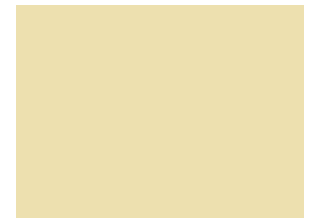


SELF - ASSESSMENT

WORKSHEET **PART 1**

ELEVATING HEALTH EQUITY THROUGH PARKS AND RECREATION

A Framework for Action



PART 1: SELF-ASSESSMENT:

QUESTIONS TO CHALLENGE INDIVIDUAL THINKING

Achieving health equity requires each of us to become more aware of and critically examine our blind spots, also known as *implicit biases*, as well as our relationships with power and privilege in society and in our organization. Daily, confront these biases and lean into a process of individual learning and discovery. This requires self-assessment. There are two ways to reflect on yourself when engaging in equity work, and it is important to consider both: 1) the individual separate from the system (or institution) and 2) the individual as a part of the system (or institution). It is critically important to take time and consider your thoughts, beliefs, actions and experiences (individual), and the ways those impact your work (individual within a system).

Instructions:

1. Before your agency engages in creating new or enhancing existing health programs, services and/or spaces, ask each member of the team to complete the self-assessment. The Self-Assessment (Step 1A and Step 1B) will take approximately 60 minutes.
2. Create a brave space; for example, a health equity working group, where employees are invited to share their experiences — both personal and professional — and where employees can listen and acknowledge with the goal of developing a shared understanding of what racism is, how it impacts health equity and what it means for park and recreation professionals to advance equity.

UNDERSTANDING IDENTITY

Social identity groups are based on the physical, social and mental characteristics of individuals. They are sometimes obvious and clear, sometimes not obvious and unclear, often self-claimed, and frequently ascribed by others. For example, racial groupings are often ascribed to someone by others and also self-claimed by an individual. Government, schools and employers often ask an individual to claim a racial identity group or simply ascribe one to an individual based on visual perception. Other social identities are personally claimed, but not often announced or easily visually ascribed such as sexual orientation, religion or ability status. Since issues of social identity often are the basis of much social conflict, even the terms used to describe them may cause disagreement.

SELF-ASSESSMENT WORKSHEET

STEP 1A

Complete the Examining the Intersection of Identities Worksheet on pages 18-19 (Note: The worksheet has been adapted from the Inclusive Teaching Initiative at the University of Michigan¹² for use by NRPA).

This exercise will help you to consider your own identity and help to illuminate how privilege operates to normalize some identities over others. For example: If you belong to the dominant group in the “First Language” category, meaning, you speak English as your first language; reflect on why you rarely need to think about your language as an aspect of your identity while others may identify language as the aspect of their identity with which they are deeply challenged and often left behind. Additionally, as you begin Part 2: The Agency Assessment, this exercise will help to sensitize you to the identities of your colleagues and the communities you serve so that you can welcome and celebrate their diversity in parks and recreation facilities, programs and services.

¹² <https://sites.lsa.umich.edu/inclusive-teaching/>

EXAMINING THE INTERSECTION OF IDENTITIES

For each characteristic, fill in the corresponding circle.

1. IDENTITIES WITH WHICH I SELF-IDENTIFY

IDENTITY CHARACTERISTIC	DOMINANT GROUP	OPPRESSED GROUP
Race	White	Asian/Pacific Islander, Indigenous, Latino, Black, Multiracial
Socioeconomic Status	Ruling Class, Upper Middle Class	Poor, Working Class, Lower-Middle Class
Gender Identity	Cisgender male	Cisgender female, Transgender, Non-gender conforming
Sexual Orientation	Heterosexual	Lesbian, Gay, Bisexual, Queer, Pansexual, Asexual
National Origin	United States	Born outside of the United States
First Language	English	Any language other than English
Disability	Non-Disabled	People with disabilities (cognitive, physical, emotional)
Age	People under 40	People age 40 and over*
Religious or Spiritual Affiliation	Christian	Hindu, Muslim, Buddhist, Jewish, Pagan, Agnostic, Atheist

* The United States government, through the Age Discrimination in Employment (ADEA), applies the term "older worker" to employees over the age of 40.

IN LOOKING AT HOW YOU SELF-IDENTIFY ...

