

ACTIVITY 3.2

Institutional Scavenger Hunt

Directions: Split the students into groups of four (or use another grouping method of your choice). Use one class period to allow the groups to go throughout the building, student center, residence halls, campus, and so forth. Instruct the groups to collect environmental evidence in the school that demonstrates both oppressive and anti-oppressive practices, specifically heteronormative or cisgender examples, as well as positive messages regarding sociocultural identities. Take photos where relevant. Examples may include posters or flyers advertising school functions or overheard conversations (remind students that all names must be not be used). Students could also make an inventory of the institution's online presence, capturing screen images or writing descriptions of any online oppressive or antioppressive images or messages. At the next class, student groups present the information they uncovered demonstrating oppressive and anti-oppressive practices. The presentations should include visuals, such as photos, PowerPoint, charts, and so forth. Each group should explain why they believe certain practices are oppressive or antioppressive or positive and what steps could be taken to encourage more antioppressive and positive sociocultural messages and practices around campus. Students may also do this activity outside the classroom and in their communities; students can bring back their findings to present to the class or upload them to a shared online folder for the class to view and discuss.

Goal: The goal of this activity is for students to identify, observe, and analyze what type of messages (oppressive vs. anti-oppressive) fill our academic and social environment, specifically what may be viewed as heteronormative and cisgender.

Materials:

- At least one notepad and writing utensil per group
 - Camera for each group (i.e., student cell phone with camera)
 - Internet access
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