



Privilege walk pack

Privilege Walk

UCLPartners undertook a virtual privilege walk at an all staff meeting, as part of our AHSN Equality and Diversity pledge. The following information outlines the format of the session which can be adapted to suit your organisation. For those who have not yet tried the privilege walk, we found it to be thought-provoking and a great way to open further discussions on equality, diversity and inclusion. We have had some great feedback and are now using this session to consider our next steps to ensuring a more diverse and inclusive organisation.

Timings

- Introduction – 5 mins (Chair)
- Video – 5 mins
- Privilege walk activity – 10 mins
- Breakout groups (E+D members to facilitate) – 15 mins
- Whole group feedback and close – 10 mins

Introduction

We will be conducting a privilege 'walk', we hope that this activity will help us all to become aware of the various privileges we might possess and start a dialogue about diversity and inclusion.

This exercise seeks to illuminate our various privileges as individuals, so that we can recognise ways that we can use our privileges individually and collectively to work for social justice. The purpose is to have an opportunity to identify both obstacles and benefits experienced in our life.

Please note: This exercise is not meant to make anyone feel guilty or ashamed of their privilege or lack of privilege related to any social identity categories.

Share an example clip of the activity. This is taken from Channel 4's 'The school that tried to end racism' and focusses particularly on race: <https://www.youtube.com/watch?v=1I3wJ7pJUjg>

Privilege Walk Activity

Ask everyone to have a paper and pen to hand (we'll send out this requirement ahead of time).

Read each of the statements one by one, allowing some thinking time in between

Give yourself 1 point:

1	If people in the UK rarely get your name wrong and find it easy to remember	
2	If one or both of your parents were/are "white collar" professionals: doctors, lawyers, etc	
3	If you were ever offered a job or an opportunity because of your association with a friend or family member	
4	If you attended private school at any point in your life	
5	If English is your first language	
6	If one or both of your parents have a University degree	
7	If you have usually worked with people you felt were like yourself	
8	If you would never think twice about calling the police when trouble occurs	
9	If you can go anywhere in the country, and easily find the kinds of hair and beauty products you need	
10	If you are never asked to speak on behalf of a group of people who share an identity with you	
11	If your work and school holidays coincide with religious holidays you celebrate	
12	If you studied the culture and history of your ancestors at school	

Take away 1 point:

1	If you were ever uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation	
2	If you have ever been stopped or questioned by police because they felt you were suspicious	
3	If you have seen members of your race, ethnic group, gender or sexual orientation portrayed on television in degrading roles	
4	If you have felt passed over for an employment position based on ethnicity, gender, age or sexual orientation,	
5	If you have been bullied or made fun of based on something you cannot change (i.e. ethnicity, gender, age or sexual orientation)	

Scores

Minimum score -5

Maximum score 12

Ask people to write down their scores. We will now be split into assigned breakout rooms for small group discussions on this activity. You may wish to share your scores in the breakout rooms if you feel comfortable, but there is no expectation for you to do so. Members of our equality and diversity group will be facilitating these discussions.

Breakout room instructions for facilitators

- Go around the group, and have each person share one word that captures how they are feeling right now. If they do not want to share, have them say, “pass”.
- Would anyone like to share more about their feelings? (If no one volunteers you may want to probe by asking some members of the group to explain their choice of word for question 1 in more detail).
- Did anyone think they had experienced an average amount of privilege, but it turned out to be more or less than they thought?
- Were there certain sentences that were more impactful than others?
- Now what? Ask people to think about one thing they will take away to reflect on. Ask them to share if they want to.

Whole group feedback (outside breakout room)

Pick a few groups and ask the E&D member/facilitator to share some highlights from their group discussion. Thank everyone for participating.

Explain that we will be circulating an evaluation form to better understand the impact of this activity.

Share any final reflections and close – as mentioned at the start of this session, the aim was to give us all a wider illustration of what privilege is and how circumstances beyond our control can have positives and negatives in life. We hope that this activity will allow people to reflect and form a basis for further conversations in teams and wider professional/social network.

Acknowledgements

Adapted from work by <https://warwick.ac.uk/services/dean-of-students-office/community-values-education/educationresources/privilegewalk/> and https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/privilege-walk.pdf [accessed 27th October 2020]

Privilege Walk Survey Questions

Suggested follow on survey from privilege walk activity

Intro blurb:

On **[date]** we conducted a virtual Privilege Walk activity at the all staff meeting. Following on from this, we are keen to gather your reflections on the activity and receive ideas of what we can do going forward to ensure that we continue to have conversations about equality, diversity and inclusion. Our aim is to improve our approach, both as individuals and as a company, to ensure that we provide equal opportunities to all, that all staff and stakeholders are treated with respect and that we embrace our differences, recognising the value this brings.

The aim of the privilege walk was to:

- Help us to understand how we are positioned in a social structure and to reflect on how different aspects of our social identity shapes our everyday experience, including our relationships with one another
- Create ways into conversations that may be hard or take longer to get to otherwise
- Help us learn
- Create an opportunity for empathy

Please respond to the following questions about the privilege walk activity:

1. To what extent did the activity make you think differently about your own privilege?
 - A great extent
 - A moderate extent
 - A very small extent
 - Not at all
2. How has the activity changed your awareness of the impact of privilege in society?
 - Improved greatly
 - Somewhat improved
 - Remained the same
 - It has made no difference
3. Has the session made you change anything in your work or home life e.g. raising the topic of privilege with friends/family/colleagues?
 - Yes
 - No
 - If yes, what?

4. Would you recommend the activity to other colleagues?
- Yes
 - No
- If no, why?

5. Is there anything that could have been done better?
- Yes
 - No
- If yes, what?

6. Please share any further thoughts you had on the activity – free text box

Please answer the following questions about our wider equality, diversity and inclusion work:

What type of future activities would you be most interested in? Select all that apply:

- Training and support about how to challenge and call out behaviour that is not inclusive
- Sessions to understand white privilege and how people of all races can support anti-racism
- Specific training for recruiting managers on avoiding unconscious bias

Please share any suggestions for future activities you would like to see at **[organisation name]** related to equality, diversity and inclusion

Free text box

Thank you for completing the survey. If you have indicated that you would like to be involved in future activities, a member of the EDI group will be in touch.