



RESTORATIVE RESOLUTIONS

Lesson 1: Privilege, Access, and Inclusion

Learning Objectives

- Participants will develop a better understanding of the privilege they bring to their classroom/school culture.
- Participants will build their knowledge of restorative approaches to improve their abilities for providing access and inclusion to marginalized students/families in schools/classrooms.

Materials

- Handouts: *The Role of Privilege, Cultures that Influence Achievement, 5 Main Types of Privilege*
- Video clip: *Privilege, Access & Inclusion*

Preparation

Before coming together for the session, please review Handout 3, *5 Main Types of Privilege*

Suggested Procedures

- 1) Seat participants in a circle with no desks in between
- 1) Review Goals and Objectives (1-2 minutes)
- 2) Divide into two groups, give one of the two handouts to each group. Choose a recorder/spokesperson and have one sheet of chart paper for each group.
 - Group 1: *The Role of Privilege*
 - Group 2: *Cultures that Influence Achievement*
 - Read and discuss the handout for your group, recording key ideas on chart paper. (10 min)
 - Return to the large group; have the spokesperson from each group share key thoughts and takeaways from their readings. (5 min)
- 3) View the video clip - "Why Restorative Approaches", 1:20:06 - 1:23:24 (3 minutes)
 - In a non-sequential circle, share the important ideas that stood out to you from the video clip. (5 minutes)
- 4) As a closing go-round, answer the following prompts (10 min):
 - In what way(s) do you feel you are privileged when compared to the students/families/staff you serve? (Reflect on the handout, *5 Main Types of Privilege*)
 - How can you use your privilege for good with the students/families/staff you serve?

(For larger groups, please break into smaller groups or pairs to complete the circle go rounds in steps 2-4)

To conclude this lesson, the facilitator should try to make the connection of how privilege and privileged (standards) driven cultures can deny some stakeholders access and inclusion – especially for marginalized students/families, and especially if staff members use their privilege in oppressive ways.

Additional Circle Prompts to explore this topic:

What does privilege sound like?; What does privilege feel like?; What does privilege act like?; What does exclusion look like? How does or can your privilege influence access and inclusion for some of the students, families, and/or staff you serve?



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Recommended Resources

- Barksdale, T.J. (2021). *First Things First: Putting Students Before Standards – A Practical Guide for Building Positive and Engaged Learning Communities*. Simpsonville, SC: Hadassah’s Crown Publishing. (Chapters 1 and 4 in their entirety.)
- Bunch, Erin (2020). *Well and Good. Different Types of Privilege, Including White Privilege – Explained*. <https://www.wellandgood.com/types-of-privilege/>
- Hive Learning. *5 Main Types of Privileges*. <https://www.hivelearning.com/site/resource/diversity-inclusion/5-main-types-of-privileges/>
- Love, B. [Bettina Love]. [2020, July 12]. *Abolitionist Teaching in a Global Pandemic*. [Video] YouTube. https://www.youtube.com/watch?v=9azT7_AyDQ4&t=825s (view 11:50-15:03)
- National Association of School Psychologists. (2016). *Understanding Race and Privilege* [handout]. Bethesda, MD: Author. [Understanding Race and Privilege \(nasponline.org\)](https://www.nasponline.org/understanding-race-and-privilege)
- Noguera, P. [Pedro Noguera]. [2012, July 25]. *Are we failing our students?* [Video] YouTube. <https://www.youtube.com/watch?v=uSehZPz2NoY>

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