

<b>TARGET GROUPS</b>	Primary school students (12 years +), secondary school students, university students; any other participants over the age of 12.
<b>TITLE</b>	<b>Make a step forward or backward if.../Privilege walk*</b>
<b>RUNNING TIME</b>	15~20 minutes for the Privilege Walk 45~60 minutes for the debrief
<b>LEARNING OBJECTIVES</b>	To discuss the complicated intersections of privileges and marginalizations in a less confrontational and more reflective way.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• A wide open space, e.g., a classroom with all chairs and tables pushed back, an auditorium, or a gymnasium</li> <li>• Chairs to form a circle for the debrief</li> <li>• Painter's tape to make an initial line for participants</li> <li>• Optional: tape or other materials to draw lines to indicate where to step back or forth</li> </ul>
<b>PREPARATION</b>	<p>Prepare the following Privilege walk statements – you may want to use all of them or make a selection of the statements or add some of your own:</p> <p><b>Privilege Walk Statements:</b></p> <p>1. If you are right-handed, take</p>

	<p>one step forward.</p> <ol style="list-style-type: none"> <li>2. If English is your first language, take one step forward.</li> <li>3. If one or both of your parents have a college degree, take one step forward.</li> <li>4. If you can find Band-Aids at mainstream stores designed to blend in with or match your skin tone, take one step forward.</li> <li>5. If you rely, or have relied, primarily on public transportation, take one step back.</li> <li>6. If you have attended previous schools with people you felt were like yourself, take one step forward</li> <li>7. If you constantly feel unsafe walking alone at night, take one step back.</li> <li>8. If your household employs help as servants, gardeners, etc., take one step forward.</li> <li>9. If you are able to move through the world without fear of sexual assault, take one step forward.</li> <li>10. If you studied the culture of your ancestors in elementary school, take one step forward.</li> <li>11. If you often feel that your parents are too busy to spend time with you, take one step back.</li> <li>12. If you were ever made fun of or bullied for something you could not change or was beyond your control, take one step</li> </ol>
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	<p>back.</p> <p>13. If your family has ever left your homeland or entered another country not of your own free will, take one step back.</p> <p>14. If you would never think twice about calling the police when trouble occurs, take one step forward.</p> <p>15. If your family owns a computer, take one step forward.</p> <p>16. If you have ever been able to play a significant role in a project or activity because of a talent you gained previously, take one step forward.</p> <p>17. If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward.</p> <p>18. If you ever had to skip a meal or were hungry because there was not enough money to buy food, take one step back.</p> <p>19. If you feel respected for your academic performance, take one step forward.</p> <p>20. If you have a physically visible disability, take one step back.</p> <p>21. If you have an invisible illness or disability, take one step back.</p> <p>22. If you were ever discouraged from an activity because of race, class, ethnicity, gender, disability, or sexual</p>
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	<p>orientation, take one step back.</p> <p>23. If you ever tried to change your appearance, mannerisms, or behavior to fit in more, take one step back.</p> <p>24. If you have ever been profiled by someone else using stereotypes, take one step back.</p> <p>25. If you feel good about how your identities are portrayed by the media, take one step forward.</p> <p>26. If you were ever accepted for something you applied to because of your association with a friend or family member, take one step forward.</p> <p>27. If your family has health insurance take one step forward.</p> <p>28. If you have ever been spoken over because you could not articulate your thoughts fast enough, take one step back.</p> <p>29. If someone has ever spoken for you when you did not want them to do so, take one step back.</p> <p>30. If there was ever substance abuse in your household, take one step back.</p> <p>31. If you come from a single-parent household, take one step back.</p> <p>32. If you live in an area with crime and drug activity, take one step back.</p>
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	<p>33. If someone in your household suffered or suffers from mental illness, take one step back.</p> <p>34. If you have been a victim of sexual harassment, take one step back.</p> <p>35. 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, take one step back.</p> <p>36. If you are never asked to speak on behalf of a group of people who share an identity with you, take one step forward.</p> <p>37. If you can make mistakes and not have people attribute your behavior to flaws in your racial or gender group, take one step forward.</p> <p>38. If you have always assumed you'll go to college, take one step forward.</p> <p>39. If you have more than fifty books in your household, take one step forward.</p> <p>40. If your parents have told you that you can be anything you want to be, take one step forward.</p>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>Have participants line up in a straight line across the middle of the</li> </ul>

	<p>room with plenty of space to move forward and backward as the exercise proceeds.</p> <ul style="list-style-type: none"> <li>• Have participants hold hands or place one hand on the shoulder of the person to their left or right depending on space constraints. Important: Make sure to ask participants if they are comfortable touching and being touched by others. If some are not, do not make them and do not make a big deal out of it.</li> <li>• You may give an explanation about the activity, how it is intended to educate about privilege, and what exactly is privilege, or you can send students into the activity with no such background.</li> <li>• Read the following to participants:</li> <li>• I will read statements aloud. Please move if a statement applies to you. If you do not feel comfortable acknowledging a statement that applies to you, simply do not move when it is read. No one else will know whether it applies to you.</li> <li>• Begin reading statements aloud in a clear voice, pausing slightly after each one. The pause can be as long or as short as desired as appropriate.</li> <li>• When you have finished the statements, ask participants to take note of where they are in the room in relation to others.</li> <li>• Have everyone gather into a circle for debriefing and discussion.</li> </ul>
<b>ROLE OF THE TEACHER</b>	The teacher is in the role of the activity facilitator. After implementing the Privilege walk activity, the teacher is the

	facilitator of the debrief session.
<b>POSSIBLE RISKS &amp; HOW TO HANDLE THEM</b>	<p>During and after the Privilege walk, participants might experience an array of intense feelings no matter their position is in the front or the back. During and after the Privilege Walk, participants might experience an array of intense feelings no matter their position in the front or the back. While the point of the Privilege Walk is indeed to promote understanding and acknowledgment of privileges and marginalization, it would be detrimental to end the activity with potentially traumatic or destructive emotions. The point of the debrief session is twofold. First, through the reflection provoking questions, help participants realize what exactly they were feeling and muster the courage to articulate it to each participant's acceptable level. This process will relieve possible negative emotions, preventing possible damage. Second, as negative emotions are relieved, the debrief will help participants realize that either privileges or marginalizations are integral to the person's being. Instead of casting off either privilege or marginalization, participants can learn how to reconcile with themselves, and through the utilization of newfound knowledge of the self, have a better relationship with themselves and others around them.</p>
<b>FEEDBACK TOOL</b>	<p>Debriefing question:</p> <ol style="list-style-type: none"> <li>1. What did you feel like being in the front of the group? In the back? In the middle?</li> <li>2. What were some factors that you</li> </ol>

	<p>have never thought of before?</p> <ol style="list-style-type: none"> <li>3. If you broke contact with the person beside you, how did you feel in that moment?</li> <li>4. What question made you think most? If you could add a question, what would it be?</li> <li>5. What do you wish people knew about one of the identities, situations, or disadvantages that caused you to take a step back?</li> <li>6. How can your understanding of your privileges or marginalizations improve your existing relationships with yourself and others?</li> </ol>
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\*The activity Privilege walk has been adapted from **The Peace Learner** at:

<https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/>