

How to talk about privilege with service learner students and community members

- a. **Convener(s)** – Jamie Chen – jamiec@sacredhearts.org
- b. **Participants** – Saarah Kuzay, Carrie James, Katherine, Dakota Yackel, Maria Velazquez
- c. **Summary** – How to facilitate service learners who are privileged to work with underprivileged individuals/ families

Inquiries –

- Learn about privilege impact on communities
- How do you build a training/ facilitation discussion
- How to listen best
- How to communicate with students to help them recognize their privilege

Concerns –

- How not to defer authority to the student versus the family
- Adequate reflex/reflection – make students prepared
- Make sure students don't approach situations with savior complex
- How to make meaningful work? Now just manufacturing/making experiences
- Formal/informal feedback from the recipient's service: how much change is being done?

Info/Resources –

- La Mesa Verde (Jamie's Org) → low-income garden builders
- Santa Clara University outreach

Options/Next steps –

- BuzzFeed Video about privilege – hard to start the process
- Learning from the community → see yourself as a learner
- Make sure “privileged” student/volunteers understand their contributions are addressing a need that the community wants
- Have a gratitude reflection sharing session before work meetings or service work
- Trash Can Demo – Offset trashcan that allows some students to drop/throw a scrunched paper ball easier or harder to throw in a bin
- Be upfront about your intentions to reduce cultural miscommunication
- Talk about what the students' expectations: what's unrealistic? What's misconceived
- Talk about the definition of privilege
- Service learning community
- Community based learning to teach sensitivity training
- Form small informal support group among teachers/ facilitators → do reflection sessions to prime facilitators and students
- Make clear to recipients of the service that their helper is *sensitive* and aware.