



Additional Worksheets for Dismantling Racism Workshops with Whites

Kathy Obear, Ed.D, *Center for Transformation & Change*

www.drkathyobear.com | Kathy@drkathyobear.com

Contents

Examine Your Socialization Experiences	1
Authentic Dialogue Prompts.....	2
Common Racial Microaggressions and Racist Dynamics on College Campuses.....	3
Dig Into Your Roots: What's Fueling Your Behavior?	6
Interrupt & Shift Our Racist Internalized Dominance	7
From "White Supremacy Culture" ~ Tema Okun, changework	8
Traps and Potholes for Allies to Avoid, a Beginning List	9
Suggested Competencies for White Allies & Change Agents	12

Examine Your Socialization Experiences

1. How do you identify racially?
2. Describe the racial demographics of your neighborhood, school, family, social groups...
3. When do you remember being told there were different races? What were you told?
4. What were some of the prevailing messages and images of whites and people of color as you were growing up?
5. Were there times that you didn't believe that race and racism really existed or mattered very much?
6. What were your experiences interacting (or not) with people of different racialized groups?
7. Share some early experiences when you realized people were categorized by race and skin color.
8. How were people of your race and other racialized groups treated? Depicted? Talked about?
9. What various roles and responsibilities did people of different races have? Were shown to have?
10. When did you realize you were treated differently based on your race/skin color?
11. Share some significant moments or turning points that shaped you as a _____ (how you identify racially?)
12. Share a time you witnessed racist actions/comments. How did you feel? What did you do?
13. What are 1-2 ideas or assumptions/biases you used to have about another racial group; what happened to help you shift towards greater understanding, accuracy, or acceptance?
14. Talk about a time, you now realize, that your actions/comments were exclusionary and fueled by racial stereotypes?
15. Talk about a time you spoke up and responded when you noticed racist comments or behaviors or interrupted white privilege.

Authentic Dialogue Prompts

Directions ~ With your partner, share and relate to each other as you discuss:

1. Share an example of a time you spoke up and effectively engaged someone whose comment or behavior was biased or misinformed: How did you feel? What did you do/say?
2. When are you at your best as an ally or change agent?
3. What are some of your fears as you engage issues of race and racism?
4. What biases or stereotypes do you still notice within yourself?
5. When and where do you get stuck? How do you feel when you are stuck and less effective?
6. What would feel supportive from colleagues? To help you continue to grow and develop skills?
7. When have you:
 - a. Felt fear when interacting with people of color?
 - b. Felt fear when interacting with whites?
 - c. Felt guilt or shame?
 - d. Felt anger towards people of color?
 - e. Felt anger towards whites?
8. What are 5+ ways you see people benefiting from white privilege?
9. What are some examples of how whites have intentionally used white privilege to help dismantle racism?
10. When have you seen others use white privilege to gain an advantage or greater access?
11. What insensitive or racist thoughts do you still have?
12. What are 1-2 examples (over the past 1-2 years) when you have acted based on some racial stereotypes or racist thoughts?
13. When do you remember realizing that whites believed they were superior to people of color, people who were biracial/multiracial? (smarter, more organized, better leaders, more competent, etc.)
14. When do you remember realizing that you believed whites were superior to people of color, people who were biracial/multiracial? (smarter, more organized, better leaders, more competent, etc.)

Common Racial Microaggressions and Racist Dynamics on College Campuses

1. Over time, you have notice that most students do not greet or interact with the only Arab student in the study group.
2. You notice the students who get talked over or ignored most frequently in discussions are the few Latinx and Black students.
3. You hear some students making fun of how an international student of color pronounces some words in English.
4. A white woman clutches her purse as a dark-skinned man gets on an elevator.
5. A biracial student has endured dismissive, uninclusive comments from a couple of classmates for the 1st 3 weeks of the semester. When she finally decides to discuss the racist class dynamics with the professor, the faculty member says, "You probably misunderstood them. I've had them in class before. They are really good students."
6. White students frequently comment to a Korean American student, "You speak English so well. Where are you from?" And when she answers, "New York," she is then asked, "No, where are you really from?"
7. A manager of color is working on the weekend in jeans and a t-shirt and is assumed to be a maintenance worker.
8. You notice that some white students seem to react negatively when they see a Palestinian woman wearing a veil/hijab on campus.
9. If more than 3 men of color are standing around, people assume they are "in a gang."
10. Students who are Black or Latinx often have to show 1-2 forms of ID to use a computer lab, while white students are not asked to show any.

