

Equity

SDGs Covered:



Experience

Undertake **one** activity related to **each** of the following:

1. Learn about what equity is

These activities will help you **understand** the key concepts of equity and **empathise** with those who experience inequity.

- What does inequity look like in your community? What does it mean to you? Present it back in some sort of art e.g. drawing, art, comic, photo essay, video etc.
- Give each team a different resource/amount of resources for an activity (e.g. paper, scissors, no scissors, tape). Debrief at the end - how did this affect the end result? Was this fair? How did it make you feel? Were the groups who had less resources still able to create something great? Did they still feel engaged? How does this reflect the real world?
- Undertake the 'band aid' activity to explain the difference between equity and equality. Have members pretend they got hurt and need a band aid. Ask the first one where they are hurt. If they say finger, put the band aid on their finger. Ask the second person where they hurt. No matter what they say, put it in the same place as the first person. Do that throughout the whole group. Once they all have band aids in the same spot, ask if it helped any of them other than the first person. Have a discussion around how different people might need things differently, so that's why some people get different help or support than others.

2. Understand the different causes of inequity (including why we have it, our personal biases)

These activities will help you **understand** the structural, social, and individual causes of inequity and **explore** our own personal biases.

- Watch a film about inequity, such as *Miss Representation*, *The Mask You Live In*, *13th*, or *The House I Live In*. Afterwards, have a discussion about what you saw. What about the film surprised you? How much of the things discussed in the film do you think are also applicable to New Zealand society?
- Write down what you think the different qualities are of boys/men and girls/women. Why are they different? Do you think they are true or just stereotypes? Where have these come from?
- Learn about the difference between implicit and explicit biases, then take an implicit bias test, such as Harvard University's Project Implicit test (<https://implicit.harvard.edu/implicit/>). What results do you find? How does this make you feel?

3. Understand the barriers to equity and their impacts (on individual, community, and global levels)

These activities will help you **realise** the barriers to equity and **understand** their impacts on an individual, community, and global level.

- Learn about the concept of “colour blindness” when it comes to issues of racism. Discuss why it is important to acknowledge the perspectives of different people, and how treating everyone the same regardless of their situation might cause more issues, rather than solve them.
- Walk around your local community and imagine doing it with a different disability (give each team something different to focus on, e.g. in a wheelchair, can't see well, can't handle loud noises). How easy/hard was it to get around? What problems did you encounter?
- Are some people more equal than others? Learn about the idea of intersectionality, and think about the ways different layers of inequity could affect your life. To illustrate this idea, use pieces of coloured plastic/cellophane to see how overlapping two colours doesn't show you two views of the world, it makes a completely different view.

4. Recognise some reduction strategies of inequity

Be able to **reduce** your personal impact on inequity and **understand** what the community is doing as a whole to reduce inequity.

- Look into a local charity/business that supports an equity issue in New Zealand (for example KidsCan, Eat My Lunch, Share a Pair, Rainbow Youth). Find out as much as you can about the issue and how the charity makes a difference, and speak to someone involved if possible. Present your findings back to your group, and discuss how impactful you think the organisation is. What are they doing that works well? What could people do to better support them?
- Find out some initiatives that are taking place in communities around the country (and globally) to help support those with disabilities (e.g. supermarkets who have 'quiet times' with dimmed lights and no/low volume music). Visit the supermarket during 'Quiet Hours' and take note of the differences.
- Visit a location that is accessible certified in your local area. Find out what that means and see what that location has done to ensure they are accessible.

Act

- Fundraise for the Scout Youth Foundation to support accessibility to Scouts or Scout events for those who can't afford it.
- Make all the changes required to ensure your Scout hall is accessible for all.
- Plan and carry out a women's rights & gender equity activity (e.g. anti-bullying campaign on specific topic, supporting Pink Shirt Day)

