A curriculum package to help students look at the realities of some groups of working people:

- Suggested lessons for 8 days (75-minute classes)
- Adaptable for a variety of Social Science courses, including Social Justice 12
- Possible assessment activities include:
  - Written reflections in response to readings, videos and discussions
  - Participation in small group and class discussions
  - PSA announcement
  - In-depth analysis of how intersectionality affects student’s life experiences
Learning Outcomes from this unit include the following:

Students will be able to:

• Describe different groups of workers who face increased challenges in their work.
• Explain the role of intersectionality in creating challenges and opportunities for different people.
• Explain and give examples of unpaid labour.
• Explain and give examples of emotional labour.
• Discuss the ways in which gender stereotypes affect attitudes toward some workers.
• Identify the ways in which intersectionality can affect workers.
• Explain some of the impediments still facing women in the workplace.
• Explain the meaning of “dirty work” and the 3 kinds of stigma facing certain types of workers. Analyze the reasons for this stigma, and identify ways to reduce it.
• Evaluate the potential need for employers to support and advocate for workers facing invisible stigma.
• Examine the various challenges faced by lower income folks who live far from their places of work.
• Recommend ways in which improved public transit could impact the lives of working people.
**What’s Working in our World?**

**Working Realities**

<table>
<thead>
<tr>
<th>Session</th>
<th>Theme</th>
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<td>1</td>
<td>Gendered Work</td>
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<td>Women’s work</td>
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<td>Housework</td>
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<td>4</td>
<td>People of Colour - Working Harder</td>
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<tr>
<td>5</td>
<td>Dirty Work: 3 types of stigmatized labour</td>
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<td>6-7</td>
<td>Writing Narratives that Work: Families to and fro - Journeys to Work &amp; Back</td>
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<tr>
<td>8</td>
<td>Presentations &amp; Final In-class Write (intersectionality)</td>
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**The suggested lesson plans are based on a 75-minute class. Classes that are shorter can adapt lessons by shortening them or dividing each lesson over two classes. Lesson order is merely a suggestion; these can be adapted or taken out individually and inserted into other units of humanities courses.**

**Technology & web-based activities: these can be adapted to take place during the class, if technology is available to students during class time. They can also take place outside of class time provided the technology is available.**
**Session 1: Gendered Work**

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<th>Approx. Time</th>
<th>Activity</th>
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<tr>
<td>3 - 5 min.</td>
<td><strong>What are our stereotypes?</strong> Make lists of jobs that are typically thought of as “female” and jobs that are typically thought of as “male.”</td>
<td>Silent, individual writing</td>
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</table>
| 5 - 7 min.   | **Videoclip:** “Are Some Jobs Only for Women?” (3.5 min.) [https://www.youtube.com/watch?v=qE-vJO67xqg](https://www.youtube.com/watch?v=qE-vJO67xqg)  
**Discussion after videoclip:** Did the results surprise you? What adjectives did people use to describe people when they were linking them with a profession? | |
| 12 - 15 min. | **Electronic Survey to determine your bias:** Have students participate in Project Implicit’s “gender” survey to test their bias re: gender & academic disciplines (humanities versus sciences) [https://implicit.harvard.edu/implicit/canada/selectatest.jsp](https://implicit.harvard.edu/implicit/canada/selectatest.jsp)  
**Notes:** They may need to do it more than once if they are too slow: the results work only if students work very quickly. (Those who finish quickly and have a reliable score can try some of the other bias tests for: age, ethnicity…)  
Once they have completed the survey and have their results, discuss the exercise and its reliability, and the students’ reaction to their results. How do they think their parents or grandparents would score? | Computer or mobile device: Gender & academic discipline stereotypes |
| 8 - 10 min.  | **Videoclip:** “A Tale of two women and their careers in Science” [https://www.youtube.com/watch?v=z8FfeA0F6Y0](https://www.youtube.com/watch?v=z8FfeA0F6Y0)  
Show students a 4 minute videoclip that compares the careers of two female scientists, showing challenges of professional careers for women in academia and the role of luck and biology.  
**Discuss:** What stood out? What was surprising? This videoclip compared two women. How might it have been different if it had compared a man and a woman in the sciences? | Videoclip; whole class discussion |
| 5 - 6 min.   | **Videoclip:** “StatCan Research Beat: Women owned enterprises” (Statistics Canada) (2 min.) [https://www.youtube.com/watch?v=MJnnsORStd](https://www.youtube.com/watch?v=MJnnsORStd)  
**Discuss:** Based on what you saw, if you were a woman looking to set up your own business, what province might offer you more opportunities? What sector might you | Videoclip; whole group share out. |
Consider? What are some of the challenges facing female entrepreneurs?

