

## MODULE #2: Diversity

### Objectives

- Participants will define and explain the concept of diversity.
- Participants will identify the dimensions of diversity—the characteristics by which individual and group similarities and differences are typically identified.
- Participants will trace their family heritage and learn of their extended family.
- Participants will immerse themselves into a different culture through the cultural project.

### Context



*“No leaders surveying the world scene today can doubt that the achievement of wholeness incorporating diversity is one of the transcendent goals of our time, a task for our generation worldwide.” (John W. Gardner). Thus, it is important for participants to embrace diversity and fight against prejudice in order to prepare for a successful future as leaders.*

### Handouts & Resources Needed:

Handout 2.1: Open Ended Sentences

Handout 2.2: Family Tree

Handout 2.3: Identifying Culture

Sheets of paper

Pen/pencils

Journals

### Activity #1: Diversity (55 min)

#### Procedure:

- Icebreaker
- Explain to participants that this will be an ethnic sharing activity and is designed to help us learn more about each other’s culture.
- Begin by reading John W. Gardner’s quote, “No leaders surveying the world scene today can doubt that the achievement of wholeness incorporating diversity is one of the transcendent (or above and beyond) goals of our time, a task for our generation worldwide.”
- Engage in discussion based on the quote, making sure that participants understand that diversity refers to embracing other people’s cultures.
- Ask each participant to share their name; its origin, who gave it to them, and an interesting fact about themselves that not very many people know.

- Explain to participants that diversity has different dimensions. Have participants work alone to choose and write down at least 5 nouns which best describe who they are.
- Have them share their lists with the group, and then they should categorize the nouns, identifying the different “dimensions” represented by the kinds of nouns they picked – descriptions of race, religion, ethnicity, sex, occupation, nationality, interests, values, sexual orientation, etc.
- Then, ask the groups to try to identify any other categories or dimensions they feel are important in describing and understanding the similarities and differences among people.
- Hand out the Open Ended Sentences (Handout 2.1) and ask participants to find a partner (make sure that they partner with a peer they normally don’t partner with. We want them to get to know each other). Each participant will ask a list of open-ended questions and write down the responses of their partner.
- After everyone is finished interviewing each other, give a few minutes to each pair to present their partner to the rest of the group.
- Close the activity by asking:
  - What they thought about the activity.
  - Something new that they learned.
  - What they are looking forward to doing in the program.
- For homework: provide Handout 2.2 Family Tree and ask participants to fill out and bring to the next class.
- Debriefing

Activity #2: My Family Tree (55 min)

Procedure:

- Icebreaker
- Explain to participants that knowing our family roots is essential in order to discover ourselves, to have a better understanding of who we are, and begin understanding other people. Therefore, doing a family tree is the first step for initiation of the self-discovery process.
- Have students review the members of their family from the information gathered at home and to create a family tree.
- When participants are finished with the creative activity, they should each be given a few minutes to present their project to the rest of the group.
- Ask participants to write in their journal based on:
  - Something new that they learned.
- Debriefing

### Activity #3: Cultural project (55 min)

#### Procedure:

- Icebreaker
- Explain to participants that in order to learn more about other people's cultures, it is important to seek and immerse ourselves in new cultural experiences. Indicate that they will need to develop and carry out a cultural project individually to develop cultural awareness. For example, they can visit a museum and prepare a report and present to the class based on what was observed about the particular culture(s). Distribute Handout 2.3 Identifying Culture and provide the option to interview a person of a different culture.
- Suggest to participants that they can also visit a supermarket, attend an event or a faith institution different of their own.
- During the presentation, make sure to ask questions to clarify what is being said.
- End this activity by congratulating participants for their projects and encouraging them to continue to pursue similar culture enriching experiences.
- Debriefing

Handout 2.1

**Open Ended Sentences**

1. My ethnic heritage is...
2. Something about my ethnic heritage that I am very proud is...
3. Something I like/dislike about my ethnic group is...
4. A strong value in my family is...
5. Something important about my family is...
6. A special holiday/tradition that is important to my family is...
7. When other people deal with or talk about my ethnic group, I wish they would...
8. Something special about my ethnic group that I think others should know is...

Handout 2.2

## **Family Tree**

Knowing our family roots is essential in order to discover ourselves, to have a better understanding of who we are, and begin understanding other people. Therefore, doing a family tree is the first step for initiation of the self-discovery process.

Review the information gathered at home about family members. Access a website such as [www.genopro.com](http://www.genopro.com) to help you make a family tree. Don't forget to include family members' country of birth (if known).

Handout 2.3

## **Identifying Culture**

Identify the location visited by the person being interviewed:

Where did this culture originate?

What is their history?

Did the culture have specific rituals?

What was learned from that experience?

Did anything surprise you?