11. An Asian American friend of yours is talking to some white students in the hall about a racist situation that happened on campus. One of the white students says, "Why do you have to make everything about race? They were probably just having a bad day..."
12. Students seem to give respect to white faculty members, but often complain about, question, and challenge faculty of color.
13. Whites appear nervous and uncomfortable as they talk with students of color.
14. You overhear a professor "complimenting" an African American woman, "You're very articulate!"
15. When someone points out the racist comment a student just made, their 1st reaction is, "I'm not racist. I was just kidding. I didn't mean it."
16. A Native American student tries to talk to their academic advisor about the complete absence of discussion of Native and Indigenous peoples in their social science courses. The advisor appears confused and abruptly shifts the conversation to talk about the remaining degree requirements for graduation.
17. Introducing the white presenter as Dr. __, and the presenter of color with a doctorate as Ms. or Mr. __.
18. A Latina was made fun of for the way she spoke and how she pronounced some words. Someone asked, "How did you even get into this school?"
19. You overhear a white student say, "I don't want any international students in our study group; they have nothing to offer." Another white student added, "Well, some of the Black students are just as bad."
20. A Latinx student told their white male faculty they couldn't afford to purchase a textbook and asked if the faculty member could lend him a book. Faculty member said, "If you can't afford the book maybe you shouldn't be in the class."
21. On the 1st day of class, white students, upon seeing two people in the hall before class, a white man and a black woman, walked up to the white man and asked him if class would be starting soon. The woman of color is the professor; the white man is the graduate assistant.

22. In a group meeting, an Asian American woman confronts a white male student and he turns and mutters, "What a B ____!"

23. You overhear a student saying to a woman of color, "You should straighten your hair. You'd be much more attractive."

24. A young black man has been pulled over or stopped by police 21 times in his 1st three years of college.

25. Someone vandalized a poster promoting a rally to support DACA students: "Build a Wall! Go back to Mexico!"

26. People who are about to walk past a darker skinned man of color check to make sure their wallet is deep in their pocket.

27. Two Asian American students, who look nothing alike, work in the same office. They are often called by each other's name by some of the staff.

28. Two Pakistani students are leaving a local restaurant when they hear racist and Islamic slurs yelled at them from white men driving by.

28. You overhear a white muttering a comment about a black manager: "They got that promotion because of their race!"

29. Bookstore clerks follow around customers of color while white customers are eagerly greeted and asked if they need any help.

30. A workshop is facilitated by a white woman and a woman of color. Every time the facilitator of color gives directions for an activity, someone always asks her to repeat what she just said or fails to follow her directions. In the full day session, no one ever asks the white facilitator to repeat anything she said nor fails to follow her directions.

31.

32.

Dig Into Your Roots: What's Fueling Your Behavior?

When you notice or are confronted about your racist actions, ask yourself:

1. What were the racist biases fueling my actions or inactions?
2. When and how were these taught and reinforced around me?
3. If the person had been white, how might I have reacted? How have I treated whites in similar situations?
4. When have I done or thought this before?
5. How can I interrupt this racist pattern in the future?

Interrupt & Shift Our Racist Internalized Dominance

When we notice we have a racist thought, we need to ask ourselves:

1. **Is it true?** Really true? (Adapted from Byron Katie, *The Work*)
2. What is my **evidence** that this is more true for people of color than whites?
3. When **whites exhibit the same behavior**, how do I make meaning of that?
4. **Who does it serve** for me to think this thought right now?
5. What is **my pay-off** for having and maintaining this racist thought?