| 20 - 25 min. | **Reading & Discussion:**
This article by Vancouverite Andrea Reimer describes the challenges she faced as a female politician and explains her choice to leave politics.
Before reading the article, check out a brief bio -- so brief it doesn’t include many of her initiatives, including her support of indigenous cultures by learning and using the Squamish language:

“Andrea Reimer: Surviving the shattered glass ceiling.”
(National Observer, 5 February 2019)
[https://www.nationalobserver.com/2019/02/05/opinion/andrea-reimer-surviving-shattered-glass-ceiling](https://www.nationalobserver.com/2019/02/05/opinion/andrea-reimer-surviving-shattered-glass-ceiling)

**Discussion:** What are some of the challenges Reimer identifies for women in politics? If we want more women like Reimer to enter and stay in politics, what do we (ordinary humans) need to do to support them?

| 5 - 10 min. | **Written reflection:**
Do you think it is possible for work to be “ungendered”? Why/Why not? Which jobs have been ungendered in your or your parents’ lifetime? What made this possible? Individual in-class writing. To be handed in for feedback. |
## Session 2: Women’s Work

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<th>Approx. Length</th>
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<tr>
<td>5 - 6 min.</td>
<td>Share samples of anonymous student thoughts on whether work can ever be completely ungendered, and which jobs have been ungendered in their/their parents’ lifetime.</td>
<td>Read aloud, or project from Powerpoint, or have typed samples for students to look at in small groups, or samples posted on walls, etc.</td>
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<td>20 - 25 min.</td>
<td><strong>Reading:</strong> “‘Women are just better at this stuff’: is emotional labour feminism’s next frontier?” <a href="https://www.theguardian.com/world/2015/nov/08/women-gender-roles-sexism-emotional-labor-feminism">https://www.theguardian.com/world/2015/nov/08/women-gender-roles-sexism-emotional-labor-feminism</a> Have the students read the article and write down comments or questions as they do. They can then share these in small groups. Ask them to come up with a concise definition of emotional labour in their own words based on what they read in the article. They can then share ideas as a whole class.</td>
<td>Reading; Pair/small group discussion</td>
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<td>4 - 5 min.</td>
<td><strong>Discussion:</strong> Did you grow up with gendered toys or gendered activities? Were you encouraged to develop skills so that you would be able to perform gendered work? (This may be something that was more common for your parents and grandparents: feel free to share stories of their experiences in a gendered world.)</td>
<td>Small groups, followed by whole class share</td>
</tr>
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| 4 - 5 min.     | **Videoclips:** *5 Decades of Easy-Bake Ovens*  
“Easy-Bake Oven Commercial (1963)” (31 sec.) [https://www.youtube.com/watch?v=XcY0ghee5Sc](https://www.youtube.com/watch?v=XcY0ghee5Sc)  
“Easy-Bake Oven & Snack Center Commercial (1992)” (30 sec.) [https://www.youtube.com/watch?v=JSFlqig2Anc](https://www.youtube.com/watch?v=JSFlqig2Anc)  
“Easy-Bake Ultimate Oven Commercial (2011)” (30 sec.) [https://www.youtube.com/watch?v=lreImESlG0](https://www.youtube.com/watch?v=lreImESlG0)  
**Questions:** What has changed and what hasn’t in these Easy-Bake Oven ads over the course of almost 5 decades? What do you think has contributed to the longevity of the Easy-Bake Oven as a girls’ toy? Do you think nostalgic parent/grandparent gift-buying has played a role in this? Do children’s toys train us for our future gendered work? | Full class discussion following ads |
| 8 - 10 min.    | **Videoclips:** (1.5 min.)  
“Girl’s rant targets gender roles, toys” [https://www.youtube.com/watch?v=srnaXW9ZgZc](https://www.youtube.com/watch?v=srnaXW9ZgZc)  
**Experimentation with Lego gender toy set mash ups** (you can mix & match the audio for “boys”’’ lego sets with visuals from | Full class discussion following videoclip |
“girls”’ lego sets and vice versa. Ask the class to select a couple of combinations, and watch the effect.

