Overview of the Transforming White Privilege (TWP) Curriculum

The TWP Curriculum is designed to help current and emerging leaders from a variety of sectors better identify, talk about and intervene to address white privilege and its consequences.

The curriculum includes lessons plans, handouts, PowerPoint slides and video clips covering a number of key concepts, tools and strategies for change. For example, the curriculum helps groups explore dominant cultural assumptions and perspectives about what is considered normal, appropriate, desirable and/or valid. Dominant culture narratives or norms – e.g. what constitutes a “family,”’ who is considered dangerous, intelligent, acceptable and whose perspectives are valid – are codified in customs, laws, institutions, policies, and practices. They reinforce stereotypes and limit fair access in terms of who belongs inside and who remains outside circles of human concern (as the concept is used by john powell and others). In addition, cultural assumptions are part of what continue to advantage some groups and disadvantage others. And, even when those inequities are persistent and obvious, the history and current policies and practices that drive them often may not be. The deep investigation and chance to “work with” these ideas can help build participants’ capacity to identify, talk productively about and act to address white culture, white privilege and their consequences in their spheres of influence.

Overview of the TWP Modules

The TWP Curriculum Consists of 20 Modules, designed to be presented over two days of training. Each includes a detailed lesson plan and a set of PowerPoint slides. Many also include handouts and videos. A sample module is available at [http://www.racialequitytools.org/more-info/sample-exercises-and-resources](http://www.racialequitytools.org/more-info/sample-exercises-and-resources).

Day One Modules

A. Day One Opening & Conocimiento
This module includes three sections: welcome and introductions, a guided visualization exercise called Conocimiento, and a Conocimiento debriefing exercise. This Conocimiento focuses on understanding internal gifts.

B. Process Norms & Leadership Practice Groups
This section describes intended outcomes of the full training, including an introduction to the idea of Leadership Practice Groups, which provide space for building relationships, learning and accountability throughout the training. It also introduces Process Norms, developed by OpenSource Leadership Strategies,
which set the tone for respectful and open sharing and learning, while paying attention to how white culture and power imbalances sometimes show up when groups are establishing their norms.

C. Danger of a Single Story
This module uses a very engaging TED Talk by a Nigerian writer, Dr. Chimamanda Ngozi Adichie, to remind us that we all make assumptions about the circumstances and characteristics of other people and groups.

D. System of Racial Inequity
This module introduces a “System of Racial Inequity” image and framework from World Trust Educational Services that is also used in several other modules. The goals of this section are to create a common frame and language that explains how the internal and external components relate to each other and to develop a systemic focus rather than just an individual focus, which is more common in talking about racism.

E. Understanding Privilege
This module offers a definition of privilege and provides an opportunity for each participant to reflect on his or her different privileged identities (race/ethnicity, gender, etc.). It also shares the definition of white privilege and reviews individual, cultural, institutional and structural types of white privilege as part of the system by which racial/ethnic inequities are constructed and maintained. This work is done through small group work, video clips from World Trust films Making Whiteness Visible and Cracking the Codes, and a creativity exercise.

F. Mental Checklist
In this module, participants will begin to develop a “mental checklist” tool for promoting behavior change to address white privilege and its consequences at systemic and individual levels, using specific kinds of questioning.

G. Introduction to Entry Points
This module introduces and defines the term “Entry Points.” The definition includes two main ideas: 1) entry points are those places within an individual’s or group’s spheres of influence where changes in their actions can make a profound difference, and 2) entry points are places where a deep understanding of the construction, maintenance and consequences of white privilege at systemic and cultural levels can open up new opportunities for productive action to reduce or eliminate those consequences. These ideas are introduced in this module and further developed and used in all of the subsequent modules (especially in Module P. Applying Entry Points).

H. Construction & History of Whiteness
This module explains the process by which the concept of whiteness has been constructed over time and why understanding that process is important. Participants will deepen their understanding of the social construction of race, including whiteness, and how that has functioned in the system of inequity.

