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Cultural Awareness Activities for Teachers

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CULTURAL AWARENESS ACTIVITIES FOR TEACHERS

A Project Report

Presented To

The Graduate Faculty

Central Washington University

In Partial Fulfillment

Of the Requirements for the Degree

Master of Education

Administration

By

Martin F. Wittman

May 25, 2001

Abstract

Cultural Awareness Activities for Teachers

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We live and grow in an increasingly diverse society, and it is as important for school age students to understand people who are different, as it is for them to understand math or science. The purpose of this project was to develop a variety of cultural awareness activities for use by K-12 teachers in the Bethel School District in the State of Washington. All activities were aligned with the tools and concepts of Bethel's employee cultural awareness model and presented in the form of a handbook. The intent of the handbook was to provide a format for teachers which could be used as a supplementary guide for teaching cultural awareness concepts.

Acknowledgments

I want to thank my wife, Jo (Michelle) for “holding down the fort” during my numerous absences from home for the past two summers as I pursued the rigorous goal of completing my master’s degree. Lots of “kisses” go to my two daughters, Turkey (Kylie) and Noodle (Olivia), for their patience and understanding while Daddy was gone at school. Many thanks also to my parents, Fred and Lail, sister Hawkins (Tammy), and brother Buck (Russell) for their encouragement to further my education and career goals.

The completion of the handbook could not have been possible without the unconditional friendships of my “buddies” on Bethel School District’s cultural awareness training team: Toni McCord Sadlowski, Becky Thompson, Mary Jo Risse, Patricia Benavidez, Carl Peterson, Binley Bell-Robinson, Laura Malarcher, Mona Coleman, and Laurie Barckley. I especially want to thank Toni, Becky, and Mary Jo for meeting with me during vacations and Saturdays to develop the activities. A very sincere thank you to my two mentors and dear friends, Donna Stringer and Andy Reynolds, for sharing your endless knowledge of cross cultural communication. Thank you Donna for all the advice and guidance you gave me from beginning to end. Thank you Pat Roberts-Dempsey for supplying me with additional resources and Dr. Don Woodcock and Dr. Jack McPherson for agreeing to be part of my project committee.

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CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

“The process of cross-cultural competency is a journey, not a destination.”

-Andy Reynolds

and

“Diversity creates an environment where everyone succeeds.”

-Donna Stringer

“Multicultural education is at least three things: an idea or concept, an educational reform movement, and a process. Multicultural education incorporates the idea that all students-- regardless of their gender and social class and their ethnic, racial, or cultural characteristics-- should have an equal opportunity to learn in school” (Banks, McGee Banks, 1997, p. 3).

In the previous paragraph, Banks and McGee Banks state the importance of exploring multicultural education on a global level. In a narrower scope, Baker emphasizes the importance of multicultural education at the community level. “All initial steps taken to sensitize the community and to stimulate interest in cultural diversity should involve the school board” (Baker 1994, p. 66). Baker further emphasizes that “Regardless of the means through which the need for multicultural education is brought to the attention of the community, the school board is the critical link in ensuring success” (Baker 1994, p. 66).

The Bethel School District in Spanaway, Washington has taken Baker’s advice and on April 12, 1994, the Board of Directors adopted policy number 1515 into the district policy and procedures manual. The policy is entitled Diversity-Multicultural Education. The Bethel School District recognizes the cultural diversity of students, parents and community members of their school district and acknowledges the educational importance of valuing the diversity of all people in a pluralistic society. Diversity includes but is not limited to: race, religion, gender, culture,

age, physically challenged and all other perceived differences. The Bethel School District is committed to integration of the purposes and aims of diversity-multicultural education into all aspects of the school program. The board also recognizes that diversity-multicultural education is an interdisciplinary process to be incorporated into the total school program rather than a single, one-time event or series of activities. Among many goals, the board is committed to, and supportive of is the training in diversity-multicultural education issues for all board members, district staff, administrators, teachers, paraprofessionals, volunteers and community members participating in school sponsored activities.

Bethel's newly adopted board policy, in coordination with a diversity motivated assistant superintendent for human resources, resulted in a district wide committee named PRO-EQUITY COUNCIL. It consisted of a cross section of district employees and community members. The committee's primary focus was to promote and facilitate diversity in the district. Within one year the committee changed its name and became further solidified in its foundation. The new name became Bethel School District's DIVERSITY TASK FORCE. The vision statement of the Diversity Task Force states that "By teaming together, the Bethel school community creates a culture that respects each individual's uniqueness and encourages everyone's contributions and success."

The task force became proactively involved in facilitating numerous multicultural related activities in the district. These activities included, but were not limited to:

- gender and ethnic expectations for student achievement (GESA) training for identified trainers in each building
- sexual harassment training
- identifying and rewarding students, staff, and community members who actively promote cultural awareness (R.A.V.E. Reviews)

- identifying and awarding monetary grants to students, staff, and community members promoting cultural awareness
- proactively encouraging the hiring and retention of diverse applicants
- facilitating the hiring of a trainer of trainers team to fulfill the commitment of board policy number 1515, Diversity-Multicultural Education, goal number six.

In response to the above, in the spring of 1997, the Bethel School District adopted a highly interactive six-hour intercultural communication diversity training model. A model in which participants learned common definitions of diversity and culture and explored the roles of perception and stereotypes in creating cross-cultural misunderstandings. The training also explored the invisible aspects of culture most critical to being effective in cross-cultural interactions with students, colleagues, parents, and community. These aspects included, nonverbal behaviors, values and communication styles. Participants were given opportunities to increase personal awareness and learn skills that could be used to improve interpersonal effectiveness across cultural differences.

Using the district's existing trainer of trainers model, the district hired twelve in-district employees to undergo intense training by Executive Diversity Services, a company based in Seattle, Washington. The hired trainers represented a cross section of district personnel and cultural background. The training occurred in August 1997 for a period of one week, eight hours a day. The ultimate goal of the Bethel School District was to train all district employees in the area of cultural awareness, specifically using the intercultural communication model developed by Executive Diversity Services.

Purpose of the Project

The purpose of the project was to develop a variety of cultural awareness activities for

use by K-12 teachers in the Bethel School District in the state of Washington. All resources and activities were to be aligned with the tools and concepts of Bethel's employee cultural awareness model and presented in the form of a handbook.

Limitations

For the purpose of this project, it was necessary to set the following limitations:

1. **Scope:** The project was limited to the Bethel School District in the state of Washington and aligned with the employee cultural awareness model.
2. **Participants:** Bethel teachers who had received training in intercultural communication.
3. **Research:** The literature reviewed in Chapter two of this project was selective in nature and primarily limited to research conducted within the last twenty-one years.

Definitions of Terms

Significant terms utilized in the context of this project are defined as follows:

1. **Cross-cultural learning:** the process of understanding differences and learning to cope with ambiguity.
2. **Culture:** the complex whole which includes knowledge, belief, art, morals, law, customs, and habits acquired by a person as a member of society.
3. **Cultural pluralism:** the central encompassing concept that strives to create the conditions of harmony and respect within a culturally diverse society.
4. **Diversity:** the cumulative characteristics that make a person or group of persons unique.
5. **G.E.S.A. (Gender and Ethnic Expectations for Student Achievement):** A K-12 multicultural education model for teachers specifically addressing the dynamics of gender and ethnic bias in the classroom and their effects on student learning.

6. Intercultural Communication: the communication process between people of different cultural backgrounds.
7. Multicultural Education: an inclusive teaching/learning process that engages all students in developing a strong sense of self-esteem, discovering empathy for persons of diverse cultural backgrounds, and experiencing equitable opportunities to achieve their fullest potential.
8. R.A.V.E. (Respect Accept Value Empower) Reviews: An award presented by the Bethel School District honoring students, staff, and community members who actively promote cultural awareness.
9. Stereotype: categorizing members of a group as having the same characteristics, which may or may not be based on fact and can lead to prejudice and intentional or unintentional discrimination.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The purpose of the project was to develop a variety of cultural awareness activities for use by K-12 teachers, and Chapter two provides a detailed review of current cultural research and literature. The research and literature addressed in Chapter 2 was identified through a computer search, namely the Education Research Information Center (ERIC) and research periodicals.

Specifically the chapter has been organized to address:

1. Issues, perspectives, approaches, and dimensions of multicultural education.
2. The value of multicultural education and cultural awareness training for teachers.
3. The rationale for multicultural education in K-12 educational settings.
4. The roles and responsibilities of teachers and administrators in multicultural education.
5. A summary.

Issues, Perspectives, Approaches, and Dimensions

As quoted in Chapter one, “Multicultural education is at least three things: an idea or concept, an educational reform movement, and a process.” Banks, McGee-Banks (1997) believe “Multicultural education incorporates the idea that all students--regardless of their gender and social class and their ethnic, racial, or cultural characteristics--should have an equal opportunity to learn in school” (p. 3). Klein (1985) and Sadker and Sadker (1982) narrow the focus by supporting the belief at the gender level by advocating a goal of multicultural education is to give male and female students an equal chance to experience educational success and mobility.

Banks and McGee-Banks further state that “Multicultural education emerged from the diverse courses, programs and practices that educational institutions devised to respond to the

demands, needs, and aspirations of various groups” (p. 6). They point out that “In a sense, everything in education relates to culture--to its acquisition, its transmission, and its invention. Culture is in us and all around us, just as is the air we breathe. It is personal, familial, communal, institutional, and societal in its scope and distribution” (p. 33).

Vista and Van der Linde (1997) state “the ‘culture’ debate has focused attention on the importance of communication between people of totally diverse cultures” and “because culture and education are interwoven phenomena, culture has a powerful effect on education” (p. 193).

Sleeter and Grant (1993) identified five approaches to Multicultural education and these five approaches are:

1. Teaching the Exceptional and Culturally Different

This approach believes that a teacher’s chief responsibility is to prepare all students to fit into and achieve within the existing school and society. The goals are to equip students with the cognitive skills, concepts, information, language, and values traditionally required by United States society, and which will enable them to hold a job and function within society’s institutions and culture. Teachers using this approach often begin by determining the achievement levels of students, comparing their achievement to grade level norms, and then working diligently to help those who are behind to catch up.

2. Human Relations Approach

This approach subscribes to the belief that a major purpose of the school is to help students learn to live together harmoniously in a world that is becoming smaller and smaller. Greater social equality will result if students learn to respect one another regardless of race, class, gender, or disability. The human relations approach teaches and encourages positive feelings among all students, promotes group identity and pride for students of color, reduces stereotypes, and works to eliminate prejudice and biases.

While the first approach emphasizes helping students acquire cognitive skills and knowledge in the traditional curriculum, the human relations approach focuses on attitudes and feelings students have about themselves and one another.

3. Single-Group Studies

The phrase “single-group studies” refers to the study of a particular group of people, for example, Asian American studies or Native American studies. The single-group studies approach seeks to raise the social status of the target group by helping young people examine how the group has been oppressed historically and what its capabilities and achievements have been. Unlike the two previous approaches, this one (as well as the next two) views school knowledge as political rather than neutral and presents alternatives to the existing Eurocentric, male dominant culture. It’s advocates hope that students will develop more respect for the group and also the knowledge and commitment to work to improve the group’s status in society.

