

FAST FACTS



10-30
People



75
Minutes



\$0



Medium
Risk Level

Privilege Walk – Race

Purpose of Activity: This exercise encourages participants to become critical of their personal privileges associated with race. The purpose of this activity is to demonstrate how social identifiers that are out of participants' control have affected their privilege and the rights of members of their community.

Ground 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 as facilitators you are not a member of the subordinated group (people of color, bi/multiracial people) focused on in this program, be sure to acknowledge that. Frame the conversation that you do not understand what it means to be a person of color from personal experience, nor are you an expert because this is the topic of the program. You are simply trying to be an ally to the community by doing education on the topic.
- If someone attends the program who is of a subordinated racial community, be sure not to single them out for the “person of color 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.

Suggested Time Allocation:

- Introduction: 5 Minutes
- Learning Community Guidelines: 10 Minutes
- Instructions: 5 Minutes
- Activity: 20 Minutes
- Processing: 30 Minutes
- Conclusion: 5 Minutes

Facilitation Guide:



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- **Introduction**

- Thank the participants for coming to the program and introduce the program summary and learning outcomes.
- Establish that this is an activity that may trigger certain emotions.

- **Learning Community Guidelines**

- Establish learning community guidelines in order to create a safe learning environment, since the participants will be revealing personal details about themselves.

- **Instructions**

- Have participants form a single line, standing shoulder to shoulder.
- Ask everyone to listen carefully and maintain silence throughout the exercise.
- Tell participants that you are going to read off a series of statements.
- Tell participants that if the statement is true for them, they should take a step forward. And if the statement is not true for them, they should take a step backwards. If a statement is not relevant or they do not wish to respond, they may stand still.
- After each statement, allow participants a few seconds to note who is standing where. Then read off the next statement.

- **Statements**

- Students in my high school looked mostly like me.
- Most of my teachers looked like people of my race.
- I can make mistakes and not have people attribute my behavior to flaws in my racial group.
- I can achieve or excel without being called a credit to my race.
- I can look at the mainstream media and find people of my race represented fairly and in a wide range of roles.
- I can go shopping and be assured most of the time that I will not be followed or harassed.
- I never think twice about calling the police when trouble occurs.
- I'm pretty sure that if I go to a business and ask to speak to the person in charge I will be speaking to someone of my race.
- A range of stories by and about people from my racial group are widely available in the media.
- Stories in the mainstream media about people from my racial group are mostly told by people from my racial group.
- I can go anywhere in the country and easily find the kinds of hair products I want and/or cosmetics that match my skin color.
- I can take a job with an employer who believes in Affirmative Action without people thinking I got my job because of my race.



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- My parents do not have a foreign accent.
- I have had a maid or gardener who was a person of color growing up.
- My primary ethnic identity is American.
- My ancestors came to the United States by choice.
- I have never been denied employment because of my race or ethnicity.
- I have never been paid less because of my race or ethnicity.
- I have never been stopped or questioned by the police because of my race or ethnicity.
- I have never felt that members of my racial or ethnic community were feared or unwanted members of American society.
- My native language is English.

Processing Questions:

- Ask the participants to sit where they are and allow a few minutes for silent processing.
- Ask the participants to note where they are sitting versus other members of the group.
- Ask the participants to think about what they learned about the impact of privilege that they did not know before.
- Have everyone return to the center of the room and form a circle for discussion using the processing questions below as a guide for discussion.
- Processing Questions:
 - What did you see around the room when asked to observe? Who did you see in the front, middle, and back?
 - In what ways did the people near you reflect or not reflect your community?
 - How did you feel about where you were relative to the others in the room? How do you feel about where others are in relation to you?
 - What went through your mind as you moved forward and backward?
 - Which statements did you find most meaningful or eye opening? Why?
 - Which statements, if any, hurt? Why?
 - What does your position in the room say about societal messages about your worth and the worth of people with similar privilege levels?
 - How has privilege affected you, your family and your community, in terms of opportunity and access?
 - How are social class and privilege tied to oppression?
 - What can you do with this information in the future?

Possible Facilitation Issues: This activity can trigger challenging questions and emotions from the participants. The facilitator should be experienced with and prepared for these situations. This activity should be done only in venues in which the facilitator feels comfortable handling issues that may arise.