

Chart the Power

Objective: To understand the Power Chart and who are “pushed up/held down” groups.
To identify where each student is on the Power Chart.

Time: 60 minutes **How Many:** 15-20 students
Middle (with modifications) & High School

Materials: Cards with groups on them, corresponding Ism cards in a vertical line on the board
Copies of Power Chart Worksheet
Paper for group work

Enroll: When you hear the word TEENAGER, what are the first words that come to your mind? Write those down. Now, write down the first STEREOTYPES or ASSUMPTIONS that you think people have about youth or teenagers.

Do/Experience: Write up the stereotypes or words associated with Teenagers/Youth

Ask students some of these questions:

- Are these stereotypes true of all teenagers? Could they apply to some adults?
- Do youth and adults get treated differently? How?
- Have you ever seen signs in stores that say, “No more than 3 youth or more in the store at one time”? Why do stores post those up? Why is there no sign that says that for adults? What stereotype of youth is found in that example?
- What are some ways youth and adults get treated differently at school? (e.g. how people talk to them, what they can wear, their in/out privileges) What stereotypes of youth are found in these examples?
- What about driving a car? Why are there different laws for youth and adults? What stereotypes of youth are found in these examples?

Once the connections seem clear, label the words on the board ADULTISM.

In these situations there are two groups. One gets treated better as a group, and the other is treated worse as a group. Which group got treated better? Which group got treated worse?

Tape all the “ism” categories in a vertical row on a wall with the following headings:

<u>Isms</u>	<u>Better Treatment</u>	<u>Worse Treatment</u>
Xxxxxx		
Xxxxxx		
Xxxxxx		

Hand out cards—one to each student. Each student places their card where they think it fits on the power chart.

Process: Which terms, if any, are new to you?
Were there any disagreements about where to place an identity?

Label: An ISM is: The way in which ONE GROUP AS A WHOLE gets better treatment than ANOTHER GROUP AS A WHOLE not because they “deserve” it but just because they are part of that group (or thought to be part of that group).

In our example we looked at ADULTISM: The ways in which ADULTS AS A GROUP get better treatment than YOUTH AS A GROUP simply because of their AGE or PERCEIVED AGE.

The treatment is SYSTEMATIC, DAY-TO-DAY, and INSTITUTIONALIZED. That is what makes them more than simply a STEREOTYPE. (Break the definition down, particularly in regard to the CAPITALIZED words. Get or use youth’s examples as much as possible)

What we’ve created here is the Power Chart for the United States. For each “pair,” one group AS A WHOLE gets “treated better” than the other group.

The group on the left will be labeled “Pushed Up.” The group on the right will be labeled “Held Down.”

What this means is that as each individual is trying to rise up, some groups AS A WHOLE are getting four helping POWER HANDS- PRIVILEGE, PRESTIGE, POWER, AND PROTECTION. Other groups as a whole have a seemingly invisible FIBBING FOOT trying to hold them down.

Lots of times, helping hands are invisible or “normal” or “regular” and therefore unnoticed by the group that is getting better treatment (i.e. they don’t even realize sometimes they ARE getting better treatment).

No one asked for this, necessarily wants it or deserves it. But only by becoming aware of it can we work to change it.

ALL of us in this room are BOTH getting pulled up and pushed down at some point. By becoming aware of this power structure, we are able to change it.

Demonstrate: Hand out POWER CHART and review directions. Have students fill it out. Once everyone is finished, have students get in triads to share some or all of their answers.

Review: Turn to one partner and tell them what the definition of an “ism” is. Ask the class some of these questions:
What are some “pushed up” groups?
What are some “held down” groups?
How does understanding the Power Chart help us to be better Peer Helpers?
Is it easier for you to think about the identities where you are “pushed up” or the identities where you are “pushed down”? Why?

Celebrate: In a category in which you are “pushed up”, how can you use your power for good?

Some Groups Who Get Pushed Up
(Getting: "Privilege, Prestige, Power, Protection")

Some Groups Who Get Held Down
(Getting: "Pushed Down")

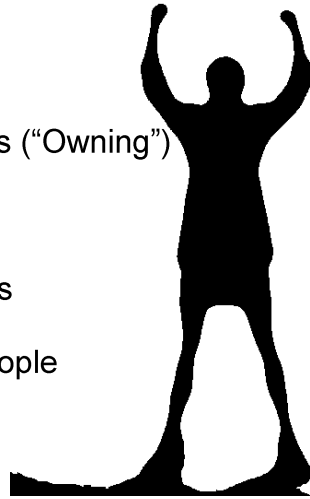
Adults
People 20s – 50s
Men
Men or Women
Wealthy or Middle Class ("Owning")
Caucasian/White

Bosses
Teachers/Administrators
Heterosexuals
Gender-Conforming People

Christian
Judeo-Christian

Formally Educated
U.S. Born
"Free"
Able-Bodied

Thin or Slender People
Light Skinned



Youth
Elders
Women
Intersex or Transgender
Working Class or Poor ("Owing")
People of Color or Multi-
Racial People
Workers
Students
LGBTQQITP People
Gender-Nonconforming/Transgender
People
Atheist, Agnostic, Jewish, Muslim, Jain,
Hindu, Buddhist, or Sikh, etc.
Atheist, Agnostic, Muslim, Jain, Hindu,
Buddhist, or Sikh, etc.
Non-formally educated
Immigrant
Incarcerated/ Locked Up
People with disabilities (mental,
physical, and/or hidden)
Fat or Very Ample or Thick People
Dark Skinned

Directions: Circle the identity that you fit into "best" for each "pairing". You should circle one for each pair as much as you can, though sometimes you really can't.

Answer the following questions for yourself:

1. If you were asked say which two of these identities are important to you today, right now, which ones first come to your head.

Categories to put onto cards:

ADULTISM	Adults	Youth
SEXISM	Men	Women
CLASSISM	Wealthy or Middle Class ("Owning")	Working Class or Poor ("Owing")
RACISM	Caucasian/White	People of Color / Multi- Racial People
HETEROSEXISM/ HOMOPHOBIA	Heterosexuals	LGBTQQITP People
NATIVISM/ XENOPHOBIA	U.S. Born	Immigrant
ABLEISM	Able-Bodied	People with disabilities (mental, physical, and/or hidden)
COLORISM	Light Skinned	Dark Skinned
WEIGHTISM / SIZEISM	Thin or Slender People	Fat or Very Ample or Thick People
AGEISM	Adults, 20s – 50s	Elders (50 years old or older)
GENDERISM / TRANSPHOBIA	Men and Women	Intersex or Transgender

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