4. Multicultural Education Approach

This has become the most popular term used by educators to describe education for pluralism. The multicultural education approach synthesizes many ideas from the previous three approaches. The societal goals are to reduce prejudice and discrimination against oppressed groups, to work toward equal opportunity and social justice for all groups, and to effect an equitable distribution of power among members of the different cultural groups. Furthermore, this approach attempts to reform the total schooling process for all children, regardless of whether the school is an all-white suburban or a multiracial urban school. Schools that are reformed around principles of pluralism and equality would then contribute to broader social reform. This process includes infusing multicultural concepts and content into the curriculum.

5. Education That Is Multicultural and Social Reconstructionist

Education that is multicultural and social reconstructionist deals more directly with oppression and social structural inequality based on race, social class, gender, and disability than the previous approaches. Its purpose is to prepare future citizens to reconstruct society so that it better serves the interests of all groups of people, especially those who are of color, poor, female, and/or disabled. Its orientation and focus are on the whole education process. It draws on the penetrating vision of George Bernard Shaw, who exclaimed, "You see things and you say, 'Why?' But I dream things that never were, and I say, 'Why not?'" (Banks, McGee-Banks, 1997, p. 71).

K-12 education espouses four basic beliefs which are multicultural and social reconstructionist in nature:

- 1) democracy is actively practiced in the schools.
- 2) students learn to analyze institutional inequality within their own life circumstances.
- 3) students learn to use social action skills.
- 4) building bridges across various oppressed groups (e.g., people who are poor, people of color, and white women) so they can work together to advance their common interests.

In order to better understand and implement multicultural education in ways more consistent with theory, its various dimensions must be clearly described, conceptualized, and researched. Based on the research, observations, and work in the field from the late 1960's (J. A. Banks, 1970) through 1991 (J. A. Banks, 1992) J. A. Banks (1991, 1992) formulated five dimensions of multicultural education. These five dimensions are:

1. Content Integration

Content integration refers to teachers using examples, data, and information from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline. School districts often consider content integration as the only or primary piece of multicultural education. This belief may explain why many teachers of subjects such as mathematics and science view multicultural education as the responsibility of social studies and language arts teachers.

2. Knowledge Construction

The knowledge construction process describes the procedures by which social, behavioral, and natural scientists create knowledge, and the manner in which the implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the ways that knowledge is constructed within it (Berger & Luckman, 1966; Gould, 1981; Harding, 1991; Kuhn, 1970). Classroom implementation of knowledge construction is evident when teachers assist students in understanding how knowledge is created and how it is influenced by the racial, ethnic, and social class positions of individuals and groups.

3. Prejudice Reduction

The prejudice reduction dimension of multicultural education attempts to explain the characteristics of children's racial attitudes and offers strategies to be used to help students develop democratic attitudes and values. Researchers have explored this concept since the 1920s. The intergroup education movement of the 1940s and 1950s (Miel with Kiester, 1967; Trager & Yarrow, 1952), encouraged and designed interventions and strategies to help students develop more positive racial attitudes and values.

4. Equity Pedagogy

Equity pedagogy is prevalent when teachers use techniques and methods that facilitate the academic achievement of students from diverse racial, ethnic, and social class groups. Historically, there have been various theories constructed over time to help teachers develop more effective strategies when working with students of color and low income levels. In the early 1960s, the cultural paradigm was developed (Bloom, Davis, & Hess, 1965; Davis 1948/1962; Riessman, 1962). In the 1970s, the cultural difference theory challenged the cultural deprivationists (Baratz & Baratz, 1970; Ginsburg, 1972; Ramirez & Castaneda, 1974). Most recently, the “at-risk” concept has emerged, which is similar to the cultural deprivation paradigm (Cuban, 1989; Richardson, Casanova, Placier, & Guilfoyle, 1989).

5. Empowering School Culture

The idea of an empowering school culture and social structure is used to describe the process of restructuring the culture and organization of the school so students from diverse racial, ethnic, and social-class groups will experience educational equality and cultural empowerment. The variables to consider when changing the school culture for the empowerment of diverse students are grouping practices (Braddock, 1990; Oakes, 1985), labeling practices (Mercer, 1989), the social climate of the school, and staff expectations for student achievement (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979).

Multicultural education and cultural awareness training for teachers

Tiedt and Tiedt (1999) believe everyone in the United States needs multicultural education, and suggest that such learning should begin during the early years. Therefore, if schools are to promote multicultural understanding, they need to begin by educating teachers.

They suggest “both preservice and inservice education are necessary to prepare teachers to present multicultural concepts to K-12 students” (p. 18).

Brandell (1988) and Poston (1990) postulated that degree programs and inservice training for educators should include information on the nature of multiracial and multiethnic identity development and should identify the pressure exerted on these children by their peers. Wardle (2000) reminds us that the challenge is to find someone qualified to teach these classes and inservice programs.

The notion of culture is often difficult to grasp. We learn and use culture in all parts of our daily life, making it habitual. Our habits then become unnoticed by us. Banks, McGee-Banks (1997) believe culture shifts in and outside of our reflective awareness. Bennett (1995) suggests “Beliefs, attitudes, and values are at the heart of what is meant by culture” (p. 212). Sikkema and Niyekawa (1987) suggest in learning the ways of a new culture, teachers must unlearn some of their own. “In other words, the first step toward understanding another culture is becoming aware of one’s own cultural habits and values so that they will not interfere with learning those of a new culture” (p. 7). They also believe that the cues teachers have used to predict their student’s behavior and academic performance are culture based. Furthermore, Baker (1994) states that “Teachers need information and support in developing an awareness of cultural diversity” (p. 68). Sikkema and Niyekawa (1987) would agree and suggest that this is because the cues that help teachers function effectively in their own culture may be misleading in a cross-cultural situation.

Rationale for Multicultural Education in K-12

“As a result of the mobility within our society, the student mix in most classrooms in elementary schools throughout the United States has changed perceptibly in the past twenty to

thirty years” (Tiedt & Tiedt, 1999, p. 8). They go on to say, increasingly, even rural and small town classrooms in the Midwest more closely reflect the diversity of the total population of the United States. Banks and McGee-Banks (1997, p. 46) believe that “Teaching about the cultural practices of other people without stereotyping or misinterpreting them and teaching about one’s own cultural practices without invidiously characterizing the practices of other people should be the aims of multicultural education.” Bennett (1995) writes that the major goal of multicultural education is the elimination of stereotypes. She explains that “Although some stereotypes are positive, for example, the overgeneralization that all Jews are highly intelligent, they are still harmful in that they may lead to inaccurate perceptions and judgments” (p. 20).

Baker (1994, p. 67) believes “The teacher and the school have the responsibility for preparing students to live effectively in a democratic society. In fulfilling this responsibility, they must teach students how to live and how to relate to people of other cultures. Students need to understand diversity and learn how to appreciate the value of lifestyles, cultures, religions, and languages that may be different from their own. Because the teacher is the primary agent in the classroom, the teacher must be prepared to teach content that is multicultural in nature and to exhibit behavior that is consistent with the principles involved.”

To successfully implement multicultural education in schools, Banks, McGee-Banks (1997) stress the need to:

- reform power relationships
- alter verbal interactions between teachers and students
- understand the culture of the school
- incorporate cultural awareness and understanding through the curriculum and extracurricular activities
- encourage positive attitudes and acceptance toward different languages
- examine grouping practices and testing programs

Roles and Responsibilities of Teachers and Administrators

The success of any effort depends on effective and committed leadership. Leadership, in this context, is not limited to the superintendent of the local school district nor is it confined to the efforts of the building principal. However, Baker (1994) explains, building principals must make a commitment to support the policy of the board and the superintendent's plan of action for the district. This commitment should be in writing and communicated to the staff, students, and the school community. The principal will also need to develop a subplan of action for an individual school building and the plan should be developed in collaboration with the entire staff.

Tiedt & Tiedt (1999) believe teachers have a significant role to play in guiding children at all levels to recognize and respect diversity as they interact with other people in and out of school. Baker (1994) reminds us that what and how a student learns depends largely on what the teacher decides and hence learning is generally under the control of the teacher. She also reminds us that educators, especially teachers, are responsible for helping schools achieve the goals and objectives of a democratic society. It is apparent therefore that "The attitude of the teacher is crucial in helping students develop attitudes that will prepare them for a harmonious existence in a culturally diverse society" (p. 66).

Summary

The review of current literature and research presented in Chapter two would seem to support the following themes:

1. A variety of approaches to multicultural education is required in order to structure an effective K-12 multicultural program.
2. Cultural awareness and multicultural training is critical for all K-12 teachers and administrators.

3. The importance of integration and implementation of multicultural education in the K-12 curriculum.
4. Teachers and administrators through modeling and the delivery of content play a major leadership role in preparing students to live in a diverse society.

CHAPTER THREE

PROCEDURES OF THE PROJECT

Introduction

The purpose of the project was to develop a variety of cultural awareness activities for use by K-12 teachers in the Bethel School District in the state of Washington. All resources and activities were aligned with the tools and concepts of Bethel's employee cultural awareness model and presented in the form of a handbook.

Chapter three contains background information regarding:

1. Need for the project.
2. Development and support for the project.
3. Planned implementation of the project.
4. Assessment and evaluation of the project.

Need for the project

The Bethel School District, in common with a number of school districts throughout the United States, is a community that continues to experience a shift from a predominately white population to a more culturally diverse community. In recognizing this change in the community, the Bethel School District board of directors adopted a comprehensive multicultural education policy. Part of the policy calls for the training in diversity multicultural education issues for all board members, district staff, administrators, teachers, paraprofessionals, volunteers and community members participating in school sponsored activities. In response to fulfilling part of the policy, the district hired and trained twelve of its own employees to provide training to all district staff along with identified volunteers and community members. For teachers, the training was designed to provide basic cultural diversity awareness so they could more effectively teach a

more diverse student population, both in terms of the content they provided and the processes they used to teach. As teachers in the schools began to experience the value of the cultural awareness training, they inquired about the ways in which they could teach the same concepts to students in their classrooms. The teacher training model did not address students directly and the need to include this component became apparent.

The writer of this project was one of the twelve original trainers selected by the Bethel School District who also recognized the need for a student component to the training model. Hence, the project was undertaken.

Development and support for the project

Support from the Bethel School District cultural awareness training team, Executive Diversity Services, as well as previously trained teachers, was paramount to the development of this project. The cultural awareness team and Executive Diversity Services support began with the commitment to further develop and support the teachers of the Bethel School District by providing additional resources for multicultural education. In addition, previously model trained teachers also played a critical role in the development and creation of a number of classroom activities which were included in this project.

At a meeting on March 11, 2000, the cultural awareness team decided to pursue the development of resources for K-12 teachers. It was determined that those interested in pursuing the task would form a subgroup of the cultural awareness team and six of the nine team members committed to the development of the resources. The gender, ethnic, and educational responsibilities of the group members were as follows:

1. European American, fourth grade teacher (female)
2. Latino American, elementary physical education teacher (female)

3. European American, junior high communication arts teacher (female)
4. European American, junior high dean of students (male)
5. European American, high school communication arts teacher (female)
6. African American, high school assistant principal (male)

The outcome of a brainstorming session on March 11, 2000, to adapt and/or modify the district's staff cultural awareness training model can be seen in Appendix A. This was the group's first step in planning the direction of the activities. The preliminary agenda developed to facilitate the group's three hour workshop on August 23, 2000, at Bethel School District's Summer Institute can be seen in Appendix B. The purpose of this workshop was to invite teachers previously trained in cultural awareness to brainstorm, develop, and create student activities which were compatible with the tools and concepts of the district's employee cultural awareness training model. The finalized agenda developed on June 17, 2000, for the three hour Summer Institute workshop can be seen in Appendix C.

