

## FAST FACTS



Any Size  
Group



45-60  
Minutes



\$0



Low

## Truth Trivia: Equity Awareness Quiz

Adapted from [www.EdChange.org](http://www.EdChange.org)

**Topics Covered:** This is an interactive quiz show format that covers a broad range of social justice issues in the United States: social class, race, gender, sexuality, hate groups, etc.

**Objectives/Learning Outcomes:** By taking this “quiz,” participants will be made aware of a number of statistics that highlight inequality in the United States. This activity is designed to address the structural inequity that exists in our social systems (media, education, government, employment, health care, etc.), and that not everyone can “pull themselves up by their bootstraps” (myth of meritocracy).

### Materials Needed:

- Projector
- Projector screen
- Truth Trivia PowerPoint Quiz Show
  - Quiz Show created from Equity Quiz found at <http://www.edchange.org/multicultural/quizzes.html>
- Copy of “Equity Quiz” answer key for facilitators
- Paper & markers to keep score
- Seating for participants

### Grounds Rules:

- Be fully present and participate at your own comfort level – challenge by choice.
  - Follow up - What does it mean to be “fully present”?
  - Follow up - What does “challenge by choice” mean?
- Push yourself outside of your comfort zone – the most learning happens when we are a little bit uncomfortable.
- Listen respectfully, share air time, and encourage others to participate.
- It’s ok for us all to be at different places with the things we discuss today.
- Show respect for one another’s beliefs, values, and experiences.
- Respect and maintain privacy.

### Disclaimer:

- If someone DOES attend the program who is of a subordinated group (LGBTQ, disabled, person of color, etc), be sure not to single them out for the “[subordinated group] perspective,” stare at them to judge their reaction, or basically put them on the spot. They should be treated like every other student, and invite everyone to share/participate as much as she/he/ze is comfortable.

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### Facilitation Guide:

- Have participants count off into equal size teams.
- The game show host should explain that each slide will have a different multiple choice question, and the teams will have 30 seconds to decide on a team answer.
- The game show host reads each question out loud, allowing 30 seconds for the teams to decide on their answer.
- The game show host asks for each team to provide their answer. Once all teams have shared their answer, game show host advances the slide, which will slowly remove all incorrect answers.
- Hosts should comment on each answer as much as possible, to help the reality of the statistic sink in. For example, question #1: “Think about it, 40% of the schools in the US have no teachers of color on staff! What does that mean for students of color, if they don’t see any adults who look like them in their educational setting?”
- Add points to the score sheet for any teams. Continue until all questions have been asked.
- Compare scores for the teams, and note how many correct answers each team received.
- In most cases, nobody will have answered more than 10 of the questions correctly, and most people will have answered only three or four correctly.
- Circle participants up to process through the activity.

### Processing Questions:

- The questions listed below are recommended, but feel free to create your own.
- Were there any questions that surprised you in this quiz?
- Did you experience any emotions during this program? Anger? Sadness? Confusion? Have you seen some of these things happening in daily life?
- Where do you get information about individuals and groups related to race, gender, socioeconomic class, and other social or cultural identities?
- How do you process information that you get from these sources? Is your understanding of the information informed by your own experiences or worldview?
- How can misinformation about these issues contribute to stereotyping and oppression?
- Now that you are aware of some of these statistics, what is your role and/or responsibility in challenging these stereotypes or providing fuller understandings of these issues?
- What was the purpose of this program?
- What is one thing you will take away from this exercise?
- Did you notice any group dynamics during the activity? For example, were teams cheering when they got the right answer? Does it feel “weird” to cheer on questions/answers related to inequity?



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### **Possible Facilitation Issues:**

- Talking about privilege and personal experiences may bring up strong emotions. Be sure to tell participants that this is a normal response and be willing to let them share.
- There may be some temptation to process each question separately. We strongly suggest going through all the questions and answers first, as it can be very powerful for someone to be reminded over and over how little they know about these issues in a short span of time.
- It will also be effective if you take the quiz beforehand and share how you did before polling the students.
- Some students may want to challenge particular questions or how they are phrased. This is a common defensive tactic individuals use to relieve themselves of dealing with the actual content of the quiz. It will be important not to feed into their defensiveness, but instead to affirm their critique. Explain that part of the purpose of the quiz is to learn to be more critical about *all* information we hear or read, and the information from this quiz is no different.