http://www.genderremixer.com/lego/

**Discussion:**
What do all of these tell us about children’s toys and gender expectations? Recently, a Twitter photo of a Star Wars Lightsaber went viral: it was placed in a clearly marked bin: “Boys Toys.” Does it surprise you that this exists in 2019?

3 - 5 min. | Women who buck the system
Videoclip: (3 min.)
https://www.youtube.com/watch?v=AAXVnZcJ5MI

Discussion: from what you saw of this New York taxi driver, what personal characteristics does it take to survive in a male-dominant profession? To what extent do you think her struggle to navigate two cultures helped her develop skills to navigate a gendered profession? Explain.

Videoclip & brief discussion

10 - 15 min. | **Written reflection:**
What does it take to be a woman in a non-traditional job? What are barriers that have to be overcome? Be specific: don’t simply say “economic” or “social” -- describe examples of what those might be.

Individual in-class writing. To be handed in for feedback.

**Other Resources of Interest include:**

Make Mothers Matter - “Mothers’ unpaid family care work: vital but invisible and unrecognised”

UN Women - “Redistribute unpaid work”

Bustle - “7 Forms of Unpaid Labor Women Are Expected to do on a daily basis”
https://www.bustle.com/p/7-forms-of-unpaid-labor-women-are-expected-to-do-on-a-daily-basis-51970

Huffington Post - “All Work and No Pay: Recognizing Women’s Unpaid Labor in the Global South”
https://www.huffingtonpost.com/michelle-chen/women-labor-rights_b_2801045.html

The Conversation - “How youth activism is kicking unpaid internships to the curb”
https://theconversation.com/how-youth-activism-is-kicking-unpaid-internships-to-the-curb-95994

The Conversation - “To pay or not to pay: That’s the internship question”
https://theconversation.com/to-pay-or-not-to-pay-thats-the-internship-question-107544

The Conversation - “Let go of toxic workplace ‘emotional labour’ in 2019”
## Sessions 3: Housework

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<th>Approx. Length</th>
<th>Activity</th>
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<tr>
<td>5 - 6 min.</td>
<td>Share samples of anonymous student responses to prompt:</td>
<td>Read aloud, or project from Powerpoint, or have typed samples for students to look at in small groups, or samples posted on walls, etc.</td>
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<td></td>
<td>“What does it take to be a woman in a non-traditional job? What are barriers that have to be overcome?”</td>
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<td>5 - 6 min.</td>
<td><strong>Discussion:</strong> What is unpaid work? Why is some work unpaid? Who performs unpaid work in our society? How much unpaid work do you perform in the course of your day? What about your parents? List some examples of unpaid work?</td>
<td>Think/pair/share</td>
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<tr>
<td>15 - 20 min.</td>
<td>Reading: “Women spend 50% more time doing unpaid work than men: Statistics Canada”</td>
<td>Reading &amp; Discussion</td>
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<td><strong>Discussion of article:</strong> trends, themes, findings. What will (not) change in the next decade? Why? Are people choosing relationships that will change this trend? Are the creative living solutions (because of the cost of living in the Lower Mainland) of some millennials changing these trends, or will people fall back into traditional gender roles no matter what?</td>
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<td>10 - 15 min.</td>
<td>Exploration of Statistics Canada’s data on unpaid work:</td>
<td>Computer or mobile devices: exploring Stats Canada data in pairs &amp; whole class share</td>
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<td><strong>Stats Canada:</strong></td>
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<td>Families, Living Arrangements and Unpaid Work</td>
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<td>Generational change in paid and unpaid work</td>
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<td><a href="https://www150.statcan.gc.ca/n1/pub/11-008-x/2011002/article/11520-eng.htm">https://www150.statcan.gc.ca/n1/pub/11-008-x/2011002/article/11520-eng.htm</a></td>
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<td>Discussion of interesting findings: What stood out? What surprised you? What didn’t surprise you?</td>
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<tr>
<td>12 - 15 min.</td>
<td><strong>Videoclip:</strong> “Arlie Hochschild: The Second Shift” (6 min.)</td>
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<td><a href="https://www.youtube.com/watch?v=mvzE6zYkEQY&amp;t=286s">https://www.youtube.com/watch?v=mvzE6zYkEQY&amp;t=286s</a></td>
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<td><strong>Discussion:</strong> What are some of the observations Hochschild makes about families, women, work and class? How has this situation evolved? Will it/can it change? What do you think might facilitate an improvement for women?</td>
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<tr>
<td>10 - 12 min.</td>
<td><strong>Read &amp; Discuss with a partner:</strong> Silvia Federici reflects on Wages for Housework</td>
<td>Reading &amp; Pair discussion</td>
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Other Interesting Resources include:
History of Wages for Housework (book summary/review)
https://www.plutobooks.com/blog/wages-housework-campaign-history/