Planned implementation

The Bethel School District first began cultural awareness training for their employees in the Fall of 1996. Since that time, several teachers have been trained and other teachers are planned to be trained in the future. The implementation of the district's resources will take place in two phases. Phase one will be to identify the specifically trained teachers and supply them with a cultural awareness activities handbook, along with the handbook will be a letter explaining the premise and purpose of the handbook. Phase 2 will be to provide each of the newly trained teachers with a handbook at the time of the training.

Assessment and evaluation

Upon completion of phase one and as much of phase 2 as is possible, teachers will be given a survey to assess the effectiveness of the cultural awareness handbook (Appendix D).

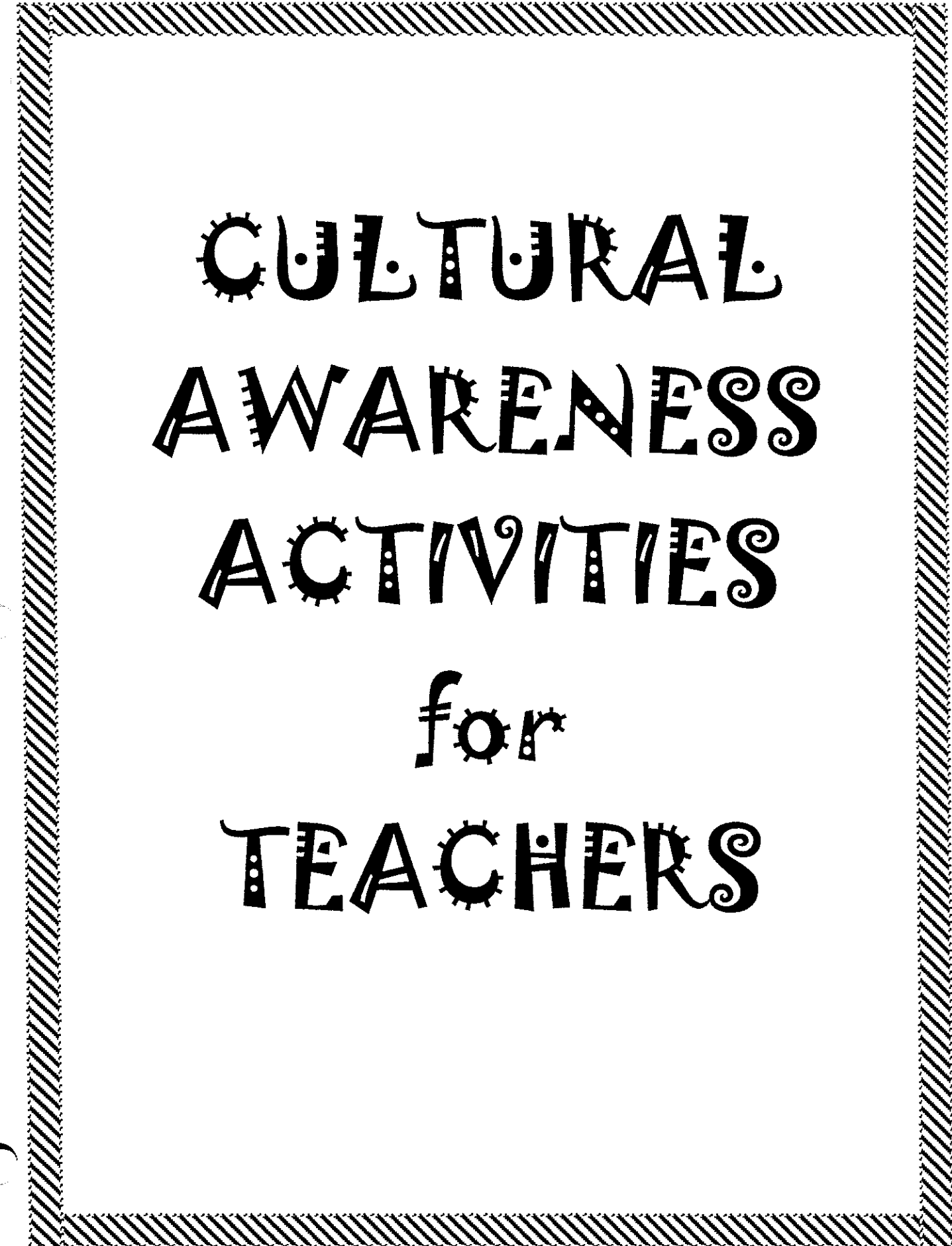
Teachers receiving the survey will be asked to respond to the following questions:

1. When did you receive cultural awareness training from the district?
2. What subject and/or grade level do you teach?
3. Have you had an opportunity to utilize the handbook? If yes, please answer questions 4 and five.
4. What did you find most useful about the handbook?
5. What did you find the least useful about the handbook?
6. What suggestions do you have to improve the effectiveness of the handbook?

CHAPTER FOUR

THE PROJECT

The purpose of the project was to develop a variety of cultural awareness activities for use by K-12 teachers in the Bethel School District in the State of Washington. All resources and activities were aligned with the tools and concepts of Bethel's employee cultural awareness model and presented in the form of a handbook. "Cultural Awareness Activities for Teachers" is presented in the following pages of Chapter Four.



**CULTURAL
AWARENESS
ACTIVITIES
for
TEACHERS**

Acknowledgments

This handbook was created by Toni McCord Sadlowski, Mary Jo Risse, Becky Thompson, and Marty Wittman, as well as support from the remainder of Bethel School District cultural awareness training team. The activities were adapted from Bethel School District's cultural awareness training model provided by Executive Diversity Services of Seattle, Washington.

Preface

The Bethel School District, in common with a number of school districts throughout the United States, is a community that continues to experience a shift from a predominately white population to a more culturally diverse community. In recognizing this change in the community, the Bethel School District board of directors adopted a comprehensive multicultural education policy. Part of the policy calls for the training in diversity multicultural education issues for all board members, district staff, administrators, teachers, paraprofessionals, volunteers and community members participating in school sponsored activities.

The purpose of this handbook was to develop a variety of cultural awareness activities for use by K-12 teachers in the Bethel School District, which could be used as a supplementary guide for teaching cultural awareness concepts. All activities were aligned with the tools and concepts of Bethel's employee cultural awareness model and Washington State's essential learnings in the curricular areas of social studies and communication arts.

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CONCEPT	ELEMENTARY (Green Section)	MIDDLE SCHOOL/JR. HIGH (Pink Section)	HIGH SCHOOL (Blue Section)
Diversity Defined	Diversity Defined.....1a-1b	Diversity Defined.....12a-12b	Diversity Defined.....24a-24b
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DIVERSITY DEFINED

Level: Elementary

Approximate Time: 30 minutes

PURPOSE: To illustrate to students that whenever two or more people are together, there is diversity.

Materials: Overhead of definition of diversity (paper copy included)

PROCESS:

1. Have two students stand in front of the classroom. Have students brainstorm how they are different and how they are alike. Teacher records. Point out that these are visible characteristics. List on board and reinforce that these are visible characteristics of diversity.
2. What else makes a person "who they are?" (religion, gender, etc.). Help younger students by guiding them to look at full range of age appropriate categories. List categories on board or overhead.
3. Take some of the invisible characteristics and have students group themselves to show invisible and visible characteristics of diversity, e.g. those living with mom & dad, just dad, just mom, grandma. Those living in households that are bilingual, monolingual, have siblings, religion, etc.

DEBRIEFING CONCLUSIONS:

1. We have more invisible characteristics that define us or make us different. It's difficult to look at a person and decide what are visible and invisible characteristics and what you have in common or what is different.
2. Clarify any questions about the definition.

DIVERSITY

Diversity includes the following characteristics. Note that some of these characteristics are visible while others are not. Some we may choose to change, others we have less control over.

Race and/or Ethnicity
Whether You are a Boy or Girl
How Old You are
Physical/Mental Abilities
How Big or Little You are
Where You Live/Where You Come From
Family Make-up
How Much Money You Have
Religion
What Kind of Job or Skills You Have
Where You Have Been and What Things You Have Done
How Many Years You Have Gone to School
What Language You Speak

CULTURE BINGO

Level: Elementary

Approximate Time: 30 minutes

PURPOSE: To learn about others in a non-threatening way.
To demonstrate that we can all learn from one another.

Materials: Culture Bingo sheet (included)
Writing utensil
Answer guide for teacher
Small prize

PROCESS:

1. Distribute Culture Bingo sheet to each student.
2. Tell students the object of the activity is to get an up and down, across, or diagonal bingo by finding other students in the classroom that have the information to fill in the squares. The owner of each sheet can put their own name in the middle square. Explain that one person can only fill in a limit of two squares. When they have a "bingo" they need to call it out. Instruct students to now get up and move around room.
3. After a few bingos are called out, they are to return to their seats. Call on students to verify their bingo. Have the bingo winners call on the students who filled in the squares to find out the information that enabled them to sign it. Give prizes as appropriate.
4. Go around room and ask for volunteers to share what squares they signed.

DEBRIEFING CONCLUSIONS:

1. We have resources all around us although we may not be able to tell by looking at them.
2. Asking for help will usually get you the help you need. Everyone is a teacher and has knowledge and experiences to share.
3. We all have cultural information and experiences to share.

CULTURE BINGO

Have Lived in Five or More States	Is Wearing Something Made in a Foreign Country	Knows What Kwanza Is	Can Name a Jewish Holiday	Knows a Scandinavian Country
Knows What Set Off the Civil War	Knows What Year Dr. Martin Luther King, Jr. was assassinated	Knows Why the Ethiopian New Year is on a Different Date	Has Attended a Chinese New Year Celebration	Knows Someone Born in another Country
Can Name 3 Authors of color	Have Traveled Overseas at Least Once	PUT YOUR NAME HERE	Have Been to Either Canada or Mexico	Knows about a Native American Game
Can Name at Least 5 Indian Tribes	Has Lived on a Farm	Knows What a Cinco de Mayo Celebration Is	Comes from a Family of 5 or More Children	Hosted or Met Someone from Another Country
Knows What ADA Stands For	Knows Dances from Three Different Countries	Speaks and Understands at Least Two Languages	Had Relatives Living in Another Country	Has Attended a Pow Wow

CULTURE BINGO ANSWERS

Kwanza: secular seven-day festival in celebration of the African heritage of African Americans, beginning on Dec. 26. Developed by Maulana Karenga and first observed in 1966, Kwanzaa is based in part on traditional African harvest festivals but particularly emphasizes the role of the family and community in African-American culture. Each day is dedicated to a particular principle (unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith), and on each day one of the candles on a seven-branched candelabrum is lighted. The celebration also includes the giving of gifts and a karamu, or African feast.

Jewish holidays: Seder: A Jewish holiday during passover. Celebrated with special foods and family. Hanukkah (Chanukah).

Scandinavian Countries: Sweden, Norway, Netherlands, Finland, Denmark.

Set Off Civil War: Apart from the matter of slavery, the Civil War arose out of both the economic and political rivalry between an agrarian South and an industrial North and the issue of the right of states to secede from the Union.

Dr. Martin Luther King, Jr. was assassinated in 1968 (April 4)

Ethiopian New Year is celebrated on the Lunar calendar; ours is celebrated on the Gregorian calendar.

