

# Right or Privilege?

## Guide Sheet for Trainers

<https://www.parentcenterhub.org/native-american-tier4-more-info/>

### A

Before the activity, make 2 signs: one labeled **RIGHT** and the other labeled **PRIVILEGE**. Tape these up (or pin them) on opposite sides of the room where your session is taking place.

### B

#### Share These Definitions with Your Audience

**Right:** 1. Conforming with or conformable to law; justice, or morality. 2. Being in accord with fact, reason, or truth.

**Privilege:** 1. A special advantage, immunity, permission, right, or benefit granted to or enjoyed by an individual, class, or caste. 2. Such a right or advantage held because of one's status or rank, and exercised to the detriment or exclusion of others.

### C

**Share the activity's instructions with the audience, saying:** "I will be reading a series of statements one by one. Based on the statement I read and *your* understanding of how "right" and "privilege" are defined, do you think the statement is a right or a privilege? When you've decided, please share your answer by walking to the side of the room labeled either **Right** or **Privilege**."

### D

#### Now what? How the "Right" or "Privilege" Activity Works

Read a right or privilege statement from the list of suggestions on the next page. Pause. Give participants time to decide if they think the statement refers to a right or a privilege. If necessary, remind them to walk to the "RIGHT" or "PRIVILEGE" side of the room. Once participants have done so, re-read the statement and invite individuals to share **why** they have positioned themselves where they have. Many different perspectives are possible—and, indeed, likely!

## **Right or Privilege Statements**

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- Getting an education
- Getting a driver's license
- Eating candy in the classroom
- Being able to study in a quiet place
- Breathing clean air
- Drinking healthy water
- Life, Liberty, and the Pursuit of Happiness
- Expecting that a treaty or contract will be followed