The Invisible Work that Women do Around the World (The Atlantic):
https://www.theatlantic.com/business/archive/2015/12/the-invisible-work-that-women-do-around-the-world/420372/
### Session 4: People of Colour - Working Harder

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<td>4 - 5 min.</td>
<td><strong>Silent Writing (not to share, but to hand in anonymously)</strong>&lt;br&gt;When did you first become aware of the colour of your skin? How old were you? What was the context? Where were your emotions, and why? Has that experience impacted you: your identity and your view of your place among other people?&lt;br&gt;&lt;br&gt;<strong>Silent independent writing</strong></td>
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<td>4 - 6 min.</td>
<td><strong>Videoclip:</strong>&lt;br&gt;“#APeoplesJourney: African American Women and the Struggle for Equality” (3 min.)&lt;br&gt;<a href="https://www.youtube.com/watch?v=X5H80Nhmn20">https://www.youtube.com/watch?v=X5H80Nhmn20</a>&lt;br&gt;&lt;br&gt;Discussion: Think about the journeys and work of some of the women presented in the video clip. What were some of the challenges they faced because of their intersectionality? Think about your own identity. What is your intersectionality?&lt;br&gt;&lt;br&gt;<strong>Videoclip &amp; discussion</strong></td>
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<td>25 - 30 min.</td>
<td><strong>Discussion:</strong> Sometimes we are shocked when we hear that people in a relationship have a wide gap in their ages. We often wonder how they relate to one another because they would have completely different cultural reference points; their perspectives were formed based on different current events, different role models and cultural heroes. Their moments of joy and distress were caused by different events.&lt;br&gt;&lt;br&gt;Like age, the colour of one’s skin is not a surface issue. Walking around in a body of colour often means walking around in a body of culture and cultural references. This affects the way people read situations, other people, and the things people say. -- And that’s not even counting the possible racism and insensitivity of the white people in the environment. In an era where employers are encouraged to increase diversity in the workplace, work spaces become places where intersectionality, especially for women, plays an important and often invisible role.&lt;br&gt;&lt;br&gt;<strong>Videoclip:</strong> “The urgency of intersectionality: Kimberlé Crenshaw” (19 min.)&lt;br&gt;<a href="https://www.youtube.com/watch?v=akOe5-UsQ2o">https://www.youtube.com/watch?v=akOe5-UsQ2o</a>&lt;br&gt;&lt;br&gt;<strong>Open discussion</strong> following videoclip. Some elements to consider: Canada is not the US. However, Lawrence Hill, Black Canadian author of <em>The Good Negress</em> (novel) and <em>Black Berry Sweet Juice</em> (essays), has said that Canadians are equally racist -- we’re just quieter about it. If this is true, how do we begin to deal with a problem that is not “noisy”? -- And how might this affect Black workers in their work?&lt;br&gt;&lt;br&gt;<strong>Intro (teacher), videoclip, discussion</strong></td>
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<td>6 - 7 min.</td>
<td>In American media, we often see the mis-conduct of justice presented as white police officers shooting Black males. But what happens if you are a Black police officer in that environment? How does this intersectionality increase both your value for the community but also your burden as an employee?&lt;br&gt;&lt;br&gt;<strong>Videoclip &amp; thinking</strong></td>
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<td><strong>Videoclip:</strong></td>
<td>20 - 30 min.</td>
<td><strong>Discussion in pairs/small groups, followed by group share with class</strong></td>
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<td>“What is it like to be a black police officer in America?” (5 min.) <a href="https://www.youtube.com/watch?v=k680wkJv_b0">https://www.youtube.com/watch?v=k680wkJv_b0</a></td>
<td>“Fed Up: Emotional Labor, Women and the Way Forward” (1 min.) This is a quick review of a book written by a white woman about emotional labour of women. This clip offers a quick glimpse of some elements that define “emotional labour.”</td>
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<td><strong>Reading:</strong></td>
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<td>Discussion in pairs/small groups about the reading. Sharing back with whole class.</td>
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**Extra resource: Test your racial bias in the following survey:**  
Implicit Association Test => Project Implicit  
Demo Tests: ability to detect bias re: skin-tone, weight, age, gender, race [https://implicit.harvard.edu/implicit/canada/selectatest.jsp](https://implicit.harvard.edu/implicit/canada/selectatest.jsp)
## Session 5: Dirty Work - Stigma affecting workers