Three Authors of Color: Janet Wong, Lawrence Yep, Faith Ringgold, Shel Silverstein, Christopher Paul Curtis, Ken Mochizuki, Gyo Fujikawa, Brian Pinkney, Andrea Davis Pinkney, Patricia McKissack, Patricia Polacco, Allen Say, Walter Dean Myers, Virginia Hamilton, Gary Soto, Joseph Bruchac.

Native American Games: Bone Game.

Five Indian Tribes: Puyallup, Ojibwu, Cherokee, Navajo, Hopi, Shoshone, Sioux, Makah, Apache, Lummi (any ten will do; there are 238 in the U.S.!).

Cinco de Mayo: May 5 celebrates Mexico's independence from France.

ADA is the Americans with Disabilities Act

Dances from Three Different Countries: Polka-European (Scandinavian), Hula-Pacific Islands, Boot Dance-Africa.

Pow Wow: Social gathering celebration with music, dancing, and food.

BIOGLYPH

Level: Elementary

Approximate Time: 30 minutes

PURPOSE: To illustrate visible signs of differences and similarities.

Materials: Bioglyph key (copy included)
Writing utensil and paper

PROCESS:

1. Discuss with students about how they are the same and how they are different. Refer to the definition of diversity in the lesson titled "Defining Diversity."
2. Give students the bioglyph key or have them create their own with characteristics that can be easily represented in an artistic manner.
3. Have the students create their own bioglyphs using either the included bioglyph key or the created one.

DEBRIEFING CONCLUSIONS:

1. Have students compare bioglyphs. How are they the same? How are they different? Have students find someone who is most like them and someone who is most different from them. What is your relationship like with each of these people? (e.g. good friends, etc.)

Bioglyph Key

Face shape

- ∩ means female
- ∪ means male

Hair color

- | means light hair
- § means dark hair

Add 1 hair for each year
shorter strand for shorter hair
longer strand for long hair

Eye Shape

- ⊙ means blue eyes
- ⊙ means brown eyes
- ☾ means green/gray eyes

Eyebrows

- ∩∩ means wears glasses

Shape of Mouth

- ∩ means went to this school last year
- ∪ means this is a new school last year

Nose shape

- ∟ means rides bus to school
- ∟ means ride car to school
- ∩ means walks to school

Ear shape

- ∩ means has a sister
- ∪ means has a brother
- means number of brothers/sisters

Shirt Design

- ∩ means has a pet
- ∪ means has no pets
- means has a cat
- means has a dog

SPACESHIP TRIP

Level: Elementary

Approximate Time: 30 minutes

PURPOSE: Demonstrate differences in values.

Materials: Art paper (K-3)
Writing paper (4-5)

PROCESS:

1. Tell students its the year 2050 and they are taking a trip to a distant planet for 30 days. Room on the spaceship is limited. You can only take 10 things with you. What will they be? List from greatest importance to least important. Must be able to explain why you have chosen each item taken.
2. When lists are completed, have students form groups of three or four and share their list. Now tell each group they must combine individual lists and limit the total to 10 items. Again, listing greatest to least important and giving reasons why.

DEBRIEFING CONCLUSIONS:

1. Individually, how easy was it to create a list of 10 items? In groups, was it easy to agree on what items to keep? What did you feel most strongly about?
2. This shows that different people value different things. Does it mean that one is "good" or "right" and the other is "bad" or "wrong?"

NON DOMINANT HAND

Level: Elementary (4-5)

Approximate Time: 30 minutes

PURPOSE: To allow students to identify feelings when they are forced to do things in ways that are not comfortable to them.

To help students begin to understand that there are different ways to accomplish the same task.

Materials: Paper or pen and paper

PROCESS:

1. Identify left handers in the room. If not one, premake an example.
2. Explain to students that their work will be judged according to the standard of left handers.
3. Tell everyone they are now left handed. They will get 60 seconds to write their full name- first, middle, last- as many times as they can in their best cursive writing.
4. Call "GO" and time 60 seconds. Circulate around the room making comments- praise left handers, criticize slow and sloppy work.
5. After time is up, ask left handers how many times they wrote their name. Comment on legibility and quantity.
6. Now ask remainder of students how many they wrote. Keep asking until 50% of standard is met. Let the rest know they can no longer stay because they cannot meet the quantity required.
7. Ask how students felt. Chart feelings of the standard and the non standard in separate columns.
8. Ask how they would act over time. What behaviors would they demonstrate? Chart responses.

DEBRIEFING CONCLUSIONS:

1. Does it make a difference whether people use their left hand or right hand?
2. Sometimes people act out in negative ways because they are forced to do things in ways that are uncomfortable to them. For example, making someone write with their left hand instead of their right hand.

SHOP, FOLK, ROAST

Level: Elementary (3-5)

Approximate Time: 30 minutes

PURPOSE: To demonstrate how we are programmed without even knowing it.
To discuss ways to act and react more effectively after being programmed.

Materials: Perception model (included)
Overhead, chart paper, white board

PROCESS:

1. Introduce the perception model. (You may choose to draw it ahead of time or draw it as you talk through it). We receive some form of input which becomes a stimulus for cues about what we have just seen or heard. We screen those cues through filters including our history, experiences, stereotypes, and culture. This filtering leads us to assumptions. The assumptions then lead us to what? Allow audience to respond (act, react, behave, etc.).

NOTE: You may choose to substitute simpler words for younger students

2. Now let's see what this all means. Explain that you will say a word and they are to repeat it six times. Right after the sixth time, you will then ask them a question.
3. Individually select the following and do it with them:
 - a. shop (X 6) Question: what do you do at a green light? (may respond with stop)
 - b. folk (X 6) Question: what do you call the white of an egg? (may respond with yolk)
 - c. roast (X 6) Question: what do you put in a toaster? (may respond with toast)
4. Make the point that very quickly you have programmed them. You have given them an experience by repeating a word several times through which they filtered the question and quickly acted in a way that was probably less effective than what they wanted to be. They have reacted with a "knee jerk."

DEBRIEFING CONCLUSIONS:

1. As a group, begin exploring ways to slow down the "knee jerk" response so that behaviors are more effective.

PERCEPTION MODEL

I WON TWO FOR YOU

Level: Elementary

Approximate Time: 15 minutes

PURPOSE: To help students understand that everyone has different perceptions based on past experiences, which may lead to misunderstanding.

Materials: Pencil or pen and paper

PROCESS:

1. Have the students write down the following list of words as you give them aloud.

I WON TWO FOR YOU

Alternative: You can write other words, e.g. eye, to, fore, ewe.

2. After you have read each word, fairly quickly, and allowed them to write them down, place the above words on the board or overhead and ask if this was the sentence they wrote. Many will say no.
3. Go through each of the words and ask what alternatives people wrote. You may get:

I, eye, aye; won, one, 1, Juan; two, to, too, 2; for, four, fore; you ewe.

DEBRIEFING CONCLUSIONS:

1. This is a result of experiences and perception. We can all hear the same words but interpret them differently, even if we all speak the same language.
2. The only way we can really know we are understanding the same things is to check.

COMMUNICATION STYLES

Level: Elementary (3-5)

Approximate Time: 45 minutes

PURPOSE: To identify the range of communication style preferences in the class.
To allow participants to identify the strengths and weaknesses of their own preferred style, as well as other styles.
To allow the group to see the value of having, and using, all three styles.
To identify how much stronger groups could be if people were allowed to use a preferred style of communicating rather than having to adapt to society's norm in order to be acknowledged.

Materials: Two overheads (paper copies included)
6-9 large pieces of flip chart or butcher paper
assortment of marking pens

PROCESS:

1. Using the "Communication Styles Continuum" overhead, explain all types of communication styles, focusing mostly on rational, emotive, and intuitive. The rational communicators or the "just doers" want "just the facts." They don't want to waste time discussing it or thinking about it. They just want the information to complete the task. The emotive person or the "talker" will first want to talk to others and discuss the experiences and feelings about the activity. They require input from others. The intuitive communicator or the "thinker" will want to think about what they already know. This style is more inside and quiet.
2. Now ask students to create a line (using the longest space in the room) from "just doers" (one end) to "talkers" (center) to "thinkers" (the other end). Ask each student to think about how they PREFER to communicate and stand somewhere along the line. Stress that for the purpose of the exercise they must choose which one they use most often.
3. After creating three groups, pass out marking pens and 2-3 pieces of flip chart or butcher paper to each group. Ask each group to record the following things (refer to the overhead). Tell the groups to select a reporter. Give them 15 minutes to complete this task as a group.
4. Bring the groups back together and ask that they practice good listening skills during the reporting. Remind them that this is a good time for them to hear how others may feel about their preferred communication style.
5. Ask each group to bring their sheets up. Post them on the wall when the reporter is reading from them. Ask them first to share how they see themselves and then how they see the other two groups. If there is more than one group for any one style, ask the second group of that style to report anything different than the other group.
6. After all three groups have shared and have their sheets posted, ask for observations and begin the debriefing.

DEBRIEFING CONCLUSIONS:

1. All three styles bring value to groups.
2. The greatest strength of a team is when all three styles are available to call on.

1. All three styles are effective in coming to solutions and decisions although they may come to them in different times and in different ways.
2. Most classrooms recognize and reward the style most closely aligned with U.S. culture--rational ("just doers").
3. Studies have shown that when people of one communication style work together they can still accomplish the goal, but the goal is achieved more effectively when people with a variety of communication styles within a group understand each other's communication style.

COMMUNICATION STYLES

- **Direct.....Indirect.....Storytelling**
- **Rational (just doers).....Emotive (talkers).....Intuitive (thinkers)**
- **Faster Pace.....Slower Pace**
- **Formal.....Informal**

Adapted from Executive Diversity Services, Inc.

.....AT SCHOOL.....

- **The Strengths of Our Style**
- **The Weaknesses of Our Style**

- **The Other Style #1**
 - Helps us at school by...
 - Hinders us at school by...

- **The Other Style #2**
 - Helps us at school by...
 - Hinders us at school by...

COMMUNICATION BREAKDOWN

Level: Elementary

Approximate Time: 20-30 minutes

PURPOSE: To demonstrate how quickly we act before thinking and getting all the information. To learn a tool that will help us understand situations from both our perspective and other's perspective for the purpose of increasing communication.

Materials: Styrofoam/paper cup

PROCESS:

1. Demonstrate the tool DIE by using a Styrofoam/paper cup. Place the letters DIE on the board. The first letter, D, stands for Describe. Have the students help you describe the cup you are holding. Make sure the words they use are descriptors or facts (white, paper, etc.), not interpretations.
2. Move to I, which stands for Interpretation. What can it be used for? Encourage creativity.
3. The last letter, E, stands for Evaluate. Now have the students evaluate the object based on what it is used for. As a cup? As a flower holder? Go through several examples with the words identified under Interpret.
4. Make the point that with human behavior, we see or hear something and immediately move to interpreting or evaluating (draw a line between Describing and Interpreting). When we do this we are acting or reacting from our own perspective or point of view. Instead, we need to begin by describing the behavior, objectively, and asking for help to understand what it means. Now with both perspectives, a more accurate interpretation or evaluation will be made. This leads to better understanding and more effective communication.

DEBRIEFING CONCLUSIONS:

1. Encourage dialogue by asking the group to brainstorm situations that apply to DIE. Reinforce the importance of getting information before acting or reacting.

