

LESSON PLANS

SESSION VII:

Understanding and Valuing Diversity

- Group process: Why is group environment important?
- Glossary of key terms
- Understanding culture
- Becoming culturally competent
- Societal perspective of cultural diversity in the U.S.

Activities

- Group process: fire on the mountain
- Cultural pursuit

GROUP PROCESS

Why Is Group Environment Important?

Activity: Fire on the Mountain Where in the World Were You? (30 min.)

Objectives:

- To understand the importance of an appropriate physical environment in effective group functioning.
- To understand the importance of a positive social environment in group participation.
- To recognize that there are a variety of reasons for participating in a group and that these reasons will determine the pattern of participation.

Focus: Becoming aware of the need to create effective physical and social environments for positive group experiences.

Materials List
Signs designating seven continents or seven areas of the United States
Participant pages: 101 Why is Group Environment Important?

What to do-

Before participants arrive, place the continent or U.S. area signs around the room with enough space between signs for groups to gather under them.

Divide the large group into smaller, even numbered groups with a trainer for each group. Instruct them to find a partner and to form a circle of pairs.

What to say-

What to do-

Trainers stand in the center of the inner circle and begin the story.

What to say-

“Find a partner from within your group. Standing next to your partner, form a circle with the rest of your group. I would like one person in each partnership to move so that partners will be standing facing each other. In doing this, you should have formed two circles, one inside the other. Now, will the people on the inside circle turn their backs to their partners so that everyone is facing the inside of the circles? Outside partners, please put your hands on the shoulders of your inside partner while I explain the activity we will be doing.”

“On a remote, volcanic island in the South Pacific lives an island tribe. They are always fearful that the volcano which dominates their island will erupt and wipe out their civilization. In order that they keep the Volcano God happy, they must perform a ceremonial dance to appease her. You will all be part of that dance.

This is the way it is done –

The people on the inside of this circle will be called the Teenies. The people on the outside of this circle will be called the Weenies. The Teenies will follow me as I lead them in a rhythmic pattern. While we are doing this, the Weenies must move counterclockwise around the circle to the rhythm we are providing. We will keep this dance going until I call out ‘Fire on the Mountain.’ When you hear this, the Teenies must raise their hands in the air and the Weenies must move into the inner circle and try to stand in front of one of the Teenies. As soon as someone is in front of you, Teenie, put your hands on his/her shoulders to signify that you are paired. While the Weenies are finding a place to stand, I will try to find someone to stand in front of also. Whoever is left without a partner will be the new leader and will create a rhythmic pattern for the new inner circle to follow. The outer circle will walk around counterclockwise again until the new leader shouts ‘Fire on the Mountain’ and the exchange will begin again.”

What to do-

Begin the “dance” by providing a rhythm for the Teenies by clapping your hands, slapping your leg, snapping your fingers, etc. When the inner circle is in sync with you, cue the outer circle to start moving to the rhythm.

Let the outer circle move completely around the inner circle at least two times before you shout “Fire on the Mountain.” As the circles exchange places, do not let the current outer circle move back. The idea is to continue to occupy a smaller and smaller space.

Continue the game until you can no longer get into the center of the circle without serious injury.

After the groans, let the group open up the circle and introduce the second activity to the group.

Begin by calling out birth to 10 years. After groups gather, give participants 2 to 3 minutes to talk about what they were doing during that time. Then continue through the following age groups: 11–15, 16–19, 20–29, 30–39, 40–49, 50–59, 60+.

What to say-

“Stay where you are and we will develop the plans of work for our youth program.”

“If you look around the room, you will see that there are signs placed about the room designating areas of the room as areas of the world. I am going to call out various ages in a person’s life such as age 6 to 8 or 20 to 30. When I do this, I would like you to move to stand near the sign that is nearest where you lived at that time in your life. If you lived in more than one place during the time I have given, choose your favorite of those places. When you are in place, discuss with others in that place your favorite things to do during that age in that location.”

What to say-

What to do-

Because of age differences, some people will stop moving. Have them stay at their present age location until the end of the game. They should talk with the new arrivals each time the group moves.

Ask the group to report some of the experiences they remembered and the groups that were represented in those experiences.

Lead the group in processing the two activities.

Introduce the concept of environmental needs for effective group work.

“What are some examples of the favorite things people reported in each age group? What feelings were reported by your group about these experiences and groups?”

“Do you remember our discussion on the first day together about the impact environment has on groups? Let’s look at some environmental issues that we dealt with today.

- What kind of physical environment did you create in the Fire on the Mountain activity? Could you get much work done in that physical environment?
- What are some important factors in your physical environment for good group work or teamwork?
- What was the social environment in the last ‘Where in the World Were You?’ activity?
- Did the social environment change as you moved from place to place and age to age?
- What role did trust play in these environments?”

“The environment in which a group works can either help or hinder the effectiveness of that group. The physical environment in which the group works as well as the social environment must be conducive to positive group interaction.”

What to do-

Refer to participants page 101:
Why Is Group Environment Important?

What to say-

“The physical environment must be welcoming and comfortable, and appropriate to the needs of the group. We have prepared this room before your arrival to provide some visual assists for the concepts we will be working with today. We have also arranged the room in a way that enhances your ability to talk with one another and to do some physically active work with one another.”

“The social climate of a group is extremely critical to both interaction and learning. Essential to that social environment is a climate of trust. Trust occurs as members of a group begin to know one another as individuals beyond the nature of the work of the group. It does not happen in a five-minute group building exercise. Rather, it results from an accumulation of experiences that enhance members’ understanding of one another. Time must be spent each time the group comes together in activities that help members become better acquainted with one another so that, over time, trusting relationships form.”

“We have intentionally spent time at the onset of this training to begin the process of developing trust and we will continue to talk more about the social and physical climate of groups during this week.”

SESSION VII

Understanding and Valuing Cultural Diversity

Activity: 3.5 hours

Objectives : To understand what is meant by cultural diversity and cultural competence and recognize the importance of cultural competence in preparing youth for healthy adulthood.
To target areas of focus for personal growth in cultural competence, recognizing personal cultural perspectives and biases, and understanding diverse cultural practices.
To be prepared to offer experiences that help youth gain the knowledge and skills needed to achieve cultural competence.
To adopt practices that support and foster diversity and better meet the needs of patrons and staff.