2. Which identities make you the most uncomfortable?

5. Which identities have the strongest effect on how you perceive yourself?

3. Which identities do you think about most often?

6. Which identities have the strongest effect on how you perceive the world and others?

4. Which identities do you think about least often?

7. Which identities do you think have the strongest effect on how others perceive you?

STEP 1B

ANSWER THE QUESTIONS ON BACKGROUND AND BIAS; POWER AND PRIVILEGE; AND UNDERSTANDING OF HEALTH EQUITY ON PAGES 21-29.

- » Set aside time to deeply reflect on your thoughts, beliefs and ideas around bias, power and privilege, and how they relate to health equity.
- » For each question, write your response in the first box and use the prompt questions above the box to expound upon your answer.
- » In the second box, examine how the your identities (that you selected in Step 1A) shaped your response in question 1.
- » In the third box, begin to identify areas of further exploration around the topic that you can commit to for the next 30 days.

Review the definitions of *implicit bias*, *social power* and *privilege* before completing this section. As you complete this section, consider how these terms show up in your personal and professional life.

Implicit Bias

The attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner. These biases are activated involuntarily and without an individual's awareness or intentional control and are not accessible through introspection. (Definition from the [Kirwan Institute](#))

Social Power

Access to resources that enhance one's chances of getting what one needs in order to lead a comfortable, productive and safe life. (Definition from [The National Conference for Community and Justice](#))

Privilege

Unearned access to resources (social power) that are only readily available to some people because of their social group membership; an advantage, or immunity granted to or enjoyed by one societal group above and beyond the common advantage of all other groups. Privilege is often invisible to those who have it, but, nevertheless, puts them at an advantage over those who don't have it. (Definition from the [Racial Equity Tools](#))

BACKGROUND AND BIAS

1. Growing up, what were my experiences and interactions with individuals whose social identities (race, sexual orientation, religion, etc.) were different than my own?

2. In what ways have my personal beliefs about an identity, different than my own group/identity, been unfounded or disproven?

1a. How have my identities, experiences and values shaped my response?

2a. How have my identities, experiences and values shaped my response?

1b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

2b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

POWER AND PRIVILEGE

1. What does privilege mean to me?

2. In what ways have I experienced privilege? What opportunities have been afforded to me that I benefited from?

1a. How have my identities, experiences and values shaped my response?

2a. How have my identities, experiences and values shaped my response?

1b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

2b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

POWER AND PRIVILEGE (CONTINUED)

3. What relationships to power and privilege do I hold because of my identities in my personal life and at work?

4. How might my privilege have impacted others?

3a. How have my identities, experiences and values shaped my response?

4a. How have my identities, experiences and values shaped my response?

3b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

4b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

POWER AND PRIVILEGE (CONTINUED)

5. What does yielding my power and using my privilege for the good of oppressed groups mean to me? What might it look like?

5a. How have my identities, experiences and values shaped my response?

5b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

6. What is my understanding of racism and anti-racism?

6a. How have my identities, experiences and values shaped my response?

6b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

POWER AND PRIVILEGE (CONTINUED)

7. What practices am I engaging in to learn about racism, white supremacy and dominant culture thinking? How often?

8. What would it look like (or what would need to change) for me to use a racial equity lens to guide my decision making?

7a. How have my identities, experiences and values shaped my response?

8a. How have my identities, experiences and values shaped my response?

7b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

8b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

UNDERSTANDING OF HEALTH EQUITY

1. What factors do I believe are at the root of health inequities?

1a. How have my identities, experiences and values shaped my response?

1b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

2. Which of my identities, or the identities of others, are most often attacked or unwelcome in public platforms, places and spaces; leading to negative health outcomes or health disparities on an individual or group level?

2a. How have my identities, experiences and values shaped my response?

2b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

UNDERSTANDING OF HEALTH EQUITY (CONTINUED)

3. Why do health inequities matter?

4. What actions can I take to eliminate health inequities and advance health equity?

3a. How have my identities, experiences and values shaped my response?

4a. How have my identities, experiences and values shaped my response?

3b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

4b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

UNDERSTANDING OF HEALTH EQUITY (CONTINUED)

5. Do I have an accountability partner to share my self-assessment with, and who will help support my personal anti-racist/equity journey?

5a. How have my identities, experiences and values shaped my response?

5b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

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