

Transforming White Privilege Curriculum Facilitation Self-Assessment

This Facilitation Self-Assessment is for the facilitation team to review and discuss. It would be helpful to first individually take a moment and reflect on your experiences with facilitating workshops on structural racism and white privilege. *This is not a test.* It is an opportunity for facilitators and those developing facilitation teams to reflect on their experiences, skills and self-awareness, for a few reasons:

- To acknowledge what supports you may need to facilitate the TWP curriculum
- To help develop facilitation teams with complementary skills and experiences
- To help you decide for yourself if you are ready, based on your own awareness and experience, to facilitate at this time. And if not, to help you think about a learning plan that can draw on your strengths and fill in gaps, if any.

After you individually complete the self-assessment, and the facilitation team compares notes, then you can identify how each facilitation team member can contribute and where support may be needed. It is also useful to have a mix of skills and experiences. At the same time, please make sure to review the Facilitator's Guide, which notes some specific areas of knowledge and skills that will be critical for facilitating.

We also encourage you to have a discussion of each team member's contributions in the context of individual social identities (e.g. race, gender, sexual orientation). Again there is no right or wrong mix or approach. Rather, it is importance to discuss the team's balance of self-awareness, knowledge and skills in the context of individual identities and power within your facilitation team. For example, you can ask yourself questions about how the experiences, skills and identities of the facilitators impact the team or the participants? For example, if a female facilitator who is Latino is very versed in systemic change, and a white female facilitator is very versed in individual level change -- how will you take advantage of those strengths? How will you agree to handle possible blind-spots?

Another tip is, after completing the self-assessment, you might want to discuss what you've noticed with another facilitator, and, particularly, someone who has a lot of experience facilitating on the topics covered in this curriculum. That process can help you check your own impressions, and point you towards how to grow and deepen your learning and skills.

For each area below, we separated out what will be critical strengths for a TWP curriculum facilitation team and also provide additional areas (in italics) you may want to assess as you consider your individual learning and growth as a facilitator.

Self Awareness	Not usually	Sometimes	Usually	Almost Always
I am aware when to step back and step forward when I am co-facilitating				
I am aware when to step back and step forward based on my different social identities in the context of my power and privilege.				
I am aware of my reactions to different emotions.				
I feel confident responding and being supportive for a range of emotions shared by participants.				
I am aware not to allow my issues and/or agenda to interfere with the group process.				
I share my triggers with my co-facilitator and discuss how to respond.				
I can focus on engaging the best within each individual participant, even when I am triggered.				
I remain in my facilitator role while sharing personal experiences with the goal of providing information, modelling or moving the group.				
<i>I engage in self-reflection as a regular practice.</i>				
<i>I take time after a workshop to assess what went well and what I may need to change.</i>				
<i>I continue to seek opportunities to deepen my knowledge and increase my skills.</i>				
<i>I solicit feedback from peers on the effectiveness of my facilitation.</i>				
<i>I demonstrate my commitment to racial equity in my personal choices.</i>				
<i>I demonstrate my commitment to racial equity through my work in my own community.</i>				
Knowledge	Starting	Basic	Advance	Experience
Knowledge about other racial identity groups other than my own.				
Knowledge about structural racism and system of inequity.				

¹**Information for the Options:** Starting – you have just/recently begun to learn or do work in this area; Basic – *Knowledge*: you have had a couple of interactive experiences to learn more about this area (e.g. workshop, discussion, class) *Facilitation*: you have starting to applying these skills; Advance – *Knowledge*: you have taken some leadership in sharing the concepts with others. *Facilitation*: you have been practicing and asking for feedback; Experience – *Knowledge*: you have been actively teaching people about these concepts over a significant period of time or number of opportunities. *Facilitation*: You actively mentor other facilitators in these skill areas.

Knowledge	Starting	Basic	Advance	Experience
Knowledge of white privilege and culture.				
Knowledge of cultural dominance and power.				
Experience of using the knowledge of structural racism and white privilege in creating change in different spheres of influence.				
<i>Knowledge of implicit bias.</i>				
<i>Knowledge of the history of racism.</i>				
<i>Knowledge of intersectionality.</i>				
<i>Knowledge of Strategic Questioning as developed by Fran Peavey.</i>				
<i>Knowledge of racial identity development theory.</i>				
Facilitation Experience	Starting	Basic	Advance	Experience
Experience co-facilitating with a person of a different racial identity.				
Experience facilitating workshops on structural racism.				
Experience facilitating workshops on white privilege and culture.				
Experience facilitating workshops on individual/interpersonal/cultural/institutional racism.				
Experience facilitating workshops on internalized racism and superiority.				
Experience with building relationships in a group that is multiracial.				
Experience modifying a design of a workshop based on the needs of the participants.				
Experience observing patterns in a group e.g. who is speaking/who isn't, who is acknowledge/who isn't.				

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Experience actively engaging multiracial groups in discussions about structural racism.				
Facilitation Experience	Starting	Basic	Advance	Experience
Experience actively engaging multiracial groups in discussions about white privilege and culture.				
Experience modifying message to meet people where they are based on their understanding about racism.				
Experience of effectively working through a group conflict.				
Experience with facilitating highly emotional discussions.				
<i>Experience facilitating workshops on history of racism.</i>				
<i>Experience facilitating racial caucuses.</i>				
<i>Experience identifying the stage the group is in at the current moment.</i>				
<i>Experience in being vulnerable and sharing missteps and/or challenges as a learning tool.</i>				
<i>Demonstrate effective questioning skills – e.g. to engage, to understand, to move a group.</i>				
<i>Demonstrate effectively managing time to reach workshop objectives.</i>				
<i>Demonstrate ways to engage participants with different learning styles.</i>				

The following are a few resources that you may want to explore as you continue to deepen your knowledge and skill:

Teaching for Diversity and Social Justice: A Sourcebook, Maurianne Adams and Lee Ann Bell with Diane Goodman and Khyati Joshi. 2016.

Teaching and Learning Anti-Racism: A Developmental Approach, Louise Derman Sparks. 1997.

Uprooting Racism: How White People Can Work for Racial Justice, Paul Kivel. 2011.

Facilitating Anti-Racism. Calgary Anti-Racism Education.
<http://www.ucalgary.ca/cared/antiracismeducator>

Racial Equity Tools site, Training and Popular Education section.
<http://www.racialequitytools.org/act/strategies#ACT19>