To be more effective, more of the time:

Respond in ways that:

- Interrupt racist dynamics,
- Engage others to reflect on the impact and intentions of their racist actions,
- Educate why the comment, behavior or policy has a racist impact, and
- Build connections and relationships with whites for further dialogue, learning, and organizational change

From “White Supremacy Culture” ~ Tema Okun, changework

http://www.cswsworkshop.org/pdfs/CARC/Overview/3_White_Sup_Culture.PDF

- Perfectionism
- A sense of urgency
- Defensiveness
- Quantity over quality
- Worship of the written word
- Paternalism
- Either/or thinking
- Power hoarding
- Fear of open conflict
- Individualism
- Progress = Bigger, More
- Objectivity
- Right to comfort

Traps and Potholes for Allies to Avoid, a Beginning List

Tanya Williams, Ed.D. and Kathy Obear Ed.D.

1. PLEs ~ Perfectly Logical Explanations (EYCA)
2. Yeah, but.... (EYCA)
3. That happens to me/my group, too.... (EYCA)
4. I know someone who...and they don't agree with you.... (EYCA)
5. I don't see it that way; therefore, it doesn't really happen.... (EYCA)
6. That doesn't happen to me... (so it doesn't exist) (EYCA)
7. Don't you think that...
8. You're overreacting...you're too sensitive... (EYCA)
9. He/she's a good person...they never meant to do that....
10. That was not my intent! You misunderstood me!
11. Colluding and trying to maintain the status quo culture
12. Trying to keep your status/membership in "the club" while saying you are creating change
13. Fear of losing your access, connections, and future career opportunities
14. Attached to what people will say about you
15. Afraid of the consequences and backlash if you speak truth to power
16. Thinking you know all you need to know; feeling you have arrived
17. Believing you have the right answer, you know exactly what is needed
18. Feeling you have arrived, done all your self-work
19. Having some information and skills, but nowhere near enough competence
20. Acting alone or in isolation
21. Not having accountability structures with people in the corresponding marginalized group
22. Motivated by wanting to "help" people in marginalized identities

23. Reacting out of rescuing, patronizing, or condescending energy
24. Motivated by guilt, shame, or pity
25. Unclear why you do ally work; not clear on your motives and self-interest, i.e., reclaiming your humanity as you partner to create true equity and inclusion for all; understanding how oppression negatively impacts you in your privileged identity(s)
26. Wanting recognition and appreciation for your contributions
27. Taking over and dominating conversations
28. Assuming leadership roles in cross identity groups with thoughtful group dialogue
29. Not partnering with and following the leadership of people from the corresponding marginalized identity(s)
30. Reacting out of self-righteous energy
31. Social justice arrogance: believing you “get it” and others “don’t get it”
32. Believing there is a progression from mediocre ally to “super ally”
33. Personal attacks on people who “don’t get it”
34. Shaming others or yourself for not knowing enough, doing enough, etc.
35. Acquiescing to anything people from marginalized groups say and do
36. Disappearing from conversations and deifying people from marginalized groups
37. Defensiveness to feedback from people from both marginalized and privileged groups
38. Resistance to looking at the impact of your behavior; fragility
39. Unwilling to explore how you may be reacting out of internalized dominance
40. Holding back out of perfectionism, fear making a mistake, or being wrong
41. Fear of intense emotions (yours or others), especially anger and deep pain
42. Not seeing all people as worthy human beings, deserving of respect and dignity
43. Hiding your prejudicial thoughts and implicit bias
44. Fear of being vulnerable
45. Disengaging from other members of your privileged group(s)

46. Calling yourself an ally without engaging in active change work with people from the corresponding marginalized identity(s) ~ the people with which you say you are allied
47. Only working on a single identity without seeing and working with the intersections and simultaneity of multiple identities
48. Having a very shallow definition and vision of change work: focused on diversity and increasing demographics without systemic, sustainable organizational change to create inclusive, socially just organizations
49. Doing for others what they can do for themselves
50. Thinking there is a checklist, a to-do list of “right” ally behaviors

Suggested Competencies for White Allies & Change Agents

There is a wide range of competencies that I believe whites can deepen on their own or in community with other whites. While this is not a comprehensive list, my hope is that it is a useful tool to spark conversation, assess your current level of competence, and identify goals for professional development. It may also be a good resource in learning communities for white people to plan their discussion topics and skill practice sessions.