PERSONAL SPACE

Level: Elementary

Approximate Time: 20 minutes

PURPOSE: To illustrate different perceptions of accepted personal space.

Materials: None needed.

PROCESS:

1. Ask students to stand and find a partner, face each other and discuss their favorite music, movies, or other issues relevant to your class.
2. Allow them to talk for 2-3 minutes.
3. Yell "Freeze."
4. Ask them to notice the distance they have created between themselves. Also have them notice other groups.
5. Share the following statistics regarding space needs in the U.S. dominant culture:
 - For two boys- approximately arms length plus 4-6 inches
 - For two girls- a bit closer than two boys
 - Boy and girl- a bit further than two boys
 - A bit closer if friends

DEBRIEFING CONCLUSIONS:

1. How do we feel about someone who stands too close or too far away?

Share examples of situations:

- Touching or bumping into you accidentally in line for lunch or recess
- Other students sitting too close to you on the floor during sharing or assemblies

2. Many times we get upset at other people if they get too close or touch us.

GESTURES

Level: Elementary

Approximate Time: 20 minutes

PURPOSE: To demonstrate that gestures may or may not be universal depending on the cultural background.

Materials: Examples of gestures (included)

PROCESS:

1. Brainstorm classroom examples of different gestures and their meanings
2. Share examples from page 11b.
3. Explain that what we think as a positive or acceptable gesture can be considered by others as negative or degrading.

DEBRIEFING CONCLUSIONS:

1. Do not assume that your gesture is understood by another.
2. Do not assume that what you think of someone else's gesture is accurate.
3. A friendly gesture in one country or region can be an insult in another.
4. No gesture has universal meaning, therefore use with caution or not at all.

Send the Right Signal:
A Guide to International
Body Language

By Stephen Williams

CULTURE BINGO

Level: Middle School/Junior High

Approximate Time: 30 minutes

PURPOSE: To learn about others in a non-threatening way.
To demonstrate that we can all learn from one another.

Materials: Culture Bingo sheet (included)
Writing utensil
Answer guide for teacher
Small prize

PROCESS:

1. Distribute Culture Bingo sheet to each student.
2. Tell students the object of the activity is to get an up and down, across, or diagonal bingo by finding other students in the classroom that have the information to fill in the squares. The owner of each sheet can put their own name in the middle square. Explain that one person can only fill in a limit of two squares. When they have a "bingo" they need to call it out. Instruct students to now get up and move around room.
3. After a few bingos are called out, they are to return to their seats. Call on students to verify their bingo. Have the bingo winners call on the students who filled in the squares to find out the information that enabled them to sign it. Give prizes as appropriate.
4. Go around room and ask for volunteers to share what squares they signed.

DEBRIEFING CONCLUSIONS:

1. Provide more historical background for those squares not covered.
2. Ask: What did you learn from this exercise? Did anything surprise you in your conversations with others? What do you think the purpose was for this activity?
3. We have resources all around us although we may not be able to tell by looking at them.
4. Asking for help will usually get you the help you need. Everyone is a teacher and has knowledge and experiences to share.
5. We all have cultural information and experiences to share.

CULTURE BINGO

Have Lived in Five or More States	Is Wearing Something Made in a Foreign Country	Knows What Juneteenth Is	Can Name a Jewish Holiday	Been to a Lucia Bride Festival
Knows What Set Off World War II	Knows What Year Women Got to Vote	Knows Why the Ethiopian New Year is on a Different Date	Has Attended a Chinese New Year Celebration	First Generation Immigrant to the U.S.
Can Name 3 Authors of color	Have Traveled Overseas at Least Twice	PUT YOUR NAME HERE	Have Been to Both Canada and Mexico	Knows about a Native American Game
Can Name at Least 10 Indian Tribes	Has Lived on a Farm	Has Attended a Cinco de Mayo Celebration	Comes from a Family of 5 or More Children	Hosted or Met Someone from Another Country
Knows What ADA Stands For	Knows Dances from Three Different Countries	Speaks and Understands at Least Two Languages	Had Relatives Living in Another Country	Has Attended a Pow Wow

CULTURE BINGO ANSWERS

Juneteenth: When the slaves were emancipated in January the state of Texas elected not to honor it until June 19th--several months after emancipation. Juneteenth is celebrated by many African American communities in recognition of this date.

Jewish holidays: Seder: A Jewish holiday during passover. Celebrated with special foods and family. Hanukkah?

Lucia Bride Festival: A Swedish celebration also recognized in many other Scandinavian countries. Also known as the "Festival of Lights." A young women from the community is selected to lead a parade through the community, dressed in white with a crown of candles. Young women honor their parents on this day.

Set Off World War II: Pearl Harbor

Women got to vote in 1923?

Ethiopian New Year is celebrated on the Lunar calendar; ours is celebrated on the Gregorian calendar.

Three Authors of Color: Sherman Alexie, Amy Tan, Maya Angelou, Toni Morrison, Nikki Trimes, Zara Neal Hurston, James Baldwin, Langston Hughes.

Native American Games: Bone Game.

Ten Indian Tribes: Puyallup, Ojibwu, Cherokee, Navajo, Hopi, Shoshone, Sioux, Makah, Apache, Lummi (any ten will do; there are 238 in the U.S.!)

Cinco de Mayo: May 5 celebrates Mexico's independence from France.

ADA is the Americans with Disabilities Act

Dances from Three Different Countries: Polka-European (Scandinavian), Hula-Pacific Islands, Boot Dance-Africa.

Pow Wow: Social gathering celebration with music, dancing, and food.

CULTURE UMBRELLA

Level: Middle School/Junior High

Approximate Time: 50 minutes

*NOTE: Prerequisite to this activity is the "Diversity Defined" lesson.

PURPOSE: To illustrate the diversity that exists even in the mainstream culture.
To explore how invisible characteristics shape our values and perceptions.

Materials: Overhead of definition of diversity (paper copy included)
Writing utensil and Paper

PROCESS:

1. Using the overhead, define diversity. After defining diversity, have students break up into groups by teacher designated categories (e.g. students having only sisters or only brothers, students that are only children, and students having both brothers and sisters).
2. In these groups discuss:
 - a. Best thing
 - b. Worst thing

*Each small group must be ready to report 1 or 2 examples to large group.

3. As teacher, point out you may have thought you had nothing in common with members of your small group, however this is an example of a subculture that is part of the U.S. dominate culture
4. Each student will illustrate this by drawing a diagram of an umbrella with the top of the umbrella as the U.S. dominate culture and each spoke of the umbrella as a different subculture or co-culture. If they get stuck, have them refer to definition of diversity.
5. Share umbrella with people in your group.

DEBRIEFING CONCLUSIONS:

1. When looking at our spokes, the more characteristics we have in common, the more similar our perceptions and behaviors will be.
2. The fewer spokes we have in common, the greater the chance for miscommunication and misperception because our values are different. This may lead to conflict.

DIVERSITY

Diversity includes the following characteristics. Note that some of these characteristics are visible while others are not. Some we may choose to change, others we have less control over.

Race and/or Ethnicity
Gender
Age
Physical/Mental Abilities
Size
Political Ideology
Geography/Nationality
Marital/Family Status
Socio-Economic Status
Religion
Occupation/Skills
Experiences
Education
Language

BIOGLYPH

Level: Middle School/Junior High

Approximate Time: 30 minutes

PURPOSE: To illustrate visible signs of differences and similarities.

Materials: Bioglyph key (copy included)
Writing utensil and paper

PROCESS:



1. Discuss with students about how they are the same and how they are different. Refer to the definition of diversity in the lesson titled "Defining Diversity."
2. Give students the bioglyph key or have them create their own with characteristics that can be easily represented in an artistic manner.
3. Have the students create their own bioglyphs using either the included bioglyph key or the created one.

DEBRIEFING CONCLUSIONS:

1. Have students compare bioglyphs. How are they the same? How are they different? Have students find someone who is most like them and someone who is most different from them. What is your relationship like with each of these people? (e.g. good friends, etc.)

Bioglyph Key




Face shape

-  means female
-  means male

Hair color

- | means light hair
- § means dark hair
- Add 1 hair for each year
- shorter strand for shorter hair
- longer strand for long hair



Eye Shape

-  means blue eyes
-  means brown eyes
-  means green/gray eyes




Eyebrows

-  means wears glasses



Shape of Mouth

-  means went to this school last year
-  means this is a new school last year





Nose shape

-  means rides bus to school
-  means ride car to school
-  means walks to school

Ear shape

-  means has a sister
-  means has a brother
- means number of brothers/sisters

Shirt Design

-  means has a pet
-  means has no pets
-  means has a cat
-  means has a dog

WALK ACROSS

Level: Middle School/Junior High (8-9)

Approximate Time: 60-90 minutes

PURPOSE: To recognize and understand who has been victims of oppression and how to be an ally.

To learn, visually, differences amongst us and that we all have common experiences as well.

Materials: "Walk Across" facilitator instruction packet (included)

NOTE: Read through "Walk Across" facilitator instruction packet before attempting this activity. Make appropriate selections based on age and student population. An additional adult facilitator is recommended to assist students with debriefing potential deep emotions.

PROCESS:

1. Establish purpose and background information of the exercise. Refer to facilitator instruction packet.
2. Follow facilitator instructions accordingly. The facilitator will read a statement and students will have an opportunity to make a walk across.

DEBRIEFING CONCLUSIONS:

1. Allow students to explore emotions they experienced.
2. See facilitator instructions for additional discussions and rebonding activity.

National Teen Leadership Program
Diversity Workshop:

The Walk Across

For any assistance, please call or e-mail Edgar Chen...
E-mail: echen@ucdavis.edu
(530)792-0108

NON DOMINANT HAND

Level: Middle School/Junior High

Approximate Time: 40 minutes

PURPOSE: To allow students to identify feelings when they are forced to do things in ways that are not comfortable to them.

To help students begin to understand that there are different ways to accomplish the same task.

Materials: Paper or pen and paper

PROCESS:

1. Identify left handers in the room. If not one, premake an example.
2. Explain to students that their work will be judged according to the standard of left handers.
3. Tell everyone they are now left handed. They will get 60 seconds to write their full name- first, middle, last- as many times as they can in their best cursive writing.
4. Call "GO" and time 60 seconds. Circulate around the room making comments- praise left handers, criticize slow and sloppy work.
5. After time is up, ask left handers how many times they wrote their name. Comment on legibility and quantity.
6. Now ask remainder of students how many they wrote. Keep asking until 50% of standard is met. Let the rest know they can no longer stay because they cannot meet the quantity required.
7. Ask how students felt. Chart feelings of the standard and the non standard in separate columns.
8. Ask how they would act over time. What behaviors would they demonstrate? Chart responses.

DEBRIEFING CONCLUSIONS:

1. Does it make a difference whether people use their left hand or right hand?
2. Adults often require younger people to behave at home or school, which really doesn't make a difference to productivity, their safety, or following the law. Many times its because "That's the way we do things around here" or "Because I said so." For some people, it can be compared to being forced to write with a non preferred writing hand.
3. Many times the feelings and behaviors we identified are those that we see in individuals who are made to feel like left handers.
4. The challenge is to evaluate current practices in classrooms and workplaces to determine if a task can be accomplished in other ways without adversely effecting the product, breaking the law, or being unsafe.

SHOP, FOLK, ROAST

Level: Middle School/Junior High

Approximate Time: 30 minutes

PURPOSE: To demonstrate how we are programmed without even knowing it.
To discuss ways to act and react more effectively after being programmed.

