



## Quiz: Activity to raise awareness against prejudice Information sheet

### Intervention in disadvantaged areas

EQUALITY | FAIRNESS | SOCIAL JUSTICE

In disadvantaged areas, families face diverse and sometimes complex realities that may not always be well understood by school staff members. This situation can contribute to the emergence of biases and false beliefs about students' experiences and can be detrimental to their educational success. To protect students from certain injustices, it is necessary to encourage the school team to be aware of the various realities that families face, and the false beliefs and prejudices that may be associated with them. The quiz, which is light and humorous in tone, will allow you to address this delicate but essential issue with your school team.

This activity could be done at team meetings, for example:

- at the beginning of the new school year
- during self-reflection exercises
- during preparation work for the school's educational project
- when working on report cards

#### AIMS

- To raise awareness among school staff members about the false beliefs, attitudes and prejudices that may be directed at families from disadvantaged areas and any possible negative effects this may have on the success of students
- To encourage reflection and discussion on the actions and conditions to be put in place to make the school environment fairer and more just

#### PERSONNEL INVOLVED

The tool, presented in an original and collaborative pop quiz format, is intended for all resource personnel in the school system who work with disadvantaged communities.

#### PROPOSED APPROACH

Since the subject of prejudice and false beliefs can be delicate to address and can arouse strong emotions, it is advisable to be familiar with the quiz and the content of the [Reference Manual for Intervention in Disadvantaged Areas – One School: Success for All](#) before starting the discussion. Responsibility for facilitating could possibly be given to personnel involved with intervention in disadvantaged areas or to administrators in the schools and school service centres or school boards.

The following are examples of questions that can be used to guide team reflection:

- How can we support reflection and dialogue within our team to help challenge our biases and beliefs?
- How do our practices reduce inequality?
- How can we promote values of social justice, fairness and equality in our school?
- What can we do to better understand and take into account the diversity in our school?

Reference: Archambault, J. and Harnois, L. (2009). "[Diriger une école primaire de milieu urbain défavorisé](#)", *Éthique publique*, 11 (1).