Directions: Use the following scale as you reflect on the following competencies (knowledge, self-awareness, and skill) and rate how often you effectively demonstrate each of these:

1 = Rarely 2 = Occasionally 3 = Often 4 = Most of the time 5 = Always

A. Knowledge about race, racism, white supremacy, white culture, etc.

- _____ 1. I recognize how I was socialized as a white person and how these experiences still impact me today.
- _____ 2. I understand the common patterns of racialized socialization and racist life experiences of people of color, Indigenous peoples, people who identify as multiracial or biracial, and white people.
- _____ 3. I understand how the history of racism and colonization in the U.S. and around the world impacts current dynamics and experiences.
- _____ 4. I understand the damage and devastation whites have perpetuated on people of color over the centuries and currently.
- _____ 5. I understand how the cumulative impact of multiple, persistent racist microaggressions and institutional racism negatively impact people of color and the quality of their lives.
- _____ 6. I recognize how institutional racism permeates societal institutions, including the legal, policing, and justice system, housing, health care, education, employment, the military, politics, the media, entertainment, etc.
- _____ 7. I identify the common racist attitudes, perceptions, behaviors, and implicit biases of whites that perpetuate the status quo (internalized dominance).

- _____ 8. I identify the common attitudes, perceptions, behaviors, and beliefs of people of color that support the status quo (internalized racism).
- _____ 9. I recognize the common daily indignities and racist microaggressions that people of color experience.
- _____ 10. I understand multiple ways to effectively facilitate change and create greater racial justice in organizations.
- _____ 11. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective and their racial identity.
- _____ 12. I understand how white cultural values and norms are infused into formal expectations and workplace culture as well as informal, unwritten rules for success.
- _____ 13. I understand how white culture is infused into organizational policies, practices, programs, and services.
- _____ 14. I recognize how whites most often get the privilege of being seen at the Individual Level and not viewed as a representative of all white people.
- _____ 15. I recognize that people of color are generally viewed at the Group Level and their attitudes and behaviors are assumed to be reflective of all members of their racial group(s).
- _____ 16. I recognize the full breadth of unearned white privileges that whites receive in society and in organizations.
- _____ 17. I understand the pervasive white privileges that I still receive, even as I work for racial justice.
- _____ 18. I understand I am seen and experienced as white, at the Group Level, even if I work for racial justice.

B. Use a Race Lens to notice and respond effectively to interpersonal dynamics

- _____ 19. I intentionally notice/track the full range of common racist dynamics that occur during meetings, conversations, workshops, etc.
- _____ 20. I describe the details or “facts” of what I observe without judgments, assumptions, interpretations, or conclusions (Panning).

- _____ 21. I recognize and effectively respond to racist microaggressions that occur in my presence, included racially coded terms and phrases.
- _____ 22. I consistently recognize and respond to racial implicit bias.
- _____ 23. I recognize and intervene when whites are expecting or demanding that people of color educate them.
- _____ 24. I effectively bring up and discuss issues of race and racism. I “keep race on the table” as one of the factors to be considered.
- _____ 25. I notice and effectively intervene when people try to change the subject to avoid talking about issues of race and racism.

C. Engage whites effectively

- _____ 26. I encourage whites to participate in conversations about race and engage them in the process.
- _____ 27. I ask questions and listen deeply to increase understanding, especially if I initially disagree.
- _____ 28. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, silence, “connecting language,” etc.
- _____ 29. I am able to “relate in” and “see myself” in other whites to find compassion and make a connection with them, rather than judging them or distancing from them.
- _____ 30. I effectively share stories and personal experiences to relate in and build connections with whites.
- _____ 31. I effectively use self-disclosure to authentically share my feelings, thoughts, and beliefs.
- _____ 32. I minimize how much I use the “telling” style, and maximize how often I pose questions or dilemmas to facilitate dialogue with whites.
- _____ 33. I demonstrate compassion and empathy when engaging other whites.
- _____ 34. I effectively “leave no one behind” and find ways to include all whites in the discussion.