Materials: Perception model (included)
Overhead, chart paper, white board

PROCESS:

1. Introduce the perception model. (You may choose to draw it ahead of time or draw it as you talk through it). We receive some form of input which becomes a stimulus for cues about what we have just seen or heard. We screen those cues through filters including our history, experiences, stereotypes, and culture. This filtering leads us to assumptions. The assumptions then lead us to what? Allow audience to respond (act, react, behave, etc.).
2. Now let's see what this all means. Explain that you will say a word and they are to repeat it six times. Right after the sixth time, you will then ask them a question.
3. Individually select the following and do it with them:
 - a. shop (X 6) Question: what do you do at a green light? (may respond with stop)
 - b. folk (X 6) Question: what do you call the white of an egg? (may respond with yolk)
 - c. roast (X 6) Question: what do you put in a toaster? (may respond with toast)
4. Make the point that very quickly you have programmed them. You have given them an experience by repeating a word several times through which they filtered the question and quickly acted in a way that was probably less effective than what they wanted to be. They have reacted with a "knee jerk."

DEBRIEFING CONCLUSIONS:

1. As a group, begin exploring ways to slow down the "knee jerk" response so that behaviors are more effective.

PERCEPTION MODEL

I WON TWO FOR YOU

Level: Middle School/Junior High

Approximate Time: 20 minutes

PURPOSE: To help students understand that everyone has different perceptions based on past experiences, which may lead to misunderstanding.

Materials: Pencil or pen and paper

PROCESS:

1. Have the students write down the following list of words as you give them aloud.

I WON TWO FOR YOU

Alternative: You can write other words, e.g. eye, to, fore, ewe.

2. After you have read each word, fairly quickly, and allowed them to write them down, place the above words on the board or overhead and ask if this was the sentence they wrote. Many will say no.
3. Go through each of the words and ask what alternatives people wrote. You may get:

I, eye, aye; won, one, 1, Juan; two, to, too, 2; for, four, fore; you ewe.

DEBRIEFING CONCLUSIONS:

1. This is a result of experiences and perception. We can all hear the same words but interpret them differently, even if we all speak the same language.
2. The only way we can really know we are understanding the same things is to check.

COMMUNICATION STYLES

Level: Middle School/Junior High

Approximate Time: 45 minutes

PURPOSE: To identify the range of communication style preferences in the class.
To allow participants to identify the strengths and weaknesses of their own preferred style, as well as other styles.
To allow the group to see the value of having, and using, all three styles.
To identify how much stronger groups could be if people were allowed to use a preferred style of communicating rather than having to adapt to society's norm in order to be acknowledged.

Materials: Two overheads (paper copies included)
6-9 large pieces of flip chart or butcher paper
assortment of marking pens

PROCESS:

1. Using the "Communication Styles Continuum" overhead, explain all types of communication styles, focusing mostly on rational, emotive, and intuitive. The rational communicators or the "just doers" want "just the facts." They don't want to waste time discussing it or thinking about it. They just want the information to complete the task. The emotive person or the "talker" will first want to talk to others and discuss the experiences and feelings about the activity. They require input from others. The intuitive communicator or the "thinker" will want to think about what they already know. This style is more inside and quiet.
2. Now ask students to create a line (using the longest space in the room) from rationals or "just doers" (one end) to emotives or "talkers" (center) to intuitives or "thinkers" (the other end). Ask each student to think about how they PREFER to communicate and stand somewhere along the line. Stress that for the purpose of the exercise they must choose which one they use most often.
3. After creating three groups, pass out marking pens and 2-3 pieces of flip chart or butcher paper to each group. Ask each group to record the following things (refer to the overhead). Tell the groups to select a reporter. Give them 15 minutes to complete this task as a group.
4. Bring the groups back together and ask that they practice good listening skills during the reporting. Remind them this is a good time for them to hear how others may feel about their preferred communication style.
5. Ask each group to bring their sheets up. Post them on the wall when the reporter is reading from them. Ask them first to share how they see themselves and then how they see the other two groups. If there is more than one group for any one style, ask the second group of that style to report anything different than the other group.
6. After all three groups have shared and have their sheets posted, ask for observations and begin the debriefing.

DEBRIEFING CONCLUSIONS:

1. All three styles bring value to groups.
2. The greatest strength of a team is when all three styles are available to call on.

1. All three styles are effective in coming to solutions and decisions although they may come to them in different times and in different ways.
2. Most classrooms recognize and reward the style most closely aligned with U.S. culture--rational ("just doers").
3. Studies have shown that when people of one communication style work together they can still accomplish the goal, but the goal is achieved more effectively when people with a variety of communication styles within a group understand each other's communication style.

COMMUNICATION STYLES

- **Direct.....Indirect.....Storytelling**
- **Rational (just doers).....Emotive (talkers).....Intuitive (thinkers)**
- **Faster Pace.....Slower Pace**
- **Formal.....Informal**

.....AT SCHOOL.....

- **The Strengths of Our Style**
- **The Weaknesses of Our Style**

- **The Other Style #1**
 - Helps us at school by...
 - Hinders us at school by...

- **The Other Style #2**
 - Helps us at school by...
 - Hinders us at school by...

COMMUNICATION BREAKDOWN

Level: Middle School/Junior High

Approximate Time: 20-30 minutes

PURPOSE: To demonstrate how quickly we act before thinking and getting all the information. To learn a tool that will help us understand situations from both our perspective and other's perspective for the purpose of increasing communication.

Materials: Styrofoam/paper cup

PROCESS:

1. Demonstrate the tool **DIE** by using a Styrofoam/paper cup. Place the letters **DIE** on the board. The first letter, **D**, stands for Describe. Have the students help you describe the cup you are holding. Make sure the words they use are descriptors or facts (white, paper, etc.), not interpretations.
2. Move to **I**, which stands for Interpretation. What can it be used for? Encourage creativity.
3. The last letter, **E**, stands for Evaluate. Now have the students evaluate the object based on what it is used for. As a cup? As a flower holder? Go through several examples with the words identified under Interpret.
4. Make the point that with human behavior, we see or hear something and immediately move to interpreting or evaluating (draw a line between Describing and Interpreting). When we do this we are acting or reacting from our own perspective or point of view. Instead, we need to begin by describing the behavior, objectively, and asking for help to understand what it means. Now with both perspectives, a more accurate interpretation or evaluation will be made. This leads to better understanding and more effective communication.

DEBRIEFING CONCLUSIONS:

1. Encourage dialogue by asking the group to brainstorm situations that apply to **DIE**. Reinforce the importance of getting information before acting or reacting.

PERSONAL SPACE

Level: Middle School/Junior High

Approximate Time: 20 minutes

PURPOSE: To illustrate different perceptions of accepted personal space.

Materials: None needed.

PROCESS:

1. Ask students to stand and find a partner, face each other and discuss their favorite music, movies, or other issues relevant to your class.
2. Allow them to talk for 2-3 minutes.
3. Yell "Freeze."
4. Ask them to examine the distance they have created between themselves. Also have them examine other groups.
5. Share the following statistics regarding space needs in the U.S. dominant culture:
 - For two males- approximately arms length plus 4-6 inches
 - For two females- a bit closer than two males
 - Male and female- a bit further than two males
 - A bit closer if friends

DEBRIEFING CONCLUSIONS:

1. How do we perceive someone who stands too close or too far away?

Share examples of situations:

- People touching or bumping into you accidentally in the hallway
- Other students or teachers "getting in your face" or grabbing you

2. Many times we misperceive and draw negative conclusions about that person.

GESTURES

Level: Middle School/Junior High

Approximate Time: 20 minutes

PURPOSE: To demonstrate that gestures may or may not be universal depending on the cultural background.

Materials: Examples of gestures (included)

PROCESS:

1. Brainstorm classroom examples of different gestures and their meanings
2. Share examples from page 23b.
3. Explain that what we think as a positive or acceptable gesture can be considered by others as negative or degrading.

DEBRIEFING CONCLUSIONS:

1. Do not assume that your gesture is understood by another.
2. Do not assume that what you think of someone else's gesture is accurate.
3. A friendly gesture in one country or region can be an insult in another.
4. No gesture has universal meaning, therefore use with caution or not at all.

Send the Right Signal: A Guide to International Body Language

By Stephen Williams

DIVERSITY DEFINED

Level: High School

Approximate Time: 30 minutes

*NOTE: The follow up to this activity is "Culture Umbrella."

PURPOSE: To illustrate to students that whenever two or more people are together, there is diversity.

Materials: Overhead of definition of diversity (paper copy included)

PROCESS:

1. Have two students stand in front of the classroom. Have students brainstorm how they are different and how they are alike. Teacher records. Point out that these are visible characteristics. List on board and reinforce that these are visible characteristics of diversity.
2. What else makes a person "who they are?" (religion, gender, etc.). Help younger students by guiding them to look at full range of age appropriate categories. List categories on board or overhead.
3. Take some of the invisible characteristics and have students group themselves to show invisible and visible characteristics of diversity, e.g. those living with mom & dad, just dad, just mom, grandma. Those living in households that are bilingual, monolingual, have siblings, religion, etc.

DEBRIEFING CONCLUSIONS:

1. We have more invisible characteristics that define us or make us different. It's difficult to look at a person and decide what are visible and invisible characteristics and what you have in common or what is different.
2. Clarify any questions about the definition.
3. Assumptions can be wrong or misleading. We need to think of diversity in broad terms because diversity has a wide range of characteristics. The activity illustrates how diversity shapes behaviors and attitudes.

DIVERSITY

Diversity includes the following characteristics. Note that some of these characteristics are visible while others are not. Some we may choose to change, others we have less control over.

Race and/or Ethnicity
Gender
Age
Physical/Mental Abilities
Size
Sexual Orientation
Political Ideology
Geography/Nationality
Marital/Family Status
Socio-Economic Status
Religion
Occupation/Skills
Experiences
Education
Language

CULTURE BINGO

Level: High School

Approximate Time: 30 minutes

PURPOSE: To learn about others in a non-threatening way.
To demonstrate that we can all learn from one another.

Materials: Culture Bingo sheet (included)
Writing utensil
Answer guide for teacher
Small prize

PROCESS:

1. Distribute Culture Bingo sheet to each student.
2. Tell students the object of the activity is to get an up and down, across, or diagonal bingo by finding other students in the classroom that have the information to fill in the squares. The owner of each sheet can put their own name in the middle square. Explain that one person can only fill in a limit of two squares. When they have a "bingo" they need to call it out. Instruct students to now get up and move around room.
3. After a few bingos are called out, they are to return to their seats. Call on students to verify their bingo. Have the bingo winners call on the students who filled in the squares to find out the information that enabled them to sign it. Give prizes as appropriate.
4. Go around room and ask for volunteers to share what squares they signed.

DEBRIEFING CONCLUSIONS:

1. Provide more historical background for those squares not covered.
2. Ask: What did you learn from this exercise? Did anything surprise you in your conversations with others? What do you think the purpose was for this activity?
3. We have resources all around us although we may not be able to tell by looking at them.
4. Asking for help will usually get you the help you need. Everyone is a teacher and has knowledge and experiences to share.
5. We all have cultural information and experiences to share.

