

A Closer Look At Privilege At School

(inspired by Peggy McIntosh's "Unpacking the Invisible Knapsack")

The statements below reflect your experience with race privilege at your school. For each statement below, assign:

5 points if the statement is always true for you

3 points if the statement is sometimes true for you

0 points if the statement is never true for you

Your results will reflect both your own race privilege and the institutional support for diversity, or lack of each. Total possible points are 80. The higher your score, the more privileges you experience at your school. Pair with someone, if possible someone who is a different race than you, and share your answers and thoughts around race privilege.

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| <p><input type="checkbox"/> The staff at my school demonstrates to me that people of my race can hold influential, professional positions like principals, counselors, coaches, and teachers.</p> | <p><input type="checkbox"/> Standardized testing examples are easy for me to understand even when I do not know the correct answer.</p> |
| <p><input type="checkbox"/> Textbooks are written by people that look like me using words that sound like the words I am used to using with my friends and family. People of my race are portrayed as intelligent, beautiful, and hardworking model citizens who normalize the experience of success and honor for my race.</p> | <p><input type="checkbox"/> When I walk into a library, I am trusted and feel like I belong.</p> |
| <p><input type="checkbox"/> I can walk into any honors or advanced placement level class and trust that most of my classmates will be of my race and that I will not be asked to represent the opinions, experiences, and history of my entire race.</p> | <p><input type="checkbox"/> I can trust that I will not be perceived as a physical threat to others on the basis of my race.</p> |
| <p><input type="checkbox"/> I can walk into detention hall or Saturday school and know that members of my race or physical appearance won't be over-represented.</p> | <p><input type="checkbox"/> My race does not have a "special" section in the library or course catalog.</p> |
| <p><input type="checkbox"/> When I am given choices and advice about my future education and/or career, I can trust that it will be given by someone of a similar cultural background.</p> | <p><input type="checkbox"/> I can trust that school security personnel will not be negatively influenced by my race.</p> |
| <p><input type="checkbox"/> Advertising, posters and visual aids represent my race frequently and favorably.</p> | <p><input type="checkbox"/> When I seek guidance around extra curricular activities like sports, work experiences, internships, music, and art, I can trust that my interests rather than my racial appearance are the primary factors that are taken into account.</p> |
| <p><input type="checkbox"/> Music and pop-culture that is associated with my race generally includes positive role modeling, and I do not see issues with appropriation among my peers.</p> | <p><input type="checkbox"/> My school has enough clean and functioning water fountains and bathrooms. As a student I can access up-to-date technology, books, and other resources that support my educational development in personally enriching ways.</p> |
| | <p><input type="checkbox"/> There is at least one adult of my race at school who I like and trust, who I can go to if I need help with social or academic issues.</p> |
| | <p><input type="checkbox"/> School-sponsored community service projects do not tend to serve people of my race or people from my neighborhood.</p> |

Total: _____

**Note: *Beyond Heroes and Holidays* offers a "Knapsack" list that is from the perspective of parents with school-aged children: "White Privilege in Schools" by Ruth Anne Olson, page 83.