Focus: Increasing ability to clearly and openly communicate with individuals from different cultures; providing ongoing feedback with sensitivity to individual differences.

Materials List

Posters of definitions of Culture and Cultural Competence (optional)
Slides of definitions; Culture (2); Culture Includes; Cultural Diversity; Cultural Sensitivity
Slides of "Culture Includes"; Cultural Evidence (Iceberg metaphor); Cultural Evidence Holistic Model (Tree metaphor); Cultural Competence Model; Cultural Competence Skills; Discussion Questions
Slides of Building Competencies (from Session I)
Cultural Pursuit Activity worksheets for each participant

What to do-

Before the session

Make copies of the Cultural Pursuit Activity.

Make posters and PowerPoint or overhead slides for the following definitions.

Culture: (2 definitions)

Culture Includes:

- Cultural Diversity
- Cultural Sensitivity
- Cultural Competence
- Critical Competencies (or use slide from Session I)

Make PowerPoint or overhead slides of:

- Metaphors

Cultural Evidence: (Iceberg metaphor)

Cultural Evidence Holistic Model:
(Tree metaphor)

- Competence Model
- Cultural Competence Skills
- Discussion Questions

Make copies of the two application scenarios. You will need one scenario per group.

Scenario one: The program in which you work appears to serve a homogenous population. How can you make your program multicultural?

Scenario two: The program in which you work serves a multicultural population. Some of the parents of children in your program do not speak English. How could you involve parents and other family members in the activities of the program?

Lesson

Introduce the lesson with a brief explanation of the workshop focus on diversity.

What to say-

What to do-

Facilitate Cultural Pursuit Activity to introduce the lesson (the activity sheet and answers are copied directly from the Diversity Awareness Training Guide, pages 32–34).

What to say-

“We began our training this week with the Personality IQ exercise which helped us identify the variety of ways people prefer to respond when working in a group (Blue, Orange, Gold, and Green styles). This exercise helped us define our own preferred style and helped us recognize the important role that styles other than our own play in successful groups. In lesson four, as we looked at the experiential model, we discussed differences in learning styles and the excitement found in a comprehensive youth development program that offers activities encompassing all of these styles. In lesson five, we looked at the diversity in developmental needs that is associated with the age of young people. In this lesson we are going to look at diversity from the standpoint of culture. Cultural diversity refers to differences that are defined by factors beyond race and nationality. For leaders and educators in a multicultural society, basic understanding of culture is crucial.”

“I want to start this lesson with an awareness activity.”

“I am handing out a worksheet that we will use to introduce our discussion of cultural competence. There are 25 boxes on this worksheet that refer to various aspects of culture. Your task is to get signatures from people in this room who have the information needed for each box. The only stipulation for this activity is that no one can volunteer information or volunteer to sign a box. People must wait to be asked about a specific box before they may sign it and if an answer is required, it must be whispered in the ear of the person requesting the signature. It is not appropriate to present the worksheet to someone and ask if they could sign any of the boxes. You must be specific about the box you want signed. Each participant may only initial two boxes on any one worksheet.”

What to do-

As participants are working together, move about the room to answer questions and to monitor progress. Allow participants time to complete the assignment. Then pull the group back together and review the activity sheet.

Continue this review until all the box topics have been discussed.

The answers to each box follow.

Americans with Disabilities Act

Signed into law July 26, 1990, by then president George Bush.

Nisei

The term refers to second generation persons of Japanese heritage living in America or Canada. The generation of their parents (first generation in the U.S.) is referred to as "Issei." Children of Nisei belong to the third generation and are referred to as "Sansei."

Nguyen

The most common family name of Vietnamese.

Bird Symbol

Symbol of the United Farm Workers. Organized 1962 by Caesar Chavez (Mexican American) and Phillip Vera Cruz (Philippino).

Yom Kippur

Jewish Day of Atonement. It is the most solemn holiday of the Jewish year. Falling on the tenth day after Rosh Hashannah, it is the culmination of repentance and preparation. On that day, all but the sick and children observe a rigid fast. The old rituals of sacrifice and scapegoat were replaced with prayer and penitence after the destruction of the Temple on AD 70 and services in the synagogue focusing on repentance and atonement are now central. (Source: Diversity Programming Datebook, Residence Life Office, University of California at Davis.)

What to say-

"When you get your worksheet, read through the boxes to identify your own knowledge of the areas represented. You may sign one of the boxes on your sheet."

"Who can tell me when the Americans with Disabilities Act became a law?"

What to do-

Rosa Parks

Rosa Parks was an African American woman who was arrested for refusing to sit in the back of the bus in Montgomery, Alabama. This precipitated the year-long Montgomery Bus Boycott led by Martin Luther King Jr. This boycott became the first event of the modern Civil Rights movement.

Abuela

Abuela is the Spanish word for grandmother.

Lord's Prayer

Our Father who art in heaven, Hallowed be thy name. Thy kingdom come, Thy will be done, on earth as it is in heaven. Give us this day our daily bread. And forgive us our trespasses (debts) as we forgive those who trespass against us (our debtors). And lead us not into temptation. But deliver us from evil. (Catholic prayer stops here — Protestant prayer continues.) For thine is the kingdom and the power and the glory forever, Amen.

Upside-Down Pink Triangle

Presently symbolizes gay and lesbian pride. During World War II, this symbol was used by the Nazis to label gay and lesbian prisoners in concentration camps for torture and extermination.

Chinese Character

This is the character for marriage. It is made up of two characters joined together. The single character means happiness and the two together signify double happiness.

Pledge

While this could stand for an oath of allegiance to an idea or group, in this case it refers to a person who is being “rushed” into a Greek fraternal system (sorority or fraternity) or a secret society.

What to say-

What to do-

IU MIEN

The IU MIEN was a minority group in Laos living in remote high mountain villages until the war drove them into the lowlands.