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<tr>
<td>5 - 6 min.</td>
<td>Share samples of anonymous student responses to written reflections about: when they first became aware of the colour of their skin.</td>
<td>Read aloud, or project from Powerpoint, or have typed samples for students to look at in small groups, or samples posted on walls, etc.</td>
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<tr>
<td>5 - 6 min.</td>
<td><strong>Speed Questions (in pairs/small groups)</strong>  &lt;br&gt;1) Are there jobs you’ve done that you wouldn’t want to put on your CV / resumé? What are they? Why?  &lt;br&gt;2) Share a job your parents said they never wanted you to (have to) do.  &lt;br&gt;3) Share a time when you heard about a job and your reaction was, “Gross! Why would anyone want to do <em>that</em>?!?” What disgusted you about the job?  &lt;br&gt;4) We’ve all heard stereotyping declarations like, “All politicians are corrupt!” This is, of course, not true, but might make some people think twice before going into politics or declaring they are politicians. What is another profession that might be similarly affected by this type of stigma?</td>
<td>Pair/Small group discussion, followed by whole group share</td>
</tr>
<tr>
<td>5 - 10 min.</td>
<td><strong>Activity &amp; Discussion:</strong>  &lt;br&gt;In their research into the category of work known as “dirty work,” Blake Ashforth and Glen Kreiner write that the three types of dirty work are often lumped together because of shared stigma, despite significant differences between these types of work:  &lt;br&gt;“<em>The literature on dirty work has focused on what physically (eg., garbage collectors), socially (eg., addiction counsellors), and morally (eg., exotic dancers) stigmatized occupations have in common...</em>”  &lt;br&gt;(Ashforth &amp; Kreiner. (2014). “Dirty Work and Dirtier Work: Differences in Countering Physical, Social and Moral Stigma.” Management and Organization Review, 10 (1).)  &lt;br&gt;Make a list of jobs that might fall into each of the 3 categories. Beside each job, indicate what aspect of the job places it into that category of stigmatized work. -- Some work fits into more than one stigma category.  &lt;br&gt;<strong>Example:</strong>  &lt;br&gt;### Physical Stigma</td>
<td>Social Stigma</td>
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<td>12 - 15 min.</td>
<td><strong>Reading:</strong>  &lt;br&gt;“Vancouver’s gravediggers see the disturbing and beautiful”</td>
<td>Reading &amp; Pair/Small group discussion</td>
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**Discussion Questions to consider:**

What do you think stigmatizes a gravedigger as a worker? - What physical factors of the job stigmatize a gravedigger? What social factors might stigmatize this profession?