- _____ 35. If a white colleague tries to shift the focus to one of their marginalized groups, I effectively acknowledge the dynamic and redirect the conversation back to race and racism.
- _____ 36. I “meet whites where they are” without judgment, and do not demand or expect them to be farther along in their understanding or skill development.
- _____ 37. I effectively name common white cultural dynamics among whites and use these as “teachable moments” to facilitate deeper understanding and learning.
- _____ 38. I can let go of my planned agenda, “trust the process,” and effectively engage what is happening in the moment.
- _____ 39. I consistently demonstrate respect, compassion, and empathy for all white participants.
- _____ 40. I effectively navigate discussions where whites are feeling and expressing deep emotions, including anger, sadness, fear, frustration, guilt, shame, hopelessness, etc.
- _____ 41. I am able to be “in the moment” ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.
- _____ 42. I acknowledge comments which sound inappropriate or triggering.
- _____ 43. I speak up and interrupt racist microaggressions and exclusionary behaviors.
- _____ 44. I engage people in meaningful dialogue when I experience one of their comments as inappropriate, racist, and/or triggering.
- _____ 45. I consistently communicate clear guidelines for expected behaviors that promote racial justice as well as clear consequences for exclusionary practices and inappropriate or racist behavior.
- _____ 46. I recognize that “resistance” and challenges from whites are often doorways to deeper understanding and learning for them and for the group.
- _____ 47. I respond effectively to challenges and resistance from whites without taking it personally or feeling deeply triggered.
- _____ 48. I effectively navigate conflict and disagreement among whites in discussions about race and racism.
- _____ 49. I can use triggering events as “teachable moments” for the group.

- _____ 50. I respond effectively to challenges and feedback from people of color without taking it personally or feeling deeply triggered.
- _____ 51. I effectively explore the unintended impact of racist comments and behaviors while also holding space to explore the person's intentions and possible implicit bias.
- _____ 52. I facilitate productive dialogue when there is a mismatch between the intent and the impact of someone's behavior, a policy, a decision, etc.
- _____ 53. I recognize effective behaviors of whites that further learning and community building.
- _____ 54. I give effective feedback to other whites about the impact of their attitudes and behaviors.
- _____ 55. I support and coach other whites to deepen their capacity as effective change agents.

D. Recognize and engage organizational dynamics

- _____ 56. I communicate why racial justice is one of my core values and why I am committed to racial justice work.
- _____ 57. I effectively discuss a wide range of compelling reasons that position racial justice as a critical factor in the organization's success.
- _____ 58. I effectively create work environments that support the success and full participation of people of color and whites.
- _____ 59. I create fair and equitable selection and hiring processes that consistently identify racially diverse, culturally competent pools of final candidates.
- _____ 60. I effectively intervene to shift white cultural norms and dynamics of white privilege to create greater equity and inclusion.
- _____ 61. I consistently use a Race Lens to analyze policies, practices, programs, and services to identify institutional racism and any negative differential impact on people of color as well as any undeserved privilege and access for whites.
- _____ 62. I continuously engage with others to revise any policy, practice, program or service to ensure they meet the needs of people of color as well as whites.

- _____ 63. I ensure that all planning processes intentionally include equitable participation and full consideration of input from people of color and whites.
- _____ 64. I effectively collect and analyze data about the experiences and perceptions of people of color and whites in the organization.
- _____ 65. I use these data to effectively evaluate and revise current policies, programs, services, practices, procedures, facilities, etc., to ensure racial equity and racial justice.
- _____ 66. I continually research and share national/international trends and promising practices to help organizations achieve greater racial justice.