Eagle Feathers

Though each nation or tribe has its own particular significance for the eagle feather, it typically symbolizes accomplishment and rank among North American Indian tribes. The number of eagle feathers on a headdress often indicates the number of accomplishments and the rank of the person wearing that headdress. The eagle feather symbolizes strength, wisdom, and courage. It is considered a sacred symbol and is used in religious ceremonies.

Irish Immigration in the 1800s

The Irish potato blight fungus destroyed the potato crop which was the food staple in Ireland. Faced with starvation, many Irish immigrated to the United States, leading to the huge influx of people of Irish heritage during this time.

Cinco de Mayo

Cinco de Mayo is a Mexican holiday commemorating the defeat of French colonial forces at the historic city of Puebla in 1862. Until the battle in Puebla, the government in Mexico changed leaders several times, and the territory itself was under the threat of being seized by European nations. In 1821, Mexico had won an eleven-year battle with Spain for independence. General Ignacio Zaragoza Sequin's victory over the French at Puebla was the beginning of a stable future for Mexico, free from threats of takeover. (Source, Diversity Programming Datebook.)

West Coast Ellis Island

Angel Island in the San Francisco Bay. Many Chinese and Japanese who were immigrating to the U.S. were detained here.

Ms. Magazine

Gloria Steinem co-founded Ms. Magazine in 1972.

Underground Railroad Leader

Harriet Tubman was one of the most well-known leaders of the Underground Railroad, which was a loose network of people who helped runaway slaves escape from the South to the Northern free states and Canada during the Civil War.

What to say-

What to do-

Facilitate a discussion of the activity using the following questions.

Recap the discussion emphasizing the following points.

Present the definitions of culture using overhead or PowerPoint slides.

What to say-

“Did anyone get all the boxes initialed?
(If not) who got the most boxes initialed?
What did you do to get so many answers?
How did you determine who to ask to sign the various boxes?
Were there questions that you knew but were not asked about?
How did that make you feel?
Were there questions that you were continuously asked about?
Why do you think you were asked about these questions?
How did that make you feel?
What did you discover from this exercise?”

“Everyone makes assumptions and generalizations about others.
When those generalizations are preconceived or oversimplified about a particular group of people they can fuel prejudice and discrimination.
We are proud of the cultures to which we belong and want to share them with others when we can. Our cultures are an important part of us.”

“We used this activity to highlight aspects of cultures. Before we go any further with our exploration of culture we need to define it. The word culture refers to:

(Slide 1. Culture)

A framework within which people interpret and respond to the world around them.

(Slide 2. Culture)

A shared pattern of learned behavior that is transmitted to others in the group.
Within a group, it is what everybody knows that everyone else knows.”

What to do-

What to say-

(Slide 3. Culture Includes)

“This includes Ethnicity, Gender, Geographical Location, Social Class, Age, and Nationality-Race.

So when we refer to culture we are talking about the shared values, norms, traditions, customs, arts, history, folklore, and institutions of a group of people.

Metaphors and symbolism offer perspectives to understand culture in ways that apply to our daily life. Yuri Morito offers several metaphors that can be used to help youth understand culture and the ways we have looked at culture in the U.S. These are discussed in your handbook on pages 104–108.”

(Slide 4. Cultural Evidence: Iceberg Metaphor)

“The first uses an iceberg to depict the visible and invisible elements of culture. The visible, above water, elements are things like music, food, art, religion, housing, dance, clothing, literature, language, and communication style. These are the concepts that visitors to a foreign country or even visitors to a different part of one’s own country may easily observe and it is not unusual when these visible elements are the only ones used to understand a culture. Note that the larger portion of the iceberg is under water and not visible, however. These nonvisible elements comprise the dominating aspects of culture. They are the beliefs, values, assumptions, expectations, perceptions, pride, identity, history, heritage, and tradition of a group of people. These aspects of culture can only be discovered through interacting with people from that culture, to learn what lies beneath the surface.”

What to do-

Present the definitions used in this lesson for cultural diversity and cultural sensitivity.

Discuss the value of diverse relationships in the healthy development of youth.

What to say-

(Slide 5. Holistic Model — Tree Metaphor)
“The second metaphor approaches culture as a living organism like a tree, with the visible elements portrayed as the fruit, flowers, and leaves of the tree. These, again, are music, language, religion, literature, dance, clothing, housing, food, and arts. The trunk of the tree contains the invisible elements of a culture: the beliefs, values, perspectives, perceptions, and expectations. These elements nourish the more visible elements. And the entire tree is supported and fed by the roots: tradition, history, and heritage, including pride and identity.”

“Let’s look at two more definitions of terms we will be using in this session.”

(Slide 6. Cultural Diversity)
“Cultural diversity refers to differences in race, ethnicity, language, nationality, and religion among various groups within a community or organization.”

(Slide 7. Cultural Sensitivity)
“Cultural sensitivity is an awareness of the nuances of one’s own culture and other cultures.”

“Everyone is part of a culture and has the right to maintain his or her cultural practices while acquiring the information and skills needed to function in a diverse society.”

What to do-

Using PowerPoint or overhead slide, stress the connection between becoming culturally competent to the five critical competencies studied in Session I.

What to say-

“Most of us interact daily with individuals from rural, suburban, and urban backgrounds, with individuals who have special needs, and with individuals from different spiritual/religious faiths, ethnic groups, races, and nationalities. This diversity in our interactions provides opportunities to develop a flexibility that provides new ways of looking at the world and new perspectives in addressing decisions and problem solving. It also can foster a sense of well being, internal locus of control, and a sense of empowerment. From an organization perspective, when diversity is managed well it leads to teamwork, creativity, and innovation. Just as we draw on all color styles to reach organizational goals, so too can we draw from the cultural diversity within the group to enrich the organization. Cultural competence is essential to our personal and organizational lives.”

“When we speak of cultural competence we are talking about...

(Slide 8. Cultural Competence)

...a set of skills that allows individuals to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups.”

“Do you remember that we learned in Session I that five areas of competence have been identified as critical for youth if they are to transition successfully to adulthood? Let’s review those. Youth must be competent in the areas of:

(Slide 9. Building Competencies)

Health, Personal/Social Skills, Knowledge/Reasoning/ Creativity, Vocational Skills, and Citizenship Skills.”

