

Power Shuffle

Recommended Age: 14+

Goal

- To demonstrate the diversity that exists among all of us, even among peers.
- To reveal how neither our differences nor our similarities are always obvious or visible.
- To explore the feelings, both positive and negative, that can surface when we identify with a particular category or group of people.
- To show that in our society, some differences are accepted and approved of, while other differences are not.

Have Ready

- Statements.

Instructions

- Ideally, this activity should have a minimum of 10 youth. While the co-facilitator must participate with the youth, teachers, instructors, and/or support staff are not to participate.
- Explain to youth that in response to hearing a statement that they identify with, they should silently walk across to the other side of the room. If space is limited or to adapt to physical needs, ask seated participants to stand up or raise a hand to signal identification with a particular statement.
- Let youth know that you recognize not all differences are treated equally. If at any point they do not feel comfortable sharing their connection with a particular group, they do not have to walk.
- Let youth know that we will not be stating every possible difference that they may identify with. Explain this is due to a lack of time, not because we believe one difference to be more important or valuable than another.

- Tell participants that this is a silent activity; talking and laughing can unintentionally make others feel too self-conscious to walk across the room or uncomfortable.

Power Shuffle Statements

- You are of First Nations, Métis, or Inuit heritage (make sure you choose the language they understand). Note: For mostly Indigenous groups: “You are Ininiw/Cree,” “You are Anishinaabe/Ojibway,” “You speak Dene,” “You grew up on reserve,” etc.
- Note: If you are in an Indigenous community, you may choose to skip other global locations and instead focus on statements around language use, ceremonies at home, etc.
- You or your ancestors are from Europe (e.g., England, France, or Germany).
- You or your ancestors are from Asia (e.g., China, India, Korea, the Philippines).
- You or your ancestors are from Africa (e.g., Ethiopia, Nigeria, South Sudan).
- You or your ancestors are from a Central or South American country (e.g., Argentina, El Salvador, Cuba).
- You or your ancestors are from Western Asia/Northern Africa (e.g., Iraq, Egypt, Jordan). Note: Euro-Western worldview calls Western Asia/Northern Africa the Middle East, but this is an inaccurate colonial name.
- You or your parents are newcomers (immigrants or refugees) to this country.
- You were raised by a single parent.
- You or someone close to you identifies as Two-Spirit.
(Define Two-Spirit if necessary: It can mean a person from an Indigenous culture who walks between genders, one who carries the gifts of males and females, or one who is gender unique (not specific to any gender) and/or to identify as 2STLGBQ+.)
- You or someone close to you is lesbian, gay, or bisexual.
- You or someone close to you identify as trans.
(Define trans if necessary: Someone who identifies with a gender other than the one assigned at birth may use the word ‘trans’ to describe their gender.)

- You or someone in your family lives with a physical (dis)ability (e.g., someone uses a wheelchair, or someone lives with a chronic illness).
 - You or someone you know lives with a drug or alcohol addiction.
 - You were raised poor, or without a lot of money.
 - You speak a language other than English at home.
 - You identify as or were raised with Indigenous Sacred Ceremonies/Teachings. Note: Only if youth need prompting or have questions mention that this could include the 7 Sacred Teachings, or ceremonies such as Sundance, Sweat Lodge ceremonies.
 - You were raised or identify as _____ (Note: Read one at a time, three in total, including Christian.) Christian, Jewish, Muslim, Buddhist, Hindu, Sikh, or were raised without religion.
 - You were raised by many people (e.g., grandparents, adopted parents, foster parents, biological parents).
 - You have lived outside of _____ (Note: If you're in a city like Winnipeg or Brandon, say that. If you are in a rural community, use the in town/in the country statements below instead.)
 - You or someone you know lives with a mental illness (e.g., depression or anxiety).
- (Last)** You have ever been made fun of because of the way you look (your body size, height, weight, etc. Grade 3 counts!).

Other statements

- You call yourself a black or brown person.
- Your parents are of different ethnic groups (e.g., one is British, one is Korean).
- You live in town (vs. in the country...ideal in rural areas).
- You live in the country (vs. living in town...ideal in rural areas).
- Neither of your parents nor the people who raised you attended university or college.
- Neither of your parents nor the people who raised you completed high school.

Debrief

- **Why do you think we do this activity?** To show that things are valued differently in society, and also to show that, although they might not always be obvious, we also have things in common, even if we are different in other ways.
- **How does it feel to cross the floor?** Was it easier when alone or with others? Why? If someone answers alone: yes, we sometimes feel proud of our differences because it can mean we are unique or special. Easier to walk with others: it can be helpful and powerful to have a community of people with similar experiences and feels less isolating. Our society doesn't always value or celebrate differences. It can really depend on what the difference is whether we'll be treated like it is something to be proud of or something to be ashamed of or even hide.
- **Were any of the statements easier to walk for?** Why? (Validate and normalize their responses.)
- **Which statements were hard to walk for?** Note: Below are three statements that could be addressed. Choose one of the three to debrief, unless there was more than one issue that arose during the activity.
- Why could it be hard to walk for the 'raised poor' question? We live in a culture that often measures success by how much money someone has. Does anyone know the name of the discrimination based on how much money someone has or what their family does for a living? Classism.
- Why might it be difficult to walk for the 'trans' statement or 'Two-Spirit' statement? How are trans people treated in our society? Trans, Two-Spirit, and non-binary people face a particular type of discrimination called transphobia. We know that, especially in school, folks who are trans can often face harassment or even violence.
- Why might it be difficult to walk for the religious statements? Not all religions are valued equally in our society. Some people experience racism based on other people discriminating against their religion or spirituality. People may experience discrimination because of their religious beliefs. For example, Christian holidays are the only ones that everyone has off from school and work.
- FYI: Rates of hate crimes against Muslims have increased by 60% in Canada since 2015. Some of this is attributed to rhetoric around

banning the burqa during the last federal election.ⁱ Over the past few years, Bill 60 and 62 were put forward in Quebec, which would prohibit government workers, educators, and healthcare providers from wearing religious symbols. This bill was introduced to target Muslims who wear the burqa, hijab, and niqab, as well as Sikhs who wear turbans.ⁱⁱ This did not include symbols like the cross, as it was deemed to be subtle. In October 2017, Bill 62 passed, banning anyone giving or receiving public services from covering their face.ⁱⁱⁱ This statement can also refer to the colonial history of Canada and the imposition of Christianity, particularly upon Indigenous people.

- **Are all differences valued equally in our society?** No, if they were, no one would have a hard time walking for any of the questions.
- **For the statements where no one crossed the floor, does that mean those types of differences don't exist?** No. It shows us those differences are simply not identified in the room with us.

Additional Activities

Ideally, this activity should be followed by:

- Dispelling Stereotypes Discussion Cards
- Dealing with Discrimination Action Planning

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- ⁱ Harris, K. (2017, June 13). *Hate crimes against Muslims in Canada up 60%, StatsCan reports*. CBC News. <http://www.cbc.ca/news/politics/hate-crimes-muslims-statscan-1.4158042>
- ⁱⁱ Peritz, I. (2017, February 7). Debate over wearing religious symbols returns to Quebec one week after mosque shooting. *The Globe and Mail*. Retrieved from <https://www.theglobeandmail.com/news/national/debate-over-wearing-religious-symbols-returns-to-quebec-one-week-after-mosque-shooting/article33948284/>
- ⁱⁱⁱ Shingler, B. (2017, September 18). *"I should see your face, and you should see mine," Quebec premier says of new religious neutrality law*. CBC News. <https://www.cbc.ca/news/canada/montreal/quebec-niqab-burka-bill-62-1.4360121>