

Who Am I?

Unpacking Race and the Privilege and Oppression That Follows

The Bonner Community Engagement Curriculum

Overview:

In this workshop, participants will tackle conceptualizations of race, privilege, and oppression. Then, in a series of activities will identify the privilege and oppression within themselves. After establishing safe space guidelines participants will engage in a privilege bead exercise. By illuminating participants' various privileges as individuals, they can recognize ways that they can use their privileges individual and collectively to work for social justice. Participants will then identify the meaning of oppression and the understanding of different types of oppression. Participants will end the training with a discussion and reflection of the the knowledge they have identified about themselves.

Category:

Diversity, Race, Privilege, Communication, Reflection, Understanding, Oppression

Level:

Applicable towards all students that have an interest in understanding race and the different privileges or oppression that come with each race.

Recommended Bonner Sequence:

This training is recommended for Bonner Students during the first or second year, as part of the Dialogue Across Diversity and Inclusion 4x4 model, Stage 2: Understanding.



First or Second Year Students

Dialogue Across Diversity and Inclusion 4x4 Student Developmental Model			
Stage 1: Exposure	Stage 2: Understanding	Stage 3: Application and Discussion	Stage 4: Adaptation
			

Focus or Goals of this Guide:

- Participants will practice safe space rules and establish an open mind towards others' motivations towards service
- Participants will practice using new vocabulary based around race, privilege, and oppression
- Participants will reflect upon their personal identity and the privilege and oppression that comes with them

Materials:

- Whiteboard or big flipchart sticky
- Markers/ Dry Erase
- Computer
- Projector
- Colored beads and string
- Safe Space Norms for Dialogue Handout
- Definition Matching Game Handout
- Race Privilege Scenarios Handout
- Race Privilege Bead Discussion Questions Handout
- Race, Privilege, and Oppression PowerPoint (available on SlideShare or the Wiki)

Link to Privilege, Oppression, and Race Understanding on SlideShare.net → <https://www.slideshare.net/BonnerFoundation/privilege-oppression-and-race-understanding>

How to Prepare:

Review the trainer guide. Go through the accompanying Slideshare presentation and become familiar with the content that is within the presentation. Also become familiar with the safe space guide in order to establish a safe space within the workshop. Prepare the handouts and other materials for the workshop and pass them out before starting the workshop. Create "bead stations" around the perimeter of the room,

spacing them out so that multiple participants can stand around each station. Place one bowl of multicolored beads at each station. Review and modify the workshop to fit the size of participants. Please note that if the hyperlinks do not work, the links are posted so that they may be copied and pasted into the internet search bar.

Brief Outline:

This workshop is organized around leading participants through an understanding and then a self assessment of privilege and oppression based around race. The goal is that participants will be able to reflect on their personal experiences and evaluate those experiences through a series of questions. It is important to encourage the participants to speak truthfully in order to establish of safe space.

The outline for this 60-70 minute workshop has the following parts:

- | | |
|---------------------------------|---------------------------|
| 1) Safe Space Norms | suggested time 5 minutes |
| 2) Understanding of Definitions | suggested time 15 minutes |
| 3) Privilege Bead Activity | suggested time 20 minutes |
| 4) Privilege Bead Discussion | suggested time 20 minutes |
| 5) Reflection/Debriefing | suggested time 10 minutes |

Part 1) Safe Space Norms

Suggested time: 5 minutes

Create a safe space by listing the safe space norms for dialogue and elaborating on each norm. Emphasize that all participants who are involved in the workshop are required to abide by the safe space norms in order to ensure that everyone is comfortable with what will be shared during this workshop. The norms can be found on the handout with more detail.

Safe Space Norms for Dialogue:

- Make "I" statements
- Be aware of non-verbal expressions
- "Seek first to understand, then to be understood"
- "Tell me more..."
- Respect Different Opinions
- Silence is O.K.
- What is said in groups, stays in groups
- Encourage participation

- Say “Ouch”

Part 2) Understanding of Definitions

Suggested time: 15 minutes

Before going through the Slideshare, allow the participants 5 minutes to fill out the matching game handout individually. Then go through the Slideshare slides with the participants so they have an understanding of privilege, oppression, and race. To follow up take a survey by a raise of hands how many participants knew the majority of the definitions before the presentation.

Answer key for worksheet:

- **Power** → The ability to decide who will access to resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events.
- **Privilege** → Unearned access to resources only readily available to some people as a result of their advantaged social group membership.
- **Oppression** → A system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, on individual, institutional, and cultural levels.
- **Race** → A socio-historical category used to divide people into populations or groups based on physical appearance, such as skin color, eye color, hair color, etc.
- **Ethnicity** → A category that describes membership to a group based on real or presumed common ancestry, shared languages and/or religious beliefs, cultural heritage and group history.

