**Power, Oppression and Intersectionality- Part 1**

*Objectives:*

Following completion of this session, learners will be able to:

1. Define Intersectionality
2. Acknowledge the importance of both (1) appreciating the unique experiences of those with oppressed/marginalized identity(ies), AND (2) recognizing areas of similarity even among those with different identities
3. Outline who has what types of power that impact the healthcare system (and, in turn, the health of our patients)
4. Consider how the laws of power can be leveraged to redistribute power

*Learner Preparatory Work:*

Prior to attending the session, learners have been asked to:

* None

*Facilitator Preparatory Work:*

**If virtual:**

Create a Jamboard with six columns. Use a different colored sticky note to label each column, and name them:

1. physical force
2. wealth
3. state actions
4. social norms
5. ideas
6. numbers

Example here: <https://jamboard.google.com/d/1cjGEfk982XtGHfbecr882QOES2JT4RSFzR5x944JeUk/viewer?f=0>

Create a new Jamboard here: <https://jamboard.google.com>

To add sticky notes, on the left hand side of the screen, the 4th icon is what looks like a small square piece of paper with 2 lines of writing and the corner turned up. If you click on this the sticky note function will appear. You can type in text and select the color. When you click “save” it will appear on the Jamboard. You can then move it into any position you’d like.

This will be used in slide 8-10. Do not fill in the columns. The residents will do this themselves during the session. After they have completed the columns, students can place an “X” on what column they think hold the most power. An example of what your learners will ultimately create is shown by clicking to page 2 of the example Jamboard, or following this link: <https://jamboard.google.com/d/1cjGEfk982XtGHfbecr882QOES2JT4RSFzR5x944JeUk/viewer?f=1>

Consider creating a QR code that your residents can use to access your jamboard. An example is included in **slide 9**. You will need to replace this QR code with your own Jamboard QR code. Many free online QR code generators are available by googleing “QR code generator”. If you decide not to do this, replace the QR code with the link (and put the link in the chat) for how the residents can get to the Jamboard.

**If in person:**Create 6 columns on a white board with each of the six headings You may use a different color for each column if you are able, or clearly draw lines between the columns. Do not fill in the columns. The residents will do this themselves during the session.

*In Session Facilitator Guide*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Duration** | **Format** | **Activity** | **Materials Required** | **Optional Materials to Offer** |
| <5min | Large Group Discussion | Brief welcome and check in with the group:   1. Any hanging questions or comments from last week? 2. Create space for any current events that need to be discussed. |  |  |
| 10 min | PowerPoint Slides | Slides 2-6- see speaker notes in slides |  |  |
| 5 min | Pair Share | Discuss in pairs/trios the Q’s on SLIDE 6 |  |  |
| 8 min | PowerPoint / Video | Slide 7 |  |  |
| 12 min | PowerPoint and Jamboard | Slides 8-10  **If VIRTUAL:** Move into Jamboard. Show students how to use Jamboard (may want to do a screen share).  OR  **If IN PERSON:** Use the white board columns you created. Pass out sticky notes to each learner, for learners to physically place in the column(s) they want to contribute to, or white board marker to write directly on the board  **EITHER FORMAT:** Ask learners to answer the question posed on slide 8 by writing in each column. If using Jamboard, suggest they use sticky notes with the same color as the column header they are contributing to.  **When they are done creating the columns, ask learners to place an “X” (using the text function in Jamboard, or with a whiteboard marker) next to the column header that they think currently represents the type of power that is *most* powerful right now.**  Once the chart is done, ask learners one or two questions (can choose from below depending on what they put up): (1) do you notice any patterns (2) did you notice anyone put something up there that surprised you? (3) were some columns easier to fill out than others? If so, why? | Create a Jamboard for virtual option, or write column headers on white board and give learners sticky notes and/or dry erase markers to create this chart IRL |  |
| 5min | Pair Share | SLIDE 11  Consider the laws of power. Talk with your partner about how we may be able to leverage these to place more power as it relates to the health care system in particular into the hands of those who are oppressed. This can be a time for you to think of both BIG actions (that would require a lot of momentum) and SMALL actions (that you might be able to take). For today, you don’t have to worry so much about how these would get done, or what it would take to get these done. Just think of ideas to leverage these systems.  You will be reporting back, so please identify a reporter |  |  |
| 5-10min | Large Group Report Out | Give each or most groups a chance to report out, as time permits |  |  |
| 5 min | Large Group Powerpoint | Closing (SLIDES 12-13)  Remind learners of the definition of racism we discussed way back at the beginning of the curriculum.  Show other definition POWER + (racial) PREJUDICE = RACISM  Rhetorical question for internal reflection prior to our next session:  Can racism be eliminated through redistribution of power?  Radical changes to redistribute power. What is your role? |  |  |
| POST SESSION- | | Send email reminder to consider the Q’s regarding systems of power, which we will discuss more next time:   1. Why are the systems this way? 2. Who made it so? 3. Who wants to keep it so? | | |