What to do-

Discuss the importance of knowing one's own level of cultural competence before trying to help youth achieve cultural competence.

Introduce the activity to help participants learn more about the cultural heritage of those in their group.

What to say-

“It is easy to see that cultural competence is integral to personal/social competence and the development of positive social interaction skills. And that it is critical for citizenship in our multicultural society. In reality, cultural competence indirectly affects the level of competence achieved in all of the five competency areas. So, how can we become culturally competent and how can we help the young people with whom we work become culturally competent?”

“The first step is to become aware of one's own cultural competence and the perspective that has created. Adults need to become aware of their own cultural values and beliefs and recognize how they influence their attitudes and behaviors. For instance, adults who did not have the opportunity as young people to interact with men and women of different cultures and belief systems may have filters that cause them to see individuals with a closed mind or to only focus on stereotypes. If difference is perceived as bad it may lead to ignoring of difference.

If difference is perceived as good it will lead to communicating about the differences. This communication is essential to understanding one another.”

“At this point, I want you to take some time to practice talking with one another about the cultural heritage each brings to this group. I would like each table group to use these questions for this discovery process. Using these questions, work with your table group to discover how your cultural heritage differs and how it is the same as the heritage of those at your table.”

What to do-

Facilitate a discussion of the group discovery activity. Make sure that every table group responds. Use the provided questions to help the group recognize the many aspects of culture represented in this sharing and to recognize from this activity that cultural diversity is more than race, gender, and nationality.

What to say-

(Slide 10. Activity Instructions)

Find out:

1. How they define the cultural group to which they belong.
Negro, Black, African American?
Mexican, Latino Hispanic?
White, Caucasian, European?
Native American, Indian, name of nation?
2. What their cultural heritage is. (Parents? Grandparents?)
3. What their history is.
4. What traditions are significant to them.
5. What they are most proud of about their culture.

“What did you find out about one another? How were the cultures represented at your table alike? How were they different? What were some of the cultural elements that people were most proud of? What new information did you gain about your own or another culture from this activity? What did you learn from this activity that would help you assist youth in developing cultural competence?”

“Adults who work with youth must know and respect the norms of other groups and have the ability to be nonjudgmental and inclusive. A climate of trust must be developed within the group at all times, and this climate is particularly important in the process of helping youth become culturally competent. Issues of prejudice and bias must be discussed forthrightly and in an environment that promotes opportunities for people to practice a new way of acting and responding. It is important for adults to begin to feel comfortable discussing diversity issues so that personal and professional practices will reflect a heightened level of

What to do-

Use PowerPoint or overhead slide to discuss the process of developing competence.

Relate the competence model to the development of cultural competence.

What to say-

sensitivity and awareness. In doing so they provide appropriate role models for young people that will help them learn, grow, and respond to an ever-changing world.”

(Slide 11. Competence Model)

“Before youth can become competent in any area, there must be a level of **awareness** sufficient to encourage them to learn more about that area. The next step toward competence is acquiring the information critical to understanding the subject. With sufficient **knowledge** they can begin to practice applying what they know to daily living. The transformation of knowledge to **skill** requires paying attention to feedback from their own experience and from the adults assisting this process and the willingness to make the corrections necessary for appropriate application. Continued practice to achieve the desired skill level requires a **willingness** to make changes that will promote advanced skill.”

“This model can help the youth development professional assist young people in becoming culturally competent. It starts with experiences that help youth become **aware** of the way the cultures in which they were reared affect the way they see the world and the people around them; that different cultural backgrounds result in different world perspectives. Youth recognize that knowing about the culture in which someone has been reared helps them understand that person. This means that learning about their own culture will help them understand themselves just as learning about another culture will help them understand others. And an understanding of self and others is essential to living in the global society of today.”

What to do-

Using the PowerPoint or overhead slide, present skills youth can practice that lead to cultural competence.

What to say-

“The next step is to help them find out what they know and what they do not know about their own culture and the cultures of others. This will start the information seeking process. Provide experiences that offer accurate knowledge of their own and other cultures. Provide opportunities to talk with one another in safe settings that allow them to ask the questions they must ask to gather this information or to reflect upon the questions they ask themselves. Offering opportunities to discover, understand, and value cultures other than their own is the key to helping youth become culturally competent.”

“As youth learn more about their own and other cultures, they can begin to apply that knowledge to their everyday living. Do you remember the discussion of this application stage from the experiential learning model? Youth must translate what they know about their own and other cultures into behaviors that demonstrate understanding and a value for difference. The youth development professional must help young people recognize and practice these behaviors until they become skilled in using them. When knowledge and practice reach the skill level, youth are becoming cultural competent and are prepared to work effectively with those who share their cultural heritage and with those who share a cultural heritage different from their own.”

“It is important to note that awareness, knowledge, and skills come together to create changed behavior when one is willing to change. The youth development professional can use each step in this model — the awareness activities, the opportunities to learn about cultures, and the experiences in applying knowledge to practice — to build recognition of the immediate rewards cultural competence offers and of the critical need for cultural competence in the world in which youth will live as adults.”

What to do-

Introduce the way in which diversity is or has been understood by society at large in the United States.

What to say-

What behaviors will demonstrate skills that lead to cultural competence?

(Slide 12. Cultural Competence Skills)

- Respecting opinions different from our own
- Learning to pronounce names different from our own
- Eating and preparing foods from different cultural backgrounds
- Respecting traditions with which we are not familiar
- Using names for groups different from ones we learned as youth
- Developing flexibility — new ways for understanding; problem solving with fresh perspective

“Before we apply some of the things we have been discussing to your work with youth, we need to look at one more aspect of diversity and that is the societal perspective of cultural diversity in the United States.”

“We have used metaphors to describe diversity in the United States as well. For almost one hundred years, people pictured the United States as a melting pot of cultures. However, rather than creating a new and unique culture as cultures of immigrant peoples blended with that of the indigenous population, new immigrants were most often forced to give up their own culture and “melt down” to the dominate culture of those with political and economic power. When the “melting pot” is seen as assimilation, the concept becomes detrimental to those not of the dominant culture. The limits to the melting pot metaphor start with the fact that human beings cannot simply give up their own cultural background. In addition, assimilation places fairness and equality into the perspective of the dominant culture. It is a concept easily adopted by people who believe they are superior to others so it is best that others become like them.”

What to do-

Lead the group in applying what they have learned. If the group is small, ask them to form pairs or dyads with people they have not spent much time with this week. If the group is large enough to form four or more groups of five or six, divide them into these small groups. Distribute one of the two scenarios to each group, giving half the group scenario one and half scenario two.

What to say-

“A new concept supporting the value of diversity within society emerged. The metaphor of a salad bowl or mosaic was used to describe the plurality of a society where differences are appreciated and valued as when carrots, lettuce, cucumbers, and tomatoes maintain their taste and shape in a tossed salad bowl; or when many different colored stones or tiles join together to form a mosaic. However, there are limits in our understanding of the diversity in our society with this model as well. While each individual piece of the salad or mosaic may retain its uniqueness in this form, once they are joined together the form stays the same; the salad remains a salad and the mosaic remains a mosaic. There is no opportunity for the growth and change that characterize healthy human and societal development. We know that human interactions are not static. As people interact with one another in different situations, time frames, and places, the results of those interactions change. The coming together of people from different cultures at one point in time may form an entirely different picture than the interaction between those same people at another time or place.”

“L. H. Fuch offers a new metaphor for the culture in the U.S. today in his book *The American Kaleidoscope: Race, Ethnicity and the Civic Culture*. He suggests that the change in cultural patterns as cultures interact with one another can be viewed as a kaleidoscope. The shapes that form the image remain the same, but the image is in constant change due to the interactions of the shapes in multiple configurations. New possibilities emerge at every turn as do the possibilities from interactions between cultural groups.”

What to do-

Give half the groups scenario one and the other half scenario two.

Scenario one: The program in which you work appears to serve a homogenous population. How can you make your program multicultural?

Scenario two: The program in which you work serves a multicultural population. Some of the parents of children in your program do not speak English. How could you involve parents and other family members in the activities of the program?

Move about the room to answer questions and to monitor progress. When groups have completed the task call them back together and facilitate the reporting of their work.

Allow questions to surface as groups report. Bring closure to the lesson.

What to say-

“It is time now to apply some of the information we have covered about ways to help youth to become culturally competent. Youth development professionals must believe in the value of each young person. To be consistent with our statements about the importance of parents in the life of a young child, youth professionals must develop the ability to work effectively with families from various backgrounds as well.”

“I am going to give each group a scenario that could describe your program. You are to develop a plan that will promote cultural competence for that scenario. I will ask your groups to report your plans to the total group.”

“I want you to share the ideas you have developed so that you will all leave with a number of ideas for ways to enhance your efforts at supporting youth as they develop cultural competence. Who would like to begin?”

What to do-

Lead the group in reading the “Pledge for Inclusiveness”

What to say-

“The building of respect for patterns different from our own requires intentional, sustained effort as well as knowledge of and sensitivity to the culture and values of the youth and families in your program. As youth development professionals, it is critical that you understand culture and know and respect your own culture. You must understand the historical and current societal perspective toward cultural diversity. You must know what cultural competence involves and be prepared to offer experiences for youth that will assist them in gaining the knowledge and developing the skills needed to achieve cultural competence. The pledge on page 111 of your handbook represents a commitment to this work. Let’s read it together.”

Pledge for Inclusiveness

I will embrace the concept that diversity is enriching and broadens our perspectives.

I will actively help all new participants, volunteers, and staff “learn the ropes” and the unwritten rules of the organization as well as the formal structure.

I will embrace fresh and different perspectives brought to the program by youth, parents, volunteers, and co-workers from other cultural backgrounds.

I will be careful not to stereotype youth, parents, volunteers, or co-workers and will work to ensure that I do not treat anyone as a “token” in our organization.

I will value the perspectives each person in the organization brings but will not ask anyone to speak for or represent the culture and values of the group he or she might represent.

I will think in terms of “we and us” and not “us and them.”

I will recognize the possibility of feeling discomfort with youth, parents, volunteers, or co-workers who appear different from myself and will strive to get to know them on an individual and personal basis.

I will make a commitment to continue my efforts to embrace the value of diversity for the youth in our programs and for the organization beyond this current year and to set up procedures to ensure that my efforts will be carried on in the future.

I will recognize that when I am under pressure I may revert to narrower beliefs, and I will strive to remember at these times to listen and respond openly to input from everyone in the group.

Cultural Pursuit

Instructions:

1. Read your pursuit sheet and note which ones you can answer.
2. Be prepared to sign your name and share what you know with others.
3. Each person may sign only one square on a sheet. Plan to circulate.

FIND SOMEONE WHO...

Knows when the Americans with Disabilities Act became law. _____	Knows what "Nisei" means. _____	Knows which ethnic group's name is Nguyen. _____	Can speak more than one language. _____	_____
Observes Yom Kippur. _____	Has had to overcome physical barriers in life. _____	Has experienced being stereotyped. _____	Knows what Rosa Parks did. _____	Has an "abuela." _____
Can recite the Lord's Prayer. _____	Knows what an upside-down pink triangle symbolizes. _____	_____	Is an athlete. _____	Knows what a "pledge" is. _____
Shares the same academic interest. _____	Knows the name of the country where IU MIEN people came from. _____	Knows the significance of eagle feathers. _____	Knows why the Irish immigrated to the U.S. in the 1800s. _____	Knows the significance of Cinco de Mayo. _____
Is a first-generation U.S. citizen. _____	Can name the West Coast equivalent to Ellis Island. _____	Knows who founded Ms. Magazine _____	Knows the name of a leader of the Underground Railroad. _____	Is from a mixed race background. _____

Culture

The framework within which people interpret and respond to the world around them

A shared pattern of learned behavior that is transmitted to others in the group

Culture Includes:

- 4 Ethnicity
- 4 Gender
- 4 Social Class
- 4 Nationality-Race
- 4 Geographical Location
- 4 Age

Cultural Diversity refers to differences in race, ethnicity, language, nationality, and religion among various groups within a community, organization, or nation.

Cultural Sensitivity

is an awareness of the nuances of one's own culture and other cultures.

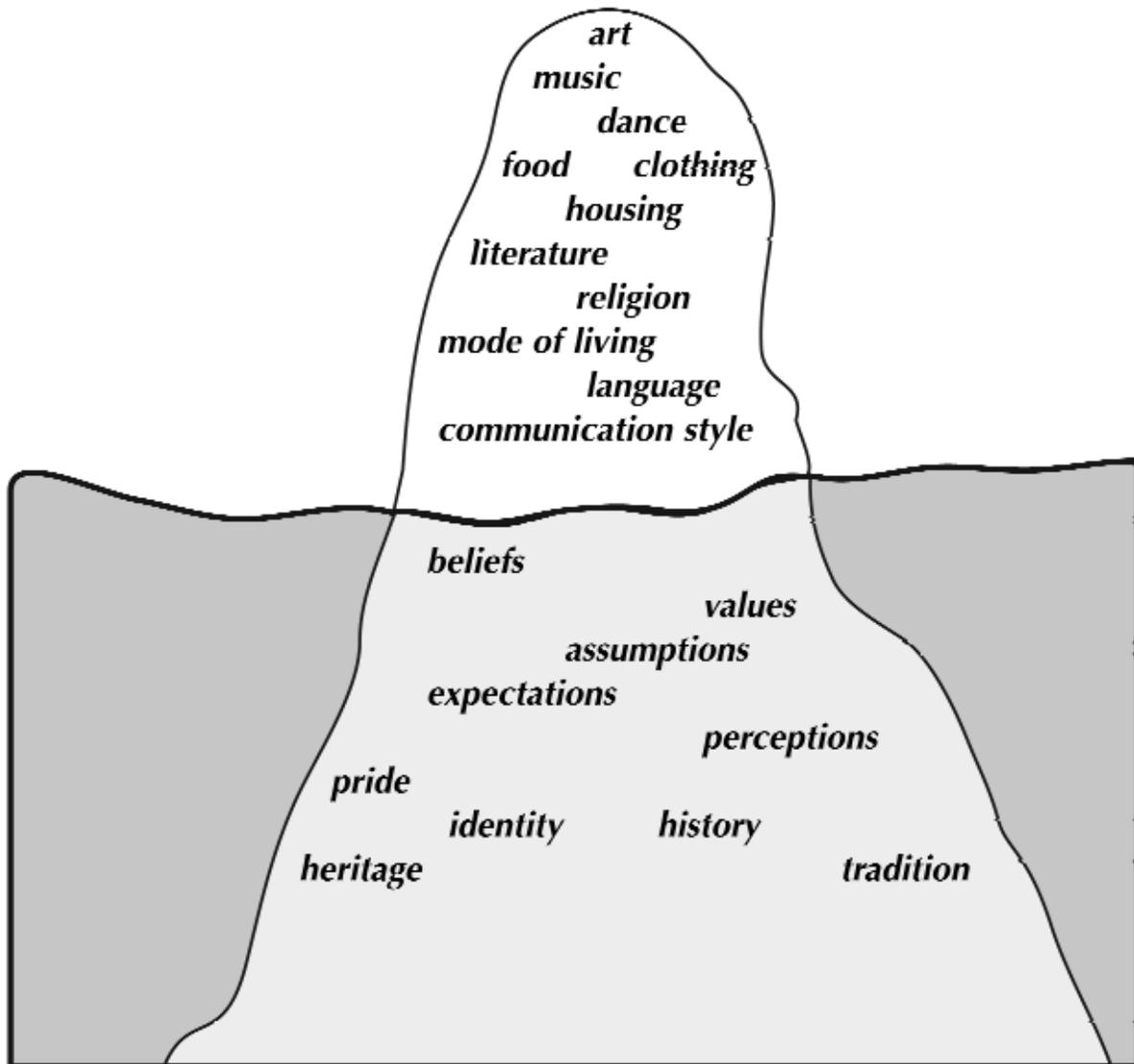
Cultural Competence:

a set of skills that allow individuals to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups.

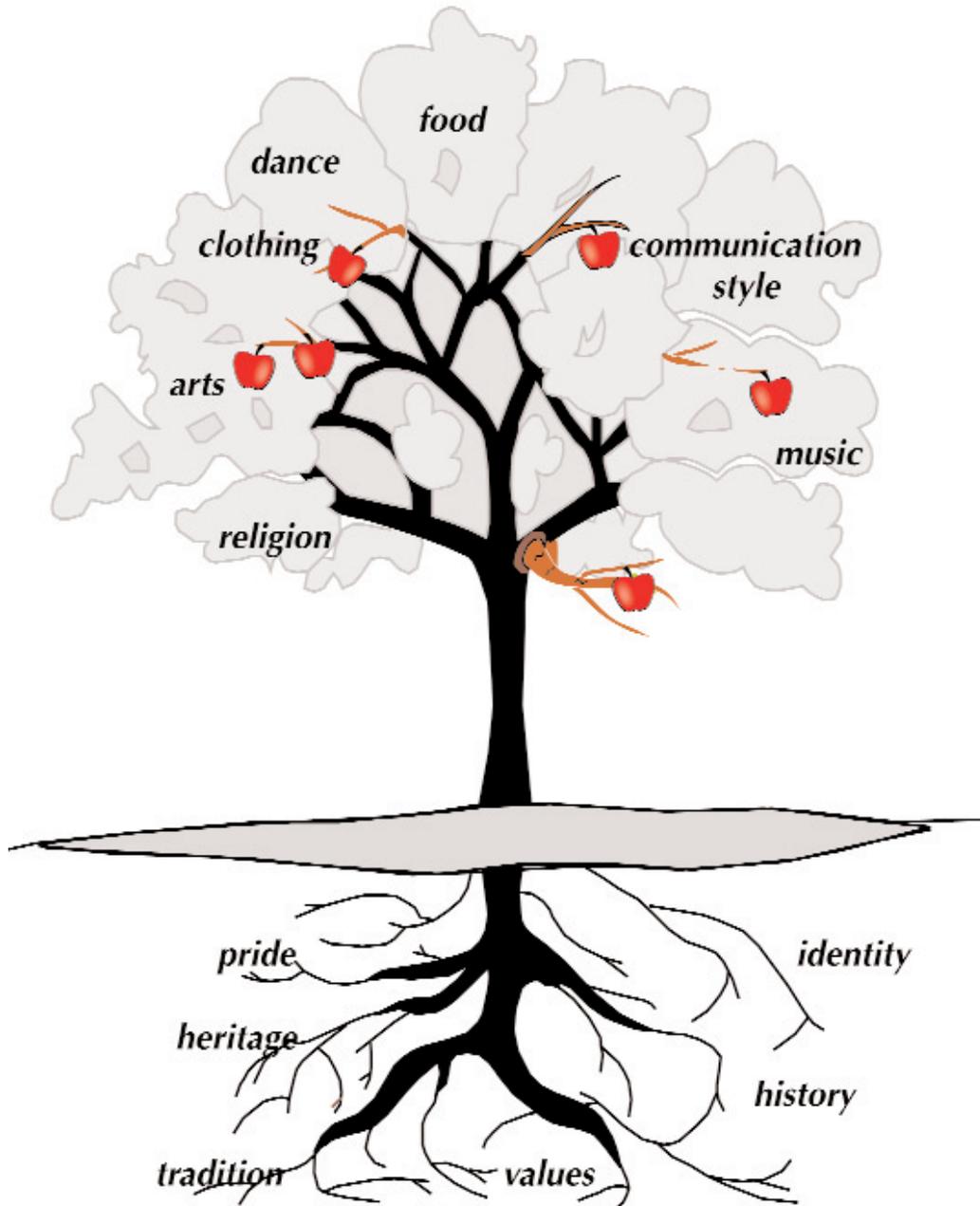
Building Competencies:

