economic, religious, ability).

**Learning Outcomes:** Students will-

1. Identify two distinctive aspects of privilege and disadvantage in one's own life.
2. Demonstrate knowledge of a cultural/faith/value system previously unfamiliar to them.
3. Recognize and respond accordingly to social realities which inhibit another community member's ability to flourish.

**Reflection Prompts:** \*Social Justice \*Relationships \*Academics \*Spiritual Health \* Mental Health \* Civility \* Civic Engagement \*Leadership

**Materials:** Computer and Internet

**Activity:**

1. View the Ted Talk and answer discussion questions. Tedx Talk- "How Studying Privilege Systems Can Strengthen Compassion" by Peggy McIntosh <https://www.youtube.com/watch?v=e-BY9UEewHw>
2. Answer the Discussion Questions below.
3. Read the article by Peggy McIntosh, "Unpacking the Invisible Knapsack." [https://psychology.umbc.edu/files/2016/10/White-Privilege\\_McIntosh-1989.pdf](https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf),
4. Go through the list in the article and mark those statements that best describes you.

**Discussion Questions:**

1. What does Peggy McIntosh describe as the myth of meritocracy?
2. Describe what is meant by privilege systems. How does the speaker define White privilege?
3. How is the term "niceness" used in the Tedx Talk.
4. What was something new that you had not heard before stated in the video?
5. How does the speaker reframe the concept of knowledge and knowers?

**Modification:**

1. Have printed transcript and article for those without computer/internet.
2. Have students answer questions in class for discussion.
3. Have students answer questions and turn the assignment in to you for individual feedback.
4. Have students pair up and answer questions and share their responses to the list in the article.

**Caution:** If Discussion Question are done in class, make sure to facilitate the conversations to be respectful, confidential, and inclusive of all voices. Be sure to review the materials and feel comfortable leading a discussion with your class.