Link to slideshare presentation →

<https://www.slideshare.net/BonnerFoundation/privilege-oppression-and-race-understanding>

Part 3) Privilege Bead Activity

Suggested time: 20 minutes

Provide each participant with a cup (into which they'll collect their beads) and allow them to go to a bead station. As the facilitator you will be reading out each statement describing possible privileges (statements can be found on page 10 of the trainer guide “Race Privilege Scenarios”). Participants will collect beads that relate to their privilege. After the session participants finish collecting beads let them return to their seats. Provide them with a length of string/cord, and invite them to make some kind of jewelry/accessory for themselves with it (bracelet, anklet, necklace, broach, headband).

However, let them know that this is optional, and that they do not have to use all of their beads if they decide to make an accessory.

Script for exercise:

"We're going to explore our privilege around race. This is not meant to make anyone feel guilty or ashamed around having or not having particular privileges, but rather to explore how we ALL have SOME privilege, and discuss ways to engage those aspects of privilege in our societies. We believe it critical for everyone to "sit in" this understanding in order to work and lead individually and collectively for social justice. Please do not talk during this phase of the exercise. Focus only on your experience. As I read each statement, for every statement on the list to which you can answer, "Yes," take one bead. As I read each statement, know that while some people in the room may be taking a bead and others may not be. When I am finished with the statements you will have a set of beads that represent your composite of privileges."

Part 4) Privilege Bead Discussion

Suggested time: 20 minutes

Participants will then break into small groups and refer to worksheet "Race Privilege Bead Discussion Questions" (page 11). The facilitator can either ask the questions aloud then give the groups time to reflect or a member from each group can ask questions and have the group reflect. The questions are below:

1. What it was like to focus on privilege, rather than on our oppression, as we often do in diversity activities?
 - Was it a new experience? Comfortable? Enlightening? How did it feel (actual emotion words)?
2. Why is it important for us to be aware of this aspect of our identities/ experience?
3. What does it mean for us to have multiple, intersecting identities—where we experience some privileges (around some identities) AND some oppression (around others)?
 - What insight can this give us in connecting with others? Being patient/ generous with them and ourselves? With holding ourselves and others responsible for our actions? Being allies or advocates?
4. What identities (systems of privilege) were not represented here today? If we had them how would that affect your "bling"?

5. You were asked to turn your beads into something wearable.
 - What would it mean for you to wear this noticeably for the rest of the day? What messages could others take from your “bling”? How noticeable, to us and others, are our privileges on a daily basis? Can we and how do we hide (deny, justify, ignore) our privilege on a daily basis?
6. What does the collective privilege present here (all our “bling”) mean for us as individual leaders? In collaboration at our own campuses? Across campuses/communities?

Part 5) Reflection/Debriefing

Suggested time: 15 minutes

Bring the participants back together into one group to discuss the purpose of this activity. Explain that:

“The bead selection activity today was based on each participant’s current experience, here (in USA, at college, etc.) and now (today), not in where we, our families or others of our identity group have been or are. Some identities and privileges can and do change over time, for “better” or “worse”; but we are discussing the present, not past or potential. We can’t do “oppression algebra” where our oppressions and privileges across multiple identities cancel out to some ‘net’ oppression or privilege score!”

Emphasize that this activity is meant to BEGIN the larger conversations of So What and Now What. Create a two column So What? And Now What? either on a whiteboard or on a big flip chart sticky and have participants answer the questions.

Examples of how to answer these questions could be solutions to changing what some participants didn’t grab beads for or how to include others within their status of privilege due to their race.

Credits:

- Developed in 2017 by Baneen Al-Akashi, Bonner at Allegheny College
- Bonner Foundation Follow. "Privilege, Oppression, and Race Understanding." *LinkedIn SlideShare*. Bonner Foundation, 06 July 2017. Web. 12 July 2017.
- "Difference Matters." *Difference Matters*. Brenda J. Allen, n.d. Web. 17 July 2017.

- "Diversity Workshop: A Guide to Discussing Identity, Power and Privilege." *USC Suzanne Dworak-Peck School of Social Work Department of Nursing*. USC, 16 Oct. 2016. Web. 17 July 2017.
- Rudolph, Dana. "'White Privilege: Unpacking the Invisible Knapsack' and 'Some Notes for Facilitators'." *National SEED Project - Homepage*. National SEED Project, 2013. Web. 17 July 2017.
- "The Women's College, Claremont, California." *Scripps College*. N.p., n.d. Web. 17 July 2017.