CULTURE BINGO

Have Lived in Five or More States	Is Wearing Something Made in a Foreign Country	Knows What Juneteenth Is	Can Name a Jewish Holiday	Been to a Lucia Bride Festival
Knows What Set Off World War II	Knows What Year Women Got to Vote	Knows Why the Ethiopian New Year is on a Different Date	Has Attended a Chinese New Year Celebration	First Generation Immigrant to the U.S.
Can Name 3 Authors of color	Have Traveled Overseas at Least Twice	PUT YOUR NAME HERE	Have Been to Both Canada and Mexico	Knows about a Native American Game
Can Name at Least 10 Indian Tribes	Has Lived on a Farm	Has Attended a Cinco de Mayo Celebration	Comes from a Family of 5 or More Children	Hosted or Met Someone from Another Country
Knows What ADA Stands For	Knows Dances from Three Different Countries	Speaks and Understands at Least Two Languages	Had Relatives Living in Another Country	Has Attended a Pow Wow

CULTURE BINGO ANSWERS

Juneteenth: When the slaves were emancipated in January the state of Texas elected not to honor it until June 19th—several months after emancipation. Juneteenth is celebrated by many African American communities in recognition of this date.

Jewish holidays: Seder: A Jewish holiday during passover. Celebrated with special foods and family. Hanukkah?

Lucia Bride Festival: A Swedish celebration also recognized in many other Scandinavian countries. Also known as the "Festival of Lights." A young woman from the community is selected to lead a parade through the community, dressed in white with a crown of candles. Young women honor their parents on this day.

Set Off World War II: Pearl Harbor

Women got to vote in 1923?

Ethiopian New Year is celebrated on the Lunar calendar; ours is celebrated on the Gregorian calendar.

Three Authors of Color: Sherman Alexie, Amy Tan, Maya Angelou, Toni Morrison, Nikki Trimes, Zora Neal Hurston, James Baldwin, Langston Hughes.

Native American Games: Bone Game.

Ten Indian Tribes: Puyallup, Ojibwu, Cherokee, Navajo, Hopi, Shoshone, Sioux, Makah, Apache, Lummi (any ten will do; there are 238 in the U.S.!)

Cinco de Mayo: May 5 celebrates Mexico's independence from France.

ADA is the Americans with Disabilities Act

Dances from Three Different Countries: Polka-European (Scandinavian), Hula-Pacific Islands, Boot Dance-Africa.

Pow Wow: Social gathering celebration with music, dancing, and food.

CULTURE UMBRELLA

Level: High School

Approximate Time: 50 minutes

*NOTE: Prerequisite to this activity is the "Diversity Defined" lesson.

PURPOSE: To illustrate the diversity that exists even in the mainstream culture.
To explore how invisible characteristics shape our values and perceptions.

Materials: Overhead of definition of diversity (paper copy included)
Writing utensil and Paper

PROCESS:

1. Using the overhead, define diversity. After defining diversity, have students break up into groups by teacher designated categories (e.g. students having only sisters or only brothers, students that are only children, and students having both brothers and sisters).
2. In these groups discuss:
 - a. Best thing
 - b. Worst thing

*Each small group must be ready to report 1 or 2 examples to large group.

3. As teacher, point out you may have thought you had nothing in common with members of your small group, however this is an example of a subculture that is part of the U.S. dominate culture
4. Each student will illustrate this by drawing a diagram of an umbrella with the top of the umbrella as the U.S. dominate culture and each spoke of the umbrella as a different subculture or co-culture. If they get stuck, have them refer to definition of diversity.
5. Share umbrella with people in your group.

DEBRIEFING CONCLUSIONS:

1. When looking at our spokes, the more characteristics we have in common, the more similar our perceptions and behaviors will be.
2. The fewer spokes we have in common, the greater the chance for miscommunication and misperception because our values are different. This may lead to conflict.

DIVERSITY

Diversity includes the following characteristics. Note that some of these characteristics are visible while others are not. Some we may choose to change, others we have less control over.

Race and/or Ethnicity
Gender
Age
Physical/Mental Abilities
Size
Sexual Orientation
Political Ideology
Geography/Nationality
Marital/Family Status
Socio-Economic Status
Religion
Occupation/Skills
Experiences
Education
Language

BIOGLYPH

Level: High School

Approximate Time: 30 minutes

PURPOSE: To illustrate visible signs of differences and similarities.

Materials: Bioglyph key (copy included)
Writing utensil and paper

PROCESS:

1. Discuss with students about how they are the same and how they are different. Refer to the definition of diversity in the lesson titled "Defining Diversity."
2. Give students the bioglyph key or have them create their own with characteristics that can be easily represented in an artistic manner.
3. Have the students create their own bioglyphs using either the included bioglyph key or the created one.

DEBRIEFING CONCLUSIONS:

1. Have students compare bioglyphs. How are they the same? How are they different? Have students find someone who is most like them and someone who is most different from them. What is your relationship like with each of these people? (e.g. good friends, etc.)

Bioglyph Key

Face shape

- ∩ means female
- ◌ means male

Hair color

- | means light hair
- § means dark hair

Add 1 hair for each year
shorter strand for shorter hair
longer strand for long hair

Eye Shape

- ⊙ means blue eyes
- ⊙ means brown eyes
- ∩ means green/gray eyes

Eyebrows

- ∩∩ means wears glasses

Shape of Mouth

- ∩ means went to this school last year
- ∩ means this is a new school last year

Nose shape

- ∟ means rides bus to school
- ∟ means ride car to school
- ∩ means walks to school

Ear shape

- ∩ means has a sister
- ∩ means has a brother
- means number of brothers/sisters

Shirt Design

- ∩ means has a pet
- ∩ means has no pets
- ∩ means has a cat
- ∩ means has a dog

WALK ACROSS

Level: High School

Approximate Time: 60-90 minutes

PURPOSE: To recognize and understand who has been victims of oppression and how to be an ally.

To learn, visually, differences amongst us and that we all have common experiences as well.

Materials: "Walk Across" facilitator instruction packet (included)

NOTE: Read through "Walk Across" facilitator instruction packet before attempting this activity. Make appropriate selections based on age and student population. An additional adult facilitator is recommended to assist students with debriefing potential deep emotions.

PROCESS:

1. Establish purpose and background information of the exercise. Refer to facilitator instruction packet.
2. Follow facilitator instructions accordingly. The facilitator will read a statement and students will have an opportunity to make a walk across.

DEBRIEFING CONCLUSIONS:

1. Allow students to explore emotions they experienced.
2. See facilitator instructions for additional discussions and rebonding activity.

National Teen Leadership Program
Diversity Workshop:

The Walk Across

For any assistance, please call or e-mail Edgar Chen...
E-mail: echen@ucdavis.edu
(530)792-0108

NON DOMINANT HAND

Level: High School

Approximate Time: 40 minutes

PURPOSE: To allow students to identify feelings when they are forced to do things in ways that are not comfortable to them.

To help students begin to understand that there are different ways to accomplish the same task.

Materials: Paper or pen and paper

PROCESS:

1. Identify left handers in the room. If not one, premake an example.
2. Explain to students that their work will be judged according to the standard of left handers.
3. Tell everyone they are now left handed. They will get 60 seconds to write their full name- first, middle, last- as many times as they can in their best cursive writing.
4. Call "GO" and time 60 seconds. Circulate around the room making comments- praise left handers, criticize slow and sloppy work.
5. After time is up, ask left handers how many times they wrote their name. Comment on legibility and quantity.
6. Now ask remainder of students how many they wrote. Keep asking until 50% of standard is met. Let the rest know they can no longer stay because they cannot meet the quantity required.
7. Ask how students felt. Chart feelings of the standard and the non standard in separate columns.
8. Ask how they would act over time. What behaviors would they demonstrate? Chart responses.

DEBRIEFING CONCLUSIONS:

1. Does it make a difference whether people use their left hand or right hand?
2. Adults often require younger people to behave at home or school, which really doesn't make a difference to productivity, their safety, or following the law. Many times its because "That's the way we do things around here" or "Because I said so." For some people, it can be compared to being forced to write with a non preferred writing hand.
3. Many times the feelings and behaviors we identified are those that we see in individuals who are made to feel like left handers.
4. The challenge is to evaluate current practices in classrooms and workplaces to determine if a task can be accomplished in other ways without adversely effecting the product, breaking the law, or being unsafe.

SHOP, FOLK, ROAST

Level: High School

Approximate Time: 30 minutes

PURPOSE: To demonstrate how we are programmed without even knowing it.
To discuss ways to act and react more effectively after being programmed.

Materials: Perception model (included)
Overhead, chart paper, white board

PROCESS:

1. Introduce the perception model. (You may choose to draw it ahead of time or draw it as you talk through it). We receive some form of input which becomes a stimulus for cues about what we have just seen or heard. We screen those cues through filters including our history, experiences, stereotypes, and culture. This filtering leads us to assumptions. The assumptions then lead us to what? Allow audience to respond (act, react, behave, etc.).
2. Now let's see what this all means. Explain that you will say a word and they are to repeat it six times. Right after the sixth time, you will then ask them a question.
3. Individually select the following and do it with them:
 - a. shop (X 6) Question: what do you do at a green light? (may respond with stop)
 - b. folk (X 6) Question: what do you call the white of an egg? (may respond with yolk)
 - c. roast (X 6) Question: what do you put in a toaster? (may respond with toast)
4. Make the point that very quickly you have programmed them. You have given them an experience by repeating a word several times through which they filtered the question and quickly acted in a way that was probably less effective than what they wanted to be. They have reacted with a "knee jerk."

DEBRIEFING CONCLUSIONS:

1. As a group, begin exploring ways to slow down the "knee jerk" response so that behaviors are more effective.

PERCEPTION MODEL

I WON TWO FOR YOU

Level: High School

Approximate Time: 20 minutes

PURPOSE: To help students understand that everyone has different perceptions based on past experiences, which may lead to misunderstanding.

Materials: Pencil or pen and paper

PROCESS:

1. Have the students write down the following list of words as you give them aloud.

I WON TWO FOR YOU

Alternative: You can write other words, e.g. eye, to, fore, ewe.

2. After you have read each word, fairly quickly, and allowed them to write them down, place the above words on the board or overhead and ask if this was the sentence they wrote. Many will say no.
3. Go through each of the words and ask what alternatives people wrote. You may get:

I, eye, aye; won, one, 1, Juan; two, to, too, 2; for, four, fore; you ewe.

DEBRIEFING CONCLUSIONS:

1. This is a result of experiences and perception. We can all hear the same words but interpret them differently, even if we all speak the same language.
2. The only way we can really know we are understanding the same things is to check.

COMMUNICATION STYLES

Level: High School

Approximate Time: 45 minutes

PURPOSE: To identify the range of communication style preferences in the class.
To allow participants to identify the strengths and weaknesses of their own preferred style, as well as other styles.
To allow the group to see the value of having, and using, all three styles.
To identify how much stronger groups could be if people were allowed to use a preferred style of communicating rather than having to adapt to society's norm in order to be acknowledged.