Is it possible for a job to be stigmatized in one culture, but to be celebrated or honoured in another? If so, can you think of an example?

How important do you think solidarity is for people who perform jobs that are considered “dirty work”? (Solidarity: sticking together, forming a supportive group)

---

### 12 - 15 min.

**Reading & Mini-Discussion:**

“A Mortician’s Tale dissects the stigma of death”


Would you play this game? Would you subscribe to a death news newsletter? Do you think that video games are a way of destigmatizing certain types of “dirty work”? **Do you think it is important to some societies or members of society that death remain stigmatized? If so, who and why?**

---

### 15 - 20 min.

**Videoclip & Discussion:** (TEDx 13 min.)

“Dinner with a Criminal Defence Lawyer | Kathleen Heath | TEDxFulbrightPerth”

[https://www.youtube.com/watch?v=8lwz_0OArX8](https://www.youtube.com/watch?v=8lwz_0OArX8)

According to Kathleen Heath, why is this stigmatized job so important? Is people’s morbid curiosity about the morally dirty work that Kathleen does an advantage or opportunity, in your opinion? If people like Kathleen enter into those conversations with outsiders, can they succeed at destigmatizing that work?

---

### Opt. 10 min.

**Courtesy Stigma** = stigma that rubs off on people near the stigmatized individual. Some medical practitioners experience stigma because of the patients they are caring for.

**Videoclip:**

“Imagine There Was No Stigma To Mental Illness | Dr. Jeffrey Lieberman | TEDxCharlottesville”

[https://www.youtube.com/watch?v=WrbTbB9tTtA](https://www.youtube.com/watch?v=WrbTbB9tTtA)

**First 8 minutes only**

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### 5 - 10 min.

**Other Factors that stigmatize workers in non-stigmatized jobs:**

Workers can be stigmatized by health issues -- even if they do not present any risk to their co-workers. This can cause fear of losing their job.

**Possible Videoclips:**

Option #1:

“How does stigma complicate HIV/AIDS care?” (3 min.)

[https://www.youtube.com/watch?v=wH9xo2Kingc](https://www.youtube.com/watch?v=wH9xo2Kingc)
| Option #2: | “The Stigma of HIV/AIDS | Connecting the DOTS”  
https://www.youtube.com/watch?v=Ua8_Ah03NI4 |
| Option #3: | What happens when events in your home country stigmatize you in the workplace of your new country?  
“Fighting Ebola Stigma in ‘Little Liberia’” (3.5 min.)  
https://www.youtube.com/watch?v=w36cm6l1JAw |
| Option #4: | How many parents are trying to balance work responsibilities and the mental illness of a child. What if you are afraid to ask your employer for permission to leave work to care for your child? What is an employer’s responsibility to support workers who are dealing with mental illness at home?  
“The stigma of raising a mentally ill child” (6.5 min.)  
https://www.youtube.com/watch?v=nlCPlrULSGA |
| Option #5: | “Work, mental illness and stigma” (3.5 min.)  
https://www.youtube.com/watch?v=odDVVKzsmc0 |

In Option #5, is mentioning “lost productivity” and the “financial cost” the only way to convince employers to support workers living with mental health challenges?

10 - 15 min. **Written Reflection:** If stigmatized jobs (“dirty work”) are so distasteful to society, why do they exist? -- If the answer is: “Because nobody really wants to do them,” then why aren’t those jobs even higher paid? Wouldn’t it make sense to pay people more to do unpleasant jobs? Shouldn’t the rest of society be willing to pay more for others to do work they wouldn’t do themselves?