Followed by Handouts:

- Safe Space Norms for Dialogue Handout (page 8)
- Definition Matching Game Handout (page 9)
- Race Privilege Scenarios Handout (page 10)
- Race Privilege Bead Discussion Questions Handout (page 11)

Other Resources:

<http://csgenderstudies.weebly.com/uploads/2/0/2/1/20211125/johnson-powerprivdifference.pdf>

This resource is the first three chapters of privilege, power, and difference by Allan G. Johnson where it gives you a glimpse of the understanding of privilege, power, and difference.



Safe Space Norms for Dialogue

Make "I" Statements

Phrases like "I think" or "I feel" or "in my experience" can prevent another person from feeling attacked by your comments.

Be aware of non-verbal expressions

Our body speaks volumes. Give some thought to how what you are "saying" affects others.

"Seek first to understand, then to be understood"

In other words, be open and listen generously-put aside thoughts of what you want to say next.

"Tell me more..."

Ask clarifying questions. Probe gently to understand a viewpoint different from your own. Find out how people arrive at their opinions, not just what their opinions are.

Silence is O.K.

There are lots of ways to participate. Actively listening or listening closely can be one form of participation.

Respect Different Opinions

Be open to conflicting viewpoints and do your best to make this a safe space for each other.

What is Said in Groups, Stays in Groups

Psychological safety comes from knowing that our comments won't be repeated elsewhere or attributed in another context. In other words, take the learning and leave the names.

Encourage participation

Please allow everyone to speak. Try not to monopolize the conversation.

Say "Ouch"

If you feel that a comment might be hurtful; be prepared to gently explain how you understand a comment to be painful.

Definition Matching Game

Test your knowledge! Match the words (left) with the definitions (right) by drawing a line or arrow.

Ethnicity

The ability to decide who will have access to resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events.

Race

Unearned access to resources only readily available to some people as a result of their advantaged social group membership.

Power

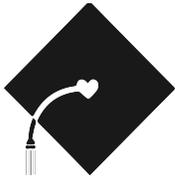
A system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, on individual, institutional, and cultural levels.

Oppression

A socio-historical category used to divide people into populations or groups based on physical appearance, such as skin color, eye color, hair color, etc.

Privilege

A category that describes membership to a group based on real or presumed common ancestry, shared languages and/or religious beliefs, cultural heritage and group history.



Race Privilege Scenarios

I can walk around in public without getting stares from the people around because of my race.

I can take a job with an employer who believes in Affirmative Action without people thinking I got my job only because of my race.

I can do well in a challenging situation without being called a credit to my race.

I can consider many options – social, political, or professional – without asking whether a person of my race would be accepted or allowed to do what I want to do.

I can look at the mainstream media and find people of my race represented fairly and in a wide range of roles.

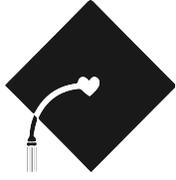
Given equal opportunity when being represent in an educational stand point and not because of my race.

Schools in my community teach about my race and heritage and present it in positive ways throughout the year.

When I use credit cards or checks for a face-to-face transaction, I don't have to wonder whether someone will challenge my financial reliability because of my race.

I can go shopping alone most of the time, pretty well assured that I will not be followed or closely watched by store employees because of my race.

I am never asked to speak for all the people of my racial group.



Race Privilege Bead Discussion Questions

Now discuss these questions below within the group to reflect on the privilege bead exercise:

1. What it was like to focus on privilege, rather than on our oppression, as we often do in diversity activities?
 - o Was it a new experience? Comfortable? Enlightening? How did it feel (actual emotion words!)?
2. Why is it important for us to be aware of this aspect of our identities/ experience? Why don't we (have to) attend to it on a regular basis?
3. What does it mean for us to have multiple, intersecting identities—where we experience some privileges (around some identities) AND some oppression (around others)?
 - o What insight can this give us in connecting with others? Being patient/ generous with them and ourselves? With holding ourselves and others responsible for our actions? Being allies or advocates?
4. What identities (systems of privilege) were not represented here today? If we had them how would that affect your “bling”?
5. You were asked to turn your beads into something wearable.
 - o What would it mean for you to wear this noticeably for the rest of the day? What messages could others take from your “bling”? How noticeable, to us and others, are our privileges on a daily basis? Can we and how do we hide (deny, justify, ignore) our privilege on a daily basis?
6. What does the collective privilege present here (all our “bling”) mean for us as individual leaders? In collaboration at our own campuses? Across campuses/ communities?