Materials: Two overheads (paper copies included)
6-9 large pieces of flip chart or butcher paper
assortment of marking pens

PROCESS:

1. Using the "Communication Styles Continuum" overhead, explain all types of communication styles, focusing mostly on rational, emotive, and intuitive. The rational communicators or the "just doers" want "just the facts." They don't want to waste time discussing it or thinking about it. They just want the information to complete the task. The emotive person or the "talker" will first want to talk to others and discuss the experiences and feelings about the activity. They require input from others. The intuitive communicator or the "thinker" will want to think about what they already know. This style is more inside and quiet.
2. Now ask students to create a line (using the longest space in the room) from rationals or "just doers" (one end) to emotives or "talkers" (center) to intuitives or "thinkers" (the other end). Ask each student to think about how they PREFER to communicate and stand somewhere along the line. Stress that for the purpose of the exercise they must choose which one they use most often.
3. After creating three groups, pass out marking pens and 2-3 pieces of flip chart or butcher paper to each group. Ask each group to record the following things (refer to the overhead). Tell the groups to select a reporter. Give them 15 minutes to complete this task as a group.
4. Bring the groups back together and ask that they practice good listening skills during the reporting. Remind them this is a good time for them to hear how others may feel about their preferred communication style.
5. Ask each group to bring their sheets up. Post them on the wall when the reporter is reading from them. Ask them first to share how they see themselves and then how they see the other two groups. If there is more than one group for any one style, ask the second group of that style to report anything different than the other group.
6. After all three groups have shared and have their sheets posted, ask for observations and begin the debriefing.

DEBRIEFING CONCLUSIONS:

1. All three styles bring value to groups.
2. The greatest strength of a team is when all three styles are available to call on.

1. All three styles are effective in coming to solutions and decisions although they may come to them in different times and in different ways.
2. Most classrooms recognize and reward the style most closely aligned with U.S. culture--rational ("just doers").
3. Studies have shown that when people of one communication style work together they can still accomplish the goal, but the goal is achieved more effectively when people with a variety of communication styles within a group understand each other's communication style.

COMMUNICATION STYLES

- **Direct.....Indirect.....Storytelling**
- **Rational (just doers).....Emotive (talkers).....Intuitive (thinkers)**
- **Faster Pace.....Slower Pace**
- **Formal.....Informal**

.....AT SCHOOL.....

- **The Strengths of Our Style**
- **The Weaknesses of Our Style**

- **The Other Style #1**
 - Helps us at school by...
 - Hinders us at school by...

- **The Other Style #2**
 - Helps us at school by...
 - Hinders us at school by...

COMMUNICATION BREAKDOWN

Level: High School

Approximate Time: 20-30 minutes

PURPOSE: To demonstrate how quickly we act before thinking and getting all the information. To learn a tool that will help us understand situations from both our perspective and other's perspective for the purpose of increasing communication.

Materials: Styrofoam/paper cup

PROCESS:

1. Demonstrate the tool DIE by using a Styrofoam/paper cup. Place the letters DIE on the board. The first letter, D, stands for Describe. Have the students help you describe the cup you are holding. Make sure the words they use are descriptors or facts (white, paper, etc.), not interpretations.
2. Move to I, which stands for Interpretation. What can it be used for? Encourage creativity.
3. The last letter, E, stands for Evaluate. Now have the students evaluate the object based on what it is used for. As a cup? As a flower holder? Go through several examples with the words identified under Interpret.
4. Make the point that with human behavior, we see or hear something and immediately move to interpreting or evaluating (draw a line between Describing and Interpreting). When we do this we are acting or reacting from our own perspective or point of view. Instead, we need to begin by describing the behavior, objectively, and asking for help to understand what it means. Now with both perspectives, a more accurate interpretation or evaluation will be made. This leads to better understanding and more effective communication.

DEBRIEFING CONCLUSIONS:

1. Encourage dialogue by asking the group to brainstorm situations that apply to DIE. Reinforce the importance of getting information before acting or reacting.

MINORIA/MAJORIA

Level: High School

Approximate Time: 60 minutes

NOTE: **Minoria/Majoria was not reproduced in this handbook due to a potential copyright infringement. However, the Minoria/Majoria simulation can be found in a cultural awareness resource book called DEVELOPING INTERCULTURAL AWARENESS, developed by L. Robert Kohls. The simulation is listed as Resource 7, page 15 in the table of contents of the book.**

PURPOSE: To allow students to experience, in a very brief way, how it feels to be in a situation which is unfamiliar to them.

This simulation gives participants an opportunity to experience translating their feelings of discomfort into understanding of those who might experience their work culture as "foreign" and uncomfortable.

Brief Synopsis of Simulation:

1. The facilitator separates class into two different groups, minorians and majorians. Both groups are placed in separate rooms and given materials and specific instructions.
2. Each group is given 10 minutes for their discussion/preparation. The majorians are then asked to enter the minorian culture.
3. The blended group is given 20 minutes together. The facilitator observes behaviors, verbal content, non-verbal behaviors, etc. Observations are shared with the group as appropriate during debriefing.

Materials: "Minoria/Majoria" facilitator instruction packet (see NOTE above)
A list of activity materials is provided in the instruction packet

PROCESS:

1. Read through "Minoria/Majoria" facilitator instruction packet before attempting this activity. A prior lesson on learning styles is recommended.
2. Establish purpose and background information of the exercise. Refer to facilitator instruction packet.
3. Follow facilitator instructions accordingly.

DEBRIEFING CONCLUSIONS:

1. See facilitator instruction packet.

PERSONAL SPACE

Level: High School

Approximate Time: 20 minutes

PURPOSE: To illustrate different perceptions of accepted personal space.

Materials: None needed.

PROCESS:

1. Ask students to stand and find a partner, face each other and discuss their favorite music, movies, or other issues relevant to your class.
2. Allow them to talk for 2-3 minutes.
3. Yell "Freeze."
4. Ask them to examine the distance they have created between themselves. Also have them examine other groups.
5. Share the following statistics regarding space needs in the U.S. dominant culture:
 - For two males- approximately arms length plus 4-6 inches
 - For two females- a bit closer than two males
 - Male and female- a bit further than two males
 - A bit closer if friends

DEBRIEFING CONCLUSIONS:

1. How do we perceive someone who stands too close or too far away?

Share examples of situations:

- People touching or bumping into you accidentally in the hallway
- Other students or teachers "getting in your face" or grabbing you

2. Many times we misperceive and draw negative conclusions about that person.

GESTURES

Level: High School

Approximate Time: 20 minutes

PURPOSE: To demonstrate that gestures may or may not be universal depending on the cultural background.

Materials: Examples of gestures (included)

PROCESS:

1. Brainstorm classroom examples of different gestures and their meanings
2. Share examples from page 36b.
3. Explain that what we think as a positive or acceptable gesture can be considered by others as negative or degrading.

DEBRIEFING CONCLUSIONS:

1. Do not assume that your gesture is understood by another.
2. Do not assume that what you think of someone else's gesture is accurate.
3. A friendly gesture in one country or region can be an insult in another.
4. No gesture has universal meaning, therefore use with caution or not at all.

Send the Right Signal: A Guide to International Body Language

By Stephen Williams

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a variety of cultural awareness activities for use by K-12 teachers in the Bethel School District in the state of Washington. All resources and activities were aligned with the tools and concepts of Bethel's employee cultural awareness model and presented in the form of a handbook. This was accomplished by reviewing current literature and adapting the cultural awareness training model originally created and designed by Executive Diversity Services for Bethel employees.

Using six key concepts derived from the aforementioned cultural awareness training model, and categorizing the three levels of similar academic maturity, fourteen different activities were adapted and/or created for each maturity level category. The activities were compiled, organized, and assembled into a handbook for teachers to use with students in facilitating acceptance and tolerance through cultural awareness.

Conclusions

Conclusions reached as a result of this project are:

1. Through modeling, student interaction, and instruction of cultural awareness concepts, teachers may have a significant impact on student's acceptance of others who are different from themselves.
2. Teachers should intentionally model and instruct cultural awareness in order to help prepare students to live in a diverse society.
3. Teachers can provide needed cultural awareness concepts through a variety of

multicultural activities.

4. School board and district administrative leadership are critical components in initiating and maintaining multicultural education.

Recommendations

As a result of this project, the following recommendations are suggested:

1. School districts need to model the importance of multicultural education by providing cultural awareness training to their employees.
2. Teachers need to provide an environment for students which promotes opportunities for tolerance of ambiguity through modeling and instruction, .
3. The “Cultural Awareness Activities for Teachers” handbook was primarily developed for the Bethel School District in Spanaway, Washington. However, many of the activities could be used and adapted by teachers in other school districts who have a some knowledge of intercultural communication.

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APPENDICES

Appendix A

**Adapt/Modify Cultural Awareness Training Material
for grades K-12
(Marty's Master Project)
Brainstorming Session March 11, 2000**

- Change Massey
update to different decade
- REI---works for all grade levels
- DIE---works at all levels
- Modify culture bingo to their age group
- Format the materials so each exercise has optional grade levels including language and examples
- Break out teachers by grade levels to share ideas for use
- Multiple perception exercises
- Definition of diversity good at all levels
- Modify reminders for different levels
- Consider focus groups for ideas/feedback
- Develop communication rubrics that tap into different areas
- Identify when/how to introduce stereotypes
- gestures good at all ages
- Values--decide when/how to introduce

- Consider “eye of the storm” video
- Use video clips as demonstration
- Look at language/labels etc. what’s O.K. at home/street/classroom
- Use role playing as a teaching tool
- Identify ways to help students see where their personal cultures/co-cultures do/do not fit into school culture
- Help identify what resources each person brings
- Exercise re: how we are alike/not alike---use culture wheel?
- Tools---revamp for age appropriate groups
- 10 Best friends exercise
- Look at other activities from other locations
- Provide time line for teachers
- Consider it part of citizenship
- Manageable
- Consider using ropes course
- Exercise that allows teachers to take culture in general to more specific
- Ice breakers
- Consider EALR’s

Appendix B

First Draft (May 8, 2000)

Summer Institute 2000 Diversity Tools Workshop

AGENDA

- Intro
- Review tools/activities we've tried that ties into what you do--(WASL, EALR's, Strategic Plans). Across curriculum.
- Review grids
- Break into focus groups--activity for each tool--choose 1
- Come back and share--could this be adapted at my grade? How?
-Compile for later distribution

HANDOUTS

- EALR's--Here and Why
- Grid
- Review of each tool

Objectives

- Provide opportunity for teachers to share strategies to teach multicultural tools in the classroom.
- Opportunity to brainstorm activities to reinforce tools across the curriculum.
- Review multicultural communication tools.
- Develop an activity using state EALR's, school strategic plan, focus on 1 specific tool.

Appendix C

Final Draft (June 17, 2000)

Summer Institute 2000 Diversity Tools Workshop

August 23, 2000 12:30-3:30

AGENDA

- Icebreaker - Carl (10 min.)
- Name tags - Mary Jo (5 min.)
Glyph - Toni
- Culture Wheel - Patricia (25 min.)
- What are you looking for? - Marty & Becky (20 min.)
What does it look like in your class?
- Culture Bingo - Mona (30 min.)
-activity to made relevant for grade level

BREAK (10 min.)

- Ice breaker - Carl (10 min.)
- 10 Best Friends - Patricia (25 min.)
- Variables for Diversity - Mary Jo (25 min.)
-Space, gestures, touch, color
- Video - Mona (5 min.)
- Evaluation items - Carl (5 min.)

Appendix D

Cultural Awareness K-12 Activities Handbook Evaluation Survey

DIRECTIONS: Please fill out the following survey to the best of your knowledge and return it to Marty Wittman at Bethel Junior High.

1. When did you receive cultural awareness training from the district?

2. What subject and/or grade level do you teach? _____

3. Have you had an opportunity to utilize the handbook? ____ yes ____ no If yes, please answer questions 4 and 5.

4. What did you find most useful about the handbook?

5. What did you find the least useful about the handbook?
