

# PRIVILEGE

educate. engage. empower

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**PRIVILEGE IS NOT  
KNOWING THAT YOU'RE  
HURTING OTHERS AND  
NOT LISTENING WHEN  
THEY TELL YOU  
-DASHANNE STOKES**

## WHAT



Privilege: a special or unearned right or benefit enjoyed by a person that others do not receive. Life isn't fair- kids learn this early. What we should teach players is how to fight an injustice when they experience one and also how to pay it forward when they benefit. Privileges come in various forms- the stick parents can afford, where your team practices, and even the surface your team uses. Once you identify privilege you must send the elevator back down and find ways to lift up others.

## WHY



Addressing privilege is not easy because the benefiting group must acknowledge their success isn't entirely their own, so they feel attacked. The key here is giving that group a way to help others access this privilege or at least share part of the benefits. The easiest way to do this is to pay it forward. If a player gets a new stick, they can donate the old one. If someone takes private lessons, they can show other players moves to improve their game. It's all in giving back.

## HOW



This game teaches privilege by giving one team an unfair advantage for no reason. Once the other team realizes, they will angrily protest. The lesson here is what actions can the underprivileged team take to make themselves successful, and what should the privileged team do once they realize A) the other team is being mistreated B) they are benefitting.

## UNFAIR ADVANTAGE:

# PRIVILEGE



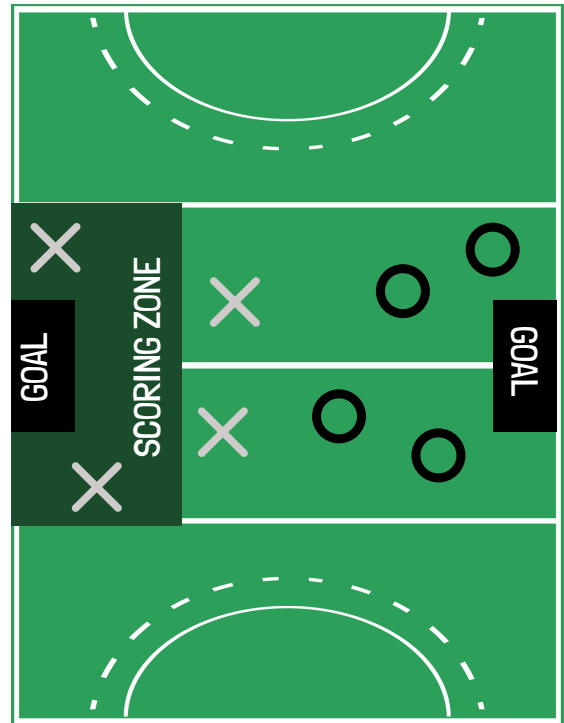
any space  
2 teams  
2 goals  
1 scoring zone

## OVERVIEW

Privilege is an unearned benefit. It's tricky to break down because it can make others defensive. Think of where you practice, or your own stick. Addressing privilege may be uncomfortable, so teach players how to handle it. This is called "sending the elevator back down". If someone gets a quick, easy way to the top, then they can help others by sharing their success or benefits; like sharing tips from a private lesson. Always look to pay it forward.

## SCENARIO

Select 3 players to take a stroke. One at the stroke line, one at the 25, and one at the 50. Ask who has a higher chance of scoring and why. Proximity to the goal is the privilege.



## GAMEPLAY

01

One team has a circle (scoring area) and they can only score in this space

02

Other team can score from anywhere.

03

If numbers are uneven, only the team without scoring restrictions may have higher numbers

04

Halfway into the game, teams flip sides so that the team without restrictions now has to use the scoring zone

## COACHING POINTS

- Ask: How does the having or not having a scoring zone impact the game?
- Analyze: What does privilege in sports look like- playing time, facilities, etc?
- Act: How can we make this game fair?.

## WHITEBOARD

- Easy: alter scoring area size
- Hard: 3+ passes to score
- Pair with numbers up drills like 5v3

# KNOW YOUR PRIVILEGE

ANSWER YES OR NO. IF YOU ANSWERED MOSTLY "YES" THEN YOU HAVE A LOT OF PRIVILEGE. WHY DO YOU THINK THAT YOU ARE TREATED THIS WAY AND OTHERS ARE NOT?

## BEGINNER— IDEAL FOR GRADE SCHOOL

1. Most of the characters in the books we read at school and on in stories on tests look like me and share my features.
2. I can choose make-up or band-aids in flesh color and they mostly match my skin tone or when coloring, it is easy to find crayons that match my skin color.
3. Hairdressers know how to cut and style my hair.
4. I can turn on the television, open a newspaper and see people of my race and who look like me easily.
5. I can go to a museum or art gallery and will see people who look like me featured in the artwork, artifacts, or sculptures.

## INTERMEDIATE—MIDDLE SCHOOL

1. When people who look me are on the news for doing bad things, the news does not use negative words or pictures to describe them or their actions.
2. When I learn about world history or 'civilization', people who look like me were the ones in charge and ruling countries.
3. I can go into a store and easily find the food, music or clothes which represent my race or fit with my cultural traditions.
4. I can easily buy books, children's toys, posters, greetings cards or magazines featuring people of my race.
5. I can act reckless, loud, and crazy in public without my parents and adults in charge or law enforcement will not criticize, lecture, or stop me

## ADVANCED— HIGH SCHOOL

1. If I search "beautiful or pretty" on Google, most of the images look like me.
2. I can go shopping alone and be sure that I won't be followed or watched by the store clerks or security.
3. I can be pretty sure that if I ask to talk to "the person in charge," I will be facing a person of my race.
4. I can say rude things, dress in however, and look sloppy without people thinking that I am poor or uneducated.
5. When I mess up, people make excuses for me and I can get off easily.

# REFLECTION JOURNAL



Use this to  
review, reflect,  
and recharge.

Your mood:



Team mood:



Lesson/ Worksheet:

Date:

Practice Recap- Questions, Comments, Concerns:

Player Notes &  
Players to support:

Were you challenged?

Learn anything?

Topics to explore?

Free Space- Goals, Gains, Gripes: