



**LEARNING  
UNIT  
6  
CELEBRATION OF  
DIVERSITY**



# 7

## LESSON

### Activity 1: Cross the Line

#### KEY WORDS:

- Cultural Diversity

#### DURATION:

- 1 hour



#### OBJECTIVES:

- Learners will recognise and openly discuss about diversity
- Learners will become more conscious about how they should speak and act around a diverse group
- Learners will describe different ways of supporting cultural diversity
- Learners will recognise the benefits of cultural diversity

#### MATERIALS:

- Teachers instructions and activity directions
- Duct Tape

The Glossary can be filled in at any point during the lesson!

**DESCRIPTION:**

1. Introduce the game activity by pointing out it encourages us to claim parts of our identity while at the same time we observe and respect parts of others identities. The game requires a lot of movement, so make sure you have a lot of space. Begin by dividing the room into two parts by placing the duct tape on the floor to create a line.
2. Set the tone of the exercise by explaining that this activity requires respect and silence (no talking, laughing, giggling, etc.). We want to create a safe space for learning about one another. You will discuss the activity at the end. Before starting the game, discuss with the learners and set up some rules to make sure everyone feels safe revealing information about themselves. For example: “don’t make comments about what people have claimed as part of their identity”, “be open to other people’s differences”, “confidentiality”, “don’t gossip about what people shared here” etc.

Tell them that if they belong to a certain group but don’t want to show it publicly then they don’t have to but encourage them to notice how that makes them feel.

3. Ask participants to line up across one side of the room and move to the other side (by crossing the line) when they hear a statement that they identify with. Encourage them to “silently observe who has claimed this identity, who has not, and how this makes them feel”. Then ask everyone to re-join the original group.
4. Start the game. For each of the following groups, say “if you are/belong to.... Cross the line” Allow people to cross the room and then say “Notice who is standing with you, who is not...Notice how this makes you feel... Come back together again.”

**Groups:**

1. you are a woman
2. you are a learner
3. you are black or of African descent
4. you are a member of a sports team
5. you have one or more siblings
6. you are Asian, east Asian, South Asian/ Indian
7. you are a man
8. you speak a language other than English at home
9. you are Latino/a
10. you can speak a foreign language
11. you were raised in the country or rural area.
12. you are European or white
13. you are gay, lesbian, bisexual or transgender
14. you are Arabian descent
15. neither of your parents has a college degree

16. you have serious and ongoing health problems
17. you are multi-racial or bi-racial
18. you were raised Christian
19. you are of Jewish heritage
20. someone in your family has ever been arrested
21. you were raised in a Muslim household
22. you live in a country other than the one you were born in
23. you were raised by a single parent
24. you were raised in the city
25. you were raised in the suburbs.
26. neither of your parents received a college education.
27. you are uncomfortable with this exercise
28. you are a vegetarian
29. you have been a victim of a crime.
30. you have ever been teased or made fun of.
31. you have ever teased or made fun of someone.
32. you lied at any point during this exercise.

### Debriefing

1. Handout Cross the Line Questions worksheet and discuss the questions with the group.
2. Discuss with the learners the definitions of the concepts “cultural identity” and “cultural diversity”. Ask them to write down their own definitions first and then share with the rest of the group. Learners should work collaboratively and with the help of the teacher fill in the above definitions in their “Student’s Glossary”.



## Learners Glossary:

### Cultural identity:

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### Cultural diversity:

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## Worksheet 1:

### *Cross the Line Questions*

**Discuss with the group the following questions:**

1. How are you feeling right now?
2. Did you “cross the line” during the game? If so, how did it make you feel?
3. How did you feel when you were in the group that didn’t move?
4. Did you notice any similarities or differences with others that have surprised you?
5. Were you hesitant to “cross the line” at any point? (you don’t have to say when)
6. Were there any groups you wish you could belong to? Any group that are glad you didn’t belong to? Why?
7. How did it feel to cross the line when you were stepping out with several other people?
8. How did it feel when you stepped out alone?
9. During this game, what did you learn about others? What did you learn about yourself?
10. What do you think was the purpose of this exercise?
11. What did you learn from it?
12. Should we change anything about how we interact with each other based on seeing the diversity in this group?
13. How can you apply what you learned here to your daily life?

## Self-assessment

Exceeds	Proficient	Developing	Novice
I can define “cultural identity”			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can define “diversity”			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can name some benefits of cultural diversity			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I am more conscious about how I should speak and act around a diverse group of people			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can describe different ways of supporting cultural diversity			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## TEACHER'S GUIDE

### Learners Glossary:

**Cultural identity:** The definition of groups or individuals (by themselves or others) in terms of cultural or subcultural categories (including ethnicity, nationality, language, religion, and gender).

**Cultural diversity:** refers to differences among people because of their racial or ethnic backgrounds, language, dress and traditions.





# 7

## LESSON

### Activity: Cultural Map

#### KEY WORDS:

cultural identity  
diversity

#### DURATION:

- 1 hour



#### OBJECTIVES:

- Participants will be able to define “ethnicity”, “nationality”, “race”
- Participants will be able to name the reasons why cultural diversity is important.

#### MATERIALS:

- Cultural Map Handout
- Pens and paper

**DESCRIPTION:**

1. Discuss the concept of **cultural identity** with the learners. Ask learners to individually brainstorm and make a list of what makes up an individual's cultural identity. Then divide them in pairs and ask them to compare their answers. Finally, let the whole group discuss and come up with a final list.
2. Learners continue by completing the "Cultural Map" handout. This handout will ask the students to analyse and map out their cultural identity. Upon completion of the handout, learners will determine their personal cultural identity.
3. Discuss with the learners the definitions of the concepts "race", "ethnicity", "nationality". Ask them to write down their own definitions first and then share with the rest of the group. Learners should work collaboratively and with the help of the teacher fill in the above definitions in their "Student's Glossary".
4. Finally, generate a discussion about cultural diversity and why it is important



**Learners Glossary:**

**Ethnicity:**

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**Nationality:**

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**Race:**

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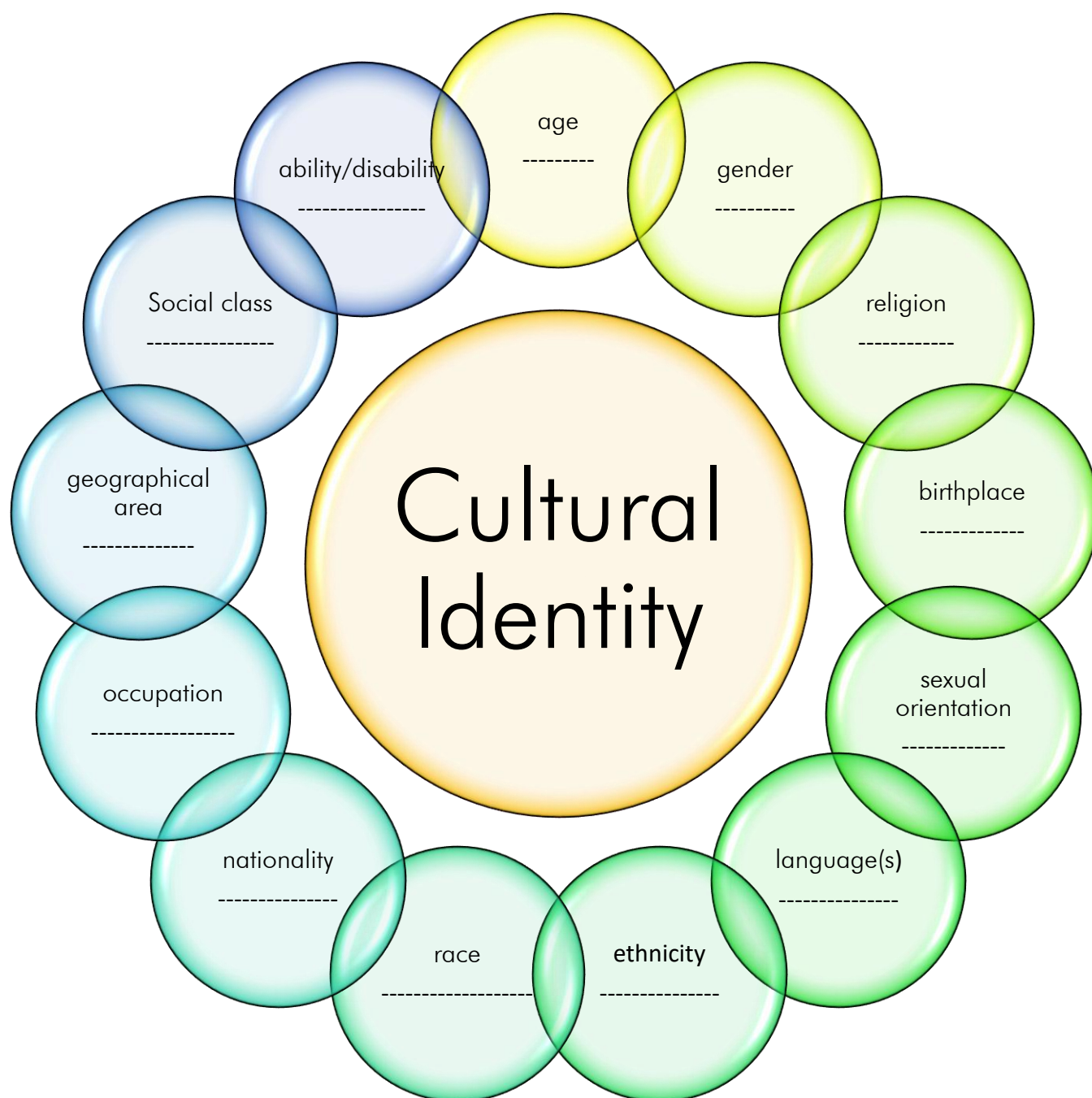
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## Worksheet 1:

### *Cultural Map Handout*



## Worksheet 2:

### Discussion:

*Why is cultural diversity important?*

*How do I benefit from cultural diversity?*

### Self-assessment

Exceeds	Proficient	Developing	Novice
4	3	2	1
I can explain the difference between “race”, “ethnicity”, “nationality”			
4	3	2	1
I can describe my cultural identity			
4	3	2	1
I can explain the importance of cultural diversity			

## TEACHER'S GUIDE

**Ethnicity:** a particular race of people, or the fact of being from a particular race of people

**Nationality:** the official right to belong to a particular country

**Race:** one of the main groups to which people are often considered to belong, based on physical characteristics that they are perceived to share such as skin colour, eye shape, etc.

# 7

## LESSON

### Activity: Cultural Collage

#### KEY WORDS:

culture  
collage  
diversity  
identity

#### DURATION:

• 1 hour



#### OBJECTIVES:

- Learners can identify their cultural identity
- Learners can identify similarities and differences among the different cultures
- Learners will learn something about a new culture

#### MATERIALS:

- Electronic device with internet access
- Magazines and newspapers
- Printer
- Scissors
- Glue
- A5 paper

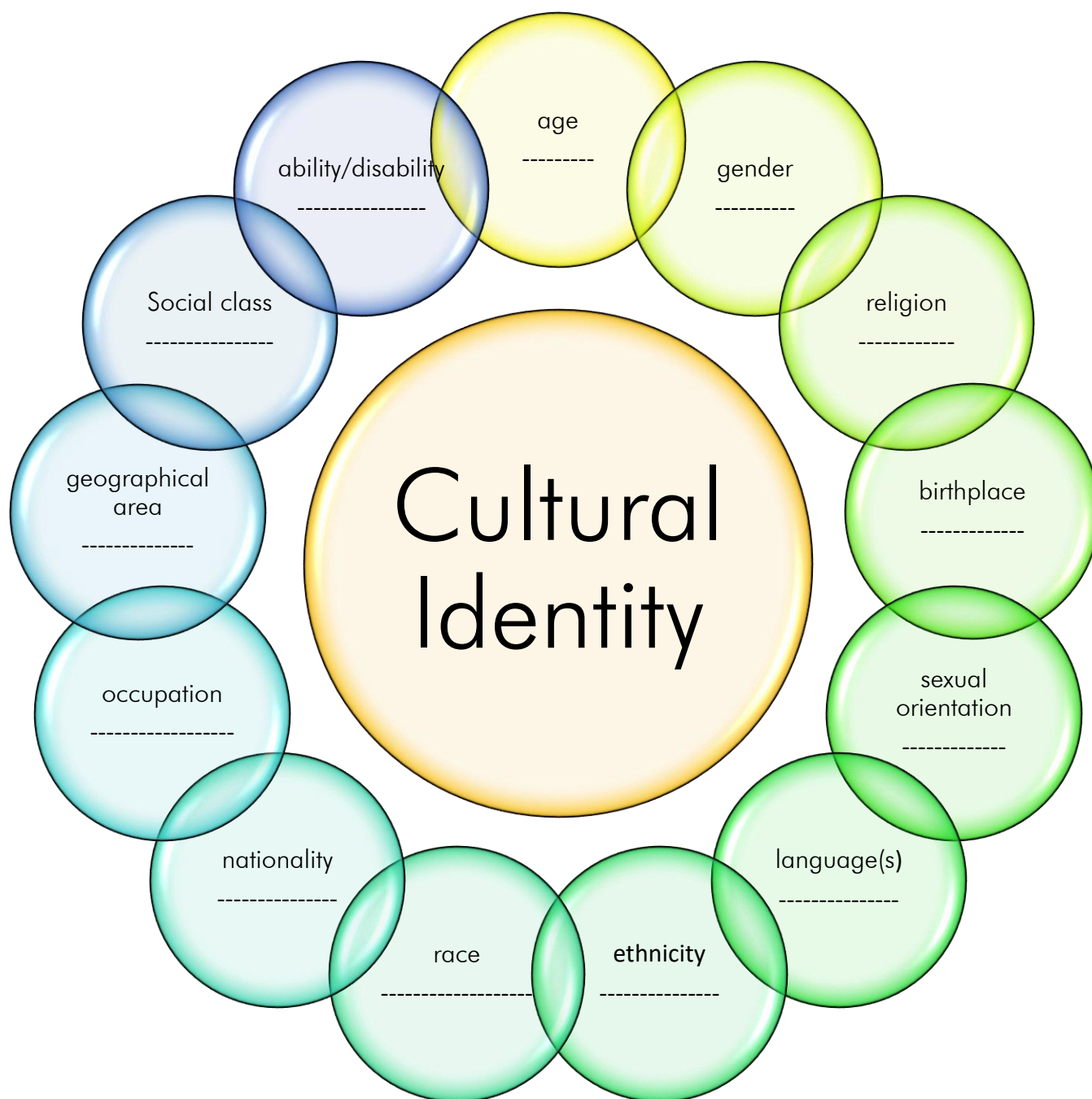
**DESCRIPTION:**

1. Using their “Cultural Map” from the previous activity, students will find appropriate images to express their identity (magazines, newspapers, online research).
2. Students will create a photo collage that conveys their cultural individuality.
3. At the end of the activity, each learners will present their collage to the group and explain the reasons for selecting each image.
4. The group will have the chance to ask questions and learn more about the person presenting and their cultural identity. Encourage learners to identify similarities and differences among the different presentations.



## Worksheet 1:

### *Cultural Map Handout*



## Self-assessment

Exceeds	Proficient	Developing	Novice
I can identify my own cultural identity			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can identify similarities and differences among the different cultures			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I have learned something about a new culture			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

# 7

## LESSON

### Activity 4: Diversity Reflection

#### KEY WORDS:

diversity  
inclusion  
privilege

#### DURATION:

• 1 hour



#### OBJECTIVES:

- Participants will be able to visually see the diversity in their life and reflect on it.
- Participants will be able to understand personal privilege
- Participants will be able to understand the different ways they contribute to diversity

#### MATERIALS:

- Coloured beads divided into different colours (At least 5 different colours)
- Empty cups
- Pencils/Pens

### DESCRIPTION:

1a) The purpose of this exercise is to visually see the people you encounter in your life. Place colour coordinated beads in different separate cups in the centre of the circle. Each bead will represent a different race/ethnicity which learners will come up with together as a group and fill in the table.

1b) Give each individual an empty cup. Tell participants to read the questions provided and pick one coloured bead to place in the cup for the type of person they come in contact with. After the questions have been asked and answered they will be presented with the diversity of the people they come in contact with through the diversity of the beads. Now reflect as a group on the results.

*Is it dominated by a certain group of people? Is this good? Why is it important to work with, support and live with a variety of people that are different from you?*

2 a) In this exercise participants will explore privilege. Give participants a few minutes to write down their own definitions of privilege then share the different definitions among the class.

2b) A tally sheet is provided to participants. Participants will listen to each of the statements of privilege. If the person agrees with the statement and thinks it's valid, they don't do anything. If the respondent does not agree with the argument or thinks that it is not valid from their experience, they will draw a mark showing that they do not accept the specific privilege. This activity is meant to help participants visualise their privilege or lack of it. After the statements have been read, reflect on how the participants felt about the activity using the questions provided.

## Worksheet 1:

### 1) How diverse is your world?

1a) Different coloured beads have been provided for this Activity. Each colour bead represents a different race/culture. Assign a race/ethnicity to each bead.

Bead Colour	Race/Culture

1b) For this exercise you will need **an empty cup**. After each of the following questions, pick a up a bead for the type of person you come in contact with and place it in your cup.

1. Select a bead that most closely represents your race/ethnicity.
2. Select a bead that most closely represents the race of your significant other.
3. Select a bead that represents the race of your closest friend.
4. The race of the people with whom I worship are predominately...
5. My neighbours (at home) on either side of my house are...
6. My doctor is...
7. My dentist is...
8. My lawyer/attorney is...
9. My boss is...
10. My co-workers are predominately...

11. The people in my social circle are predominately...
12. The author of the last book I read was...
13. In the last good movie I saw, the people were predominately...
14. The people in my favourite TV show are predominately...
15. During the course of a day, the people with whom I come into contact are predominately...
16. The person who I most admire or who has had the greatest impact on my life is...
17. The people in my favourite music group or band are predominately...
18. The person who owns the clothes shop I most frequently buy from is...

## Worksheet 2:

### 2) Privilege

a) Describe what you think privilege is and share your definition with the class.

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b) Listen to each of the statements made. If you do not identify with the statement or feel that it is not true for their experience, draw one mark in the tally chart signifying that you do not identify with the statement. If you do identify with the statement and feel it is true, then do nothing.

### Tally Chart

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c) Reflection:

How were you feeling doing this activity?

How was it to consider the amount of tally marks on your paper that you have?

What does it feel like to have certain privileges or not to have them? How could this be improved **by society** (e.g. politics, media etc) and by you **personally** (in your life decisions etc)?

### Self-assessment

	<b>Exceeds</b>	<b>Proficient</b>	<b>Developing</b>	<b>Novice</b>
I can identify the diversity/lack of diversity in my life	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I am able to define privilege	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can identify my privileges/lack of privileges.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>



## TEACHER'S GUIDE

### Worksheet 2:

#### **2b) Statements to be read out to participants:**

1. An individual from my racial group is also the leader of my country. ( RACE)
2. I can find clothes that suit my size and shape easily when going shopping. (SIZE)
3. In public, without fear of name calling or abuse, I can kiss and hold hands with the person I am dating. (SEXUALITIES)
4. I can be reasonably certain when I go shopping that sales or security people will not follow me (APPEARANCE/RACE)
5. Most of the religious and cultural holidays celebrated by my family are recognized with days off from work or school. (RELIGION/CULTURE)
6. When someone is trying to describe me, they do not mention my race. (RACE)
7. When I am angry or emotional, people do not dismiss my opinions as symptoms of “that time of the month.” (GENDER)
8. I am not automatically presumed to be a spokesman for my race when expressing my opinion. (RACE)
9. I can easily purchase greeting cards that represent my connection with my significant other. (Sexual identities)
10. I can easily find items for hair and professionals that know how to style my hair. (RACE)
11. It is seen as normal in my family to receive a college degree. (CLASS)
12. When I go out with friends for dinner, I don't think about the building being accessible to me (ABILITY)
13. I can be sure that there will be people of my race there when I attend a public event. (RACE)
14. Based on the size of my body, people do not assume things about my work ethic or intellect. (SIZE)
15. People see it as assertive rather than aggressive when I clearly state my opinion (RACE/GENDER)

16. People do not think we are segregating ourselves when I am with someone of my race. (RACE)
17. I feel comfortable speaking about my culture without feeling that I'll be judged (ETHNICITY/RACE).
18. I can usually afford to do the things that my friends want to do for fun (without much hardship). (CLASS)
19. I quickly find the box that I have to check when filling out forms for school or work. (RACE/GENDER)
20. I can choose the type of dress in which I feel relaxed and in which my identity is most represented, and I know that in public I won't be stared at. (APPEARANCE/GENDER)
21. If pulled over by a police officer, I can be confident that because of my color, I have not been singled out. (RACE)
22. Owing to my age, my professionalism is never challenged. (age) (AGE)
23. I'm not worried when walking at night alone. (the GENDER)
24. People make no conclusions about my intellect based on my speech style (RACE)
25. I do not have to think about having an interpreter present to understand or to participate while attending class or other activities. (LANGUAGE/ABILITY)
26. I can book an airline ticket, go to a movie, ride in a car and not think about whether there will be a seat that can accommodate me. (SIZE/ABILITY)
27. People assume I was admitted to school or hired based upon my credentials, rather than my race or gender.. (GENDER/RACE)
28. As a child, to colour my family and make it match our skin colour, I could use "flesh-colored" crayons. (RACE)