I. Facing our Racial Past
This module deepens participants learning about how white privilege operates and potential entry points to institutional, cultural and system levels of change. Using an insightful interview with the historian Dr. Khalil Muhammad, this section draws a clear line between historical assumptions about various racial/ethnic groups and resulting federal, state and local policies, as well as current conditions and underlying causes of those conditions. It also introduces the ideas of “elasticity” and “discretion,” which are also used in Module P. Applying Entry Points.
J. Accumulated Advantages & Disadvantages
This module focuses on increasing participants’ understanding of the racialized impact of past and current federal, state and other policies, and explores the consequences of those policies for participants’ own families’ opportunities and the stories they tell about the role of those policies in their current social situation. This module also offers an opportunity to practice reviewing current/recent policies to develop an analysis and understanding of their systemic and historic impact.

K. Internalized Privilege & Internalized Oppression
This section uses a movement exercise to provide participants an opportunity to connect to their own internalization of living in a culture in which racism and privilege are pervasive. It is most directly related to internalized privilege and internalized oppression within the system of inequity. The exercise has been designed using whole body learning.

L. Day One Closing & Conocimiento
This module is one of two suggested closing exercises provided as part of the TWP training. It features a Conocimiento that revisits the concept of internal gifts as raised in A. Day One Opening & Conocimiento.

Day Two Modules

M. Day Two Opening & Conocimiento
This module includes three sections: welcome, introductions and a guided visualization exercise called Conocimiento. This Conocimiento focuses on recognizing shifts in understanding.

N. White Culture
This module defines and provides examples of white culture and offers participants case studies to deepen their capacities to identify and address white culture, explicitly, but not exclusively, at institutional or organizational levels.

O. Framing White Privilege
This module offers a very basic overview of how to frame a message so that it may be heard by the intended audience. Participants will learn the components of an effective frame, and then have a chance to practice using that information to create messages about white privilege.

P. Applying Entry Points
This module reviews the idea of “Entry Points” as a tool for finding opportunities for positive change within the system of inequity that are within the influence of the participants, singly or in collaboration. It assumes participants’ completion of Module G. Introduction to Entry Points.

Q. Harberg Case Study & Role Play
This lesson, including a case study and role-play process, is an opportunity for participants to practice in real time, in the context of a community setting, the skills they were introduced to in other TWP modules. It is also an opportunity for them to have more clarity in naming how white culture and white privilege is operating, practice talking about white privilege, and identify and share ideas for entry points during the role play, as well as to deepen their connections with their Leadership Practice Groups members.

R. Strategic Questioning
This module introduces a tool called “Strategic Questioning for Social Change,” developed by Fran Peavey, and provides opportunities for participants to practice the technique. The objective is for participants to begin TWP: A 21st Century Leadership Capacity. © CAPD, MP Associates, World Trust Educational Services
the process of learning how to use questions as pathways for shifting perspectives and embedded assumptions and creating possibilities towards changing outcomes.

S. Closing Leadership Practice Groups
This module is one of two suggested closing exercises provided as part of the TWP training. It is designed to provide participants the opportunity to meet as Leadership Practice Groups for the final time during the training. They will have the chance to provide some feedback to each other after the role play, identify areas they would like to support, and decide if they would like to continue to meet and support each other after the workshop.

T. Day Two Closing & Conocimiento
This module is the second of the two suggested closing exercises provided as part of the TWP training. It is intended to help participants reflect upon individual and shared learning practices, and support their abilities to care for themselves as they exit the training.

Becoming a Member – Payment Tiers

Becoming a TWP member means that you will have full and permanent access to the Transforming White Privilege Curriculum. We have made the curriculum available on a sliding scale. See below:

We look forward to engaging with you around this work. If you have any questions, please feel free to contact us at twpinfo@racialequitytools.org.