- 4 Health
- 4 Personal/Social
- 4 Knowledge
- 4 Reasoning
- 4 Creativity
- 4 Vocational
- 4 Citizenship

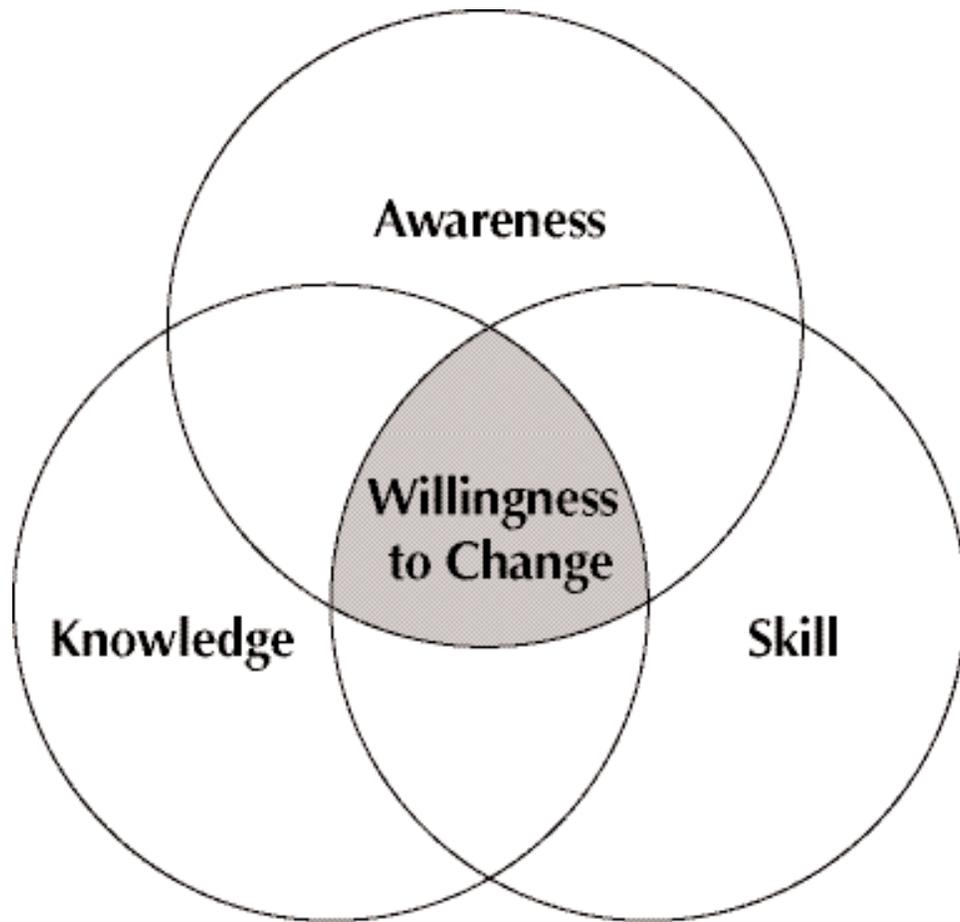
Metaphor I: Culture is like an iceberg.



Metaphor 2: Culture is like a tree.



Diversity Competence



Cultural Competence Skills:

- 4 Respecting opinions different from our own
- 4 Learning to pronounce names different from our own
- 4 Eating and preparing foods from different cultural backgrounds
- 4 Respecting traditions with which we are not familiar
- 4 Using names for groups different from ones we learned as youth
- 4 Developing flexibility — new ways for understanding; problem solving with fresh perspective

Discussion Questions

Find out:

1. How they define the cultural group to which they belong.
2. What their cultural heritage is. (Heritage of parents? Heritage of grandparents?)
3. What their history is.
4. What traditions are significant to them.
5. What they are most proud of about their culture.

Scenarios: You will need one scenario per group.

Scenario one: The program in which you work appears to serve a homogenous population. How can you make your program multicultural?

Scenario two: The program in which you work serves a multicultural population. Some of the parents of children in your program do not speak English. How could you involve parents and other family members in the activities of the program?

LESSON PLANS

SESSION VIII:

Communicating One-on-One and in Groups

- Communication skills
- How do we hear?
- List of feeling words
- I-messages
- Role-play situations
- Practice guide for I-messages
- Improving communication
- Tips for good communication
-

Activities

- Active listening/verbal and nonverbal feedback
- Developing a feeling word vocabulary
- I-messages
- Stoppers and openers

SESSION VIII

Practicing Communication Skills

Activity: Active Listening/Verbal and Nonverbal Feedback (30 min.)