E. Self-work and healing

- _____ 67. I continuously use a Race Lens to self-reflect and examine my behaviors, thoughts, feelings, biases, and attitudes and my impact on others.
- _____ 68. I am aware of the racist and white supremacist biases, assumptions, and stereotypes that impact my thoughts, judgments, decisions, and actions.
- _____ 69. I am aware of how my beliefs about what is “effective” or “professional” _____ has been influenced by my racist socialization and white culture.
(i.e., leadership; communication styles; decision-making practices; dress, attire, and appearance; dialogue; conflict styles; meeting management; supervision; etc.)
- _____ 70. I continually interrupt, reframe, and unlearn these racist biases, stereotypes, and assumptions.
- _____ 71. I recognize and honestly talk about the racist attitudes I still hold on to and how they have fueled racist behaviors.
- _____ 72. I understand how my white identity impacts how I am perceived, experienced, and treated by others.
- _____ 73. I effectively listen to, receive, and appreciate feedback from people of color and utilize their input to improve my practice.
- _____ 74. I continually seek and utilize feedback about my behaviors and attitudes from other whites and utilize their input to improve my practice.
- _____ 75. I am aware of my common triggers and their intrapersonal roots.

- _____ 76. I am aware of my “early warning signals” that I am beginning to feel triggered.
- _____ 77. I recognize when I am reacting out of alignment with my core values.
- _____ 78. I recognize when I am operating out of guilt and shame.
- _____ 79. I am able to effectively navigate my own triggered feelings of anger, fear, stress, grief, guilt, shame. etc., so that I do not “work my issues on others.”
- _____ 80. When I react unproductively, I effectively navigate that moment, apologize, acknowledge the impact of my actions, and commit to changing my behavior in the future.
- _____ 81. I actively do my healing work around my triggers in the moment: explore their roots; feel my feelings, shift unproductive thoughts, attitudes, and intentions, etc.
- _____ 82. I regularly do my ongoing deep healing work to release and heal old issues, resentment, fear, guilt, shame, etc.

F. Deepen partnerships with people of color

- _____ 83. I effectively listen to and believe people of color when they tell me about the dynamics of racism they experience.
- _____ 84. I notice and effectively respond when whites interrupt people of color, take over the conversation, and re-center whiteness or white issues.
- _____ 85. I effectively partner with people of color to create change.
- _____ 86. I effectively follow the leadership of people of color.
- _____ 87. If I am called racist, I effectively listen to the feedback, ask questions to deepen my understanding, and acknowledge the person’s perspective.
- _____ 88. If I realize I have done something racist, I readily acknowledge my behavior and apologize for the impact.
- _____ 89. I strategically consider how and when to engage in order to optimize the chances for meaningful change. I don't “win the battle, but lose the war,” especially if that puts people of color at greater risk.

G. Learn with a community of white allies and change agents

- _____ 90. I intentionally build a community of white allies for support and to accelerate my learning, growth and healing.
- _____ 91. I use other white allies to create greater accountability for my actions as a change agent.
- _____ 92. I actively create space to support other whites in their development and healing processes.
- _____ 93. I help other whites recognize and release the fears, guilt, shame, and racist biases that are fueling their behaviors.
- _____ 94. I effectively partner with other whites to create change.
- _____ 95. I hold other whites accountable for their behaviors and efforts to create change.
- _____ 96. I am committed to “staying in it”; I am committed to racial justice for the long haul.

After rating your current demonstrated competence, go back through the list and:

- a. Identify 8-10 of **your greatest strengths**.
- b. Identify 5-8 **areas you want to develop further**; note ways you might increase your competence in each of these areas.
- c. **Check-off** which competencies are an explicit part of your unit’s hiring, training/development, and accountability processes.
- d. **Star (*)** which additional competencies you believe are necessary for people in your unit to demonstrate as they intentionally create greater racial justice and inclusion in the organization.

We must be vigilant and persistent as white change agents as we continually deepen our capacity to create greater racial justice. Unlearning racism is a lifelong process of healing and re-education. I hope you choose to stay in it for the long haul. If you do, I guarantee that when you wake up each day and look in the mirror, you will realize you are closer to living a life of integrity and purpose.