

# Racism and White Privilege

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## QUADRANT 4

**Name of Activity:** Advocate Ally Accountability and Solidarity, Option A: Spheres of Influence

**Purpose:** This activity is intended to help participants understand that each individual can take actions against racism in different parts of their life, given the different spheres in which they have influence, and identify where in their own spheres of influence they can take action.

**Learning Outcomes:**

- Identify personal spheres of influence in which one can take action against racism
- Explore challenges faced in implementing action strategies in personal spheres of influences

**Time Needed:** 15 minutes

**Materials Needed:** “Spheres of Influence” handout

**Degree of Risk:** Low-risk

**Procedure:**

- Present the “Spheres of Influence” handout and ask the participants to brainstorm strategies for combating racism in each sphere. For example, in the sphere of the self, a person could read a book, explore the concept of white privilege/advantage or internalized domination, or attend a cultural or educational event that will push his or her learning edge a little further. In the sphere of work, a person could examine the environment and culture of his/her workplace to see how inclusive it is of the values, contributions, and experiences of people of color.
- During this activity, discuss how each action carries a level of risk that may vary in light of each person’s circumstances. Interrupting a racist joke may seem easier with friends, but riskier with parents or a boss.
- Record ideas generated by the group on newsprint and post them on the walls so that they can be used as references during the next activity.

**Facilitation Notes:** None

**Recommended Reading (Participants):** None

**Recommended Reading (Facilitators):** None

**Credit:**

*Teaching for Diversity and Social Justice* (2007), 2nd Edition. New York: Routledge.