Objectives: To reinforce skills that keep communication open and demonstrate respect for difference.
To practice effective listening using appropriate nonverbal and verbal feedback skills.

Focus: Understanding and practicing communication skills that build relationship and support groups.

Materials List
Participant pages: 115 Communication Skills 117 How Do We Hear

What to do-

Introduce the nonverbal feedback session.

What to say-

“Communicating well with youth happens when you genuinely care about young people. Good communication builds relationships and the goal of communication training is to increase positive relationships. Good listening skills are essential in helping youth know that you are interested in their concerns and ideas.”

“Listening to others requires your full attention. No one can listen well to another

What to do-

What to say-

person while engaging in any other activity. You cannot read the paper, do paperwork, watch TV, or daydream and still listen effectively to someone. If you must be involved in another activity when approached by a young person, negotiate a time that you can talk together that will allow you to give your full attention. Better yet, stop what you are doing and come back to it after your conversation. The following “active listening” behaviors encourage communication and promote trust.

- Facial expression: Encouraging facial expressions are facial responses that are reflective of what is being. For example, smiling at humorous comments, frowning at comments that present problems, etc.

- Body postures and action: Good active listening requires that you sit up straight, lean forward slightly, and indicate by your body position that you are prepared to stay with the person who is talking until the conversation is completed. Body postures such as slumping, crossing the arms over the chest, and leaning away from the speaker will usually be interpreted as showing boredom or disrespect.

- Eye contact: Appropriate eye contact will help you concentrate on what the speaker is saying and will assure the speaker that you are listening. Avoid looking around the room or seeming to be more interested in what is happening around you than the person who is talking. We have used the term “appropriate eye contact” because for some cultures, specifically First Nation, Alaskan, and Pacific Island cultures, maintaining eye contact with elder or authority figures is a disrespectful behavior. Be aware of the cultural values of the youth with whom you work as you communicate with them.”

“Young people recognize and appreciate sincere efforts toward communicating with them and will be forgiving of less-than-perfect skills. Perfected skills used without the welfare of the youth as your focus will not enhance your role as a youth development

What to do-

Lead the group in the nonverbal feedback exercise.

Ask members to sit facing their partner and to decide which one of their pair will be the speaker and which one the listener. Explain that you will be giving a topic to the pairs and that the speaker is to begin to talk about this topic as soon as it is given. While the speaker is talking, the listener is to use the listening skills just discussed. However, at a signal from you, speakers are to continue talking while the listeners look away, yawn, lean back, do something with their hands, etc. Plan a signal that will work well for everyone in the group.

Ask if everyone understands the task. If they do, give them the first topic:

Let the speakers talk for 1 minute before signalling. Allow pairs to spend another minute with the topic, then call time and facilitate discussion of experience.

What to say-

professional. Always be honest and forthright in communicating with young people. Never use your knowledge of communication to manipulate others.”

“We are going to take some time to practice these active listening skills.”

“Talk about something you did last weekend.”

“How did the speaker feel when eye contact was given compared to the time when there was no eye contact?”

How did the listener feel when he or she had to look away?”

“Why do you think you had these feelings?”

“What would you like most from someone who is listening to you?”

What to do-

Introduce the **verbal feedback** session.

What to say-

“How would active listening promote youth development?”

“Where would active listening be most effective in your program?”

“People communicate to share information, ideas, and feelings. This process involves a “sender” who has the information, idea, or feeling and a receiver to whom that information, idea, or feeling is directed. The goal of the communication is an accurate understanding of this shared information, ideas, and feelings. Ineffective communication has occurred when the receiver interprets the message differently from the message the sender intended.”

“Good communication is not a simple process. It can be difficult to send clear messages, and it can be difficult to reduce interference that could distort or block messages. A receiver must learn to listen carefully and to give the sender feedback on what has been heard. A sender must be able to send clear, accurate, and specific messages and to ask for feedback to verify what was heard. These speaking skills and listening skills must be learned and practiced.”

“When we are sending messages, we are not always sure that they are being received the way we mean them. When we are receiving messages, we are also not always sure that we are hearing what was intended. In both roles, we would like to “check out” the result of our communication. We want someone to let us know if we have understood or been understood correctly. We are going to practice one way to give this kind of verbal feedback. We call this technique “paraphrasing.”

What to do-

Begin the activity by asking pairs to decide again which person will be the speaker and which person will be the listener. Explain that you will be giving the group several topics and that in each pair, the speaker will be expected to respond to each topic with short, one- or two-sentence responses. The listener is then to repeat word-for-word exactly what the speaker said. For example, if the speaker responds:

“I like to go to the lake and picnic near the water.”

The listener should repeat:
“I like to go to the lake and picnic near the water.”

Ask if everyone in the group understands the task. If they do, begin by giving the first topic:

(Responses should take less than a minute, so watch pairs closely.)

Let partners switch roles, and give them the same topics for practice.

When both partners have had a chance to listen and respond to the three topics, discuss the activity.

Tell the group that you are again going to give them three topics. This time the

What to say-

“Talk about the age of youth you work with.

Talk about the hours your program operates.

Talk about something you have changed in the way you work with your program.”

“This kind of ‘parroting’ response is not the kind of feedback that is helpful in conversation. But it does give us a warm-up for our paraphrasing exercise drill. Parroting is listening for each word, while paraphrasing is listening for the whole message.”

What to do-

listener will tell the speaker what he or she said about the topic without repeating what was said word-for-word. For example, if the speaker said, "It's seven o'clock. When are we going to eat?" The listener could reply, "You are wondering when we are going to eat because it is already 7 p.m." The listener can start the sentence by saying, "Do you mean that. . ." Ask the group if they understand the task. If they do, begin by giving the first topics:

Discuss reactions to the exercise:

Process the activity.

Help the group generalize from this experience.

Help the group apply what they learned to their youth development program work.

What to say-

"Your dream for your program."

"How youth know what is expected of participation in your program."

