

Fish, Lake, Groundwater

Lesson Plan for MCJE Hidden Hill Workshop, Part 2

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OVERVIEW & PURPOSE

To help students delve deeper into the concept of systemic racism by introducing them to a model and engaging them in a practical exercise in which students experience what it feels like when the rules are fair, but the game isn't.

OBJECTIVES

- To provide students with a model for critical thinking based on the Fish-Lake- Groundwater Model developed by the Racial Equity Institute.
- To help students understand the idea of white privilege and “affirmative action” through a simulation of a game of Monopoly with a set of rules that give advantages to some (white people) and not others (people of color).
- To encourage students to record reflections on the role on how race and racism shapes a current civil rights issue of interest to them.
- To give students an opportunity to consider what a “groundwater” solution (systemic change) requires.

MATERIALS NEEDED

- Fish-Lake-Groundwater handbook (REI)-- for instructors
- Monopoly game instructions and participants' comments-- for instructors ([When the rules are fair but the game isn't](#))
- Paper for recording notes in small group discussion.
- Notecards for recording ideas and evaluating workshop (exit pass).

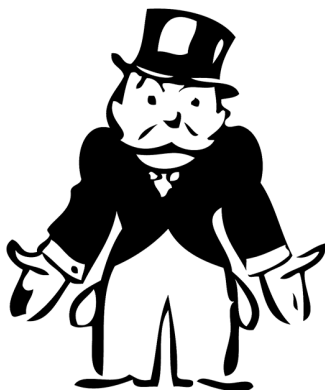
ACTIVITIES

1. Introduction of Fish-Lake-Groundwater Model.
2. Small-group brainstorming: Apply the model to a current problem.
3. Shifting gears: Workshop leaders divide class into 3 groups--A, B, C. They explain the rules of the game, then ask groups to discuss the following questions:
 - a. How do you feel about the game?
 - b. How do you feel about your group assignment?
 - c. What do you think the outcome of the game will be? Why?
4. Group leaders read #4 on handout, summarizing students' reactions to game in experiment.
5. Individual responses (notecards): How can you relate what you've learned today to civil rights struggles now?
6. Wrap-up.
7. Students asked to briefly evaluate workshop on exit passes (notecard).

RESOURCES

Bayard Love and Deena Hayes-Greene, *The Groundwater Approach: Building a Practical Understanding of Structural Racism*. Racial Equity Institute.

Jost, Whitfield, and Jost, "When the Rules are Fair, but the Game Isn't" *Multicultural Education*, v13 n1 p14, Fall 2005. Available online at www.eric.ed.gov.



In a rigged game of Monopoly, denial of unearned privilege has few consequences, but what about in the rigged game called life?