**Additional Resources of Interest:**
Bio of Erving Goffman (Concept of stigma):  
https://www.thoughtco.com/erving-goffman-3026489

Obituary of Mary Douglas (Concept of purity and taboo):  
**Session 6: Beginning project**

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Select a low-income neighbourhood that is NOT the Downtown Eastside (DTES).  
2) On Google map, select a location from within that neighbourhood (it doesn’t have to be an exact street address, but can be within a small range of blocks.  
3) Select a workplace. For the purposes of this activity, the workplace will be at least 2 municipalities away from the low income neighbourhood. The job will not be a high-income job, and will be in the service industry/hospitality industry, or performing care work. (hotel, restaurant, café; working as server, cleaner, baggage handler; nurse or care-giver in nursing home, etc.)  
4) Create a basic identity for your worker: gender, age, immigration status, income, family situation (incl. children), etc. For inspiration, use Statistics Canada website for 2016 data: [https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/index-eng.cfm](https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/index-eng.cfm)  
5) Record all the necessary information for the employee profile, and hand it to another group. | Computer or mobile device; working in small groups |
| **20 - 25 min.** | **Working on the Story:** When you receive your employee profile from another group, begin to examine the working realities of this person. **Assume the employee doesn’t have access to a personal vehicle, and that they take public transit. Consider the following questions:**  
How likely is it that the person has to work shifts -- including night shifts?  
How will they get to and from work each day?  
Write a sample schedule of an imagined typical work week. Be realistic. Look at TransLink’s site to plan their journey each day to and from work. If buses are not always available at the times they need them, where will your employee hang out? How will they make use of their time while they wait?  
If possible, work in at least one logical stop at a low-cost grocery store. How much will they pay for transit each day? |
If your employee lives with family members (partner, children, parents…), will they be able to be home at least once a week for dinner together?

How will they manage care-giving (for children or ageing parents)? If daycare or schooling are part of the family schedule, where are these located? (If you arrange for daycare, it must be affordable. Is this possible? Where is it located? -- You’ll have to do some research on the internet. Don’t be afraid to do this. You can also be creative, as long as your scenario is logical according to the realities of the Lower Mainland.)

| 10 - 15 min. | Write a summary of the challenges facing your worker. Decide which are the most emotionally challenging, and which are the most logistically challenging. |

Session 7: Write a compelling PSA to convince the public of a need for better/more/affordable public transit.

**Rationale:**

Tumlin suggested that humanizing the transit-taker is necessary. Public vehicle (PMV) owners don’t face the same issues as transit-takers. They need a story to show them why they should care. This story needs to be personal and persuasive; it need to tug at heartstrings. He suggested the example of a parent who, because of work shifts and over-crowded (pасс-bys: “Bus Full”) or infrequent transit on work-to-home routes, cannot be home most nights to tuck his small child into bed or read her a bedtime story. Short, sweet, and relatably human: the story of this parent may have been enough to tug at the heartstrings of PMV drivers and convince them to vote for a tax that would put more money towards public transit.

So… we’re going to pretend that we get a second chance. And it’s your team’s job to create a public service announcement that shows the need for improved public transit for people in the Lower Mainland.

You can Google some guidelines for radio and televised PSAs, but normally they will not last longer than 60 seconds. That’s pretty challenging. For this particular PSA, you may have up to 1.5 minutes. You’ll have to be creative.

Brainstorm some options. Which slices of the worker’s day/life related to public transit will tell a human story and have the greatest impact on a PMV driver?

Once you have a few scenarios on paper, select one or a combination that you will use to tell your human transit-taker story.

As you write and edit the PSA, your group will have to take into consideration the pace/timing and (if televised) visuals you’ll use. Work with a timing device: the time-limit of 90 seconds is strict.

Write your final script/storyboard.

If time permits: film/record the PSA.
Optional activity: class presentations and vote on most persuasive pro-public transit PSA.
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| 25 - 35 min.  | **Presentations of PSAs:**  
                Have each group present their audio / video PSA. | Presentations by each PSA group             |
| 5 - 10 min.   | **Peer Feedback & Vote:**  
                Class votes for the PSA they feel would have the greatest impact on the public. (most persuasive, most likely to result in positive vote/policy change) | Class vote                                  |
| 25 - 30 min.  | **Final Written Reflection:**  
                Reflect on how your intersectionality has led you to your current place in life, and how it will likely influence your future journey. Use concepts from class, and be as specific as possible in the examples and explanations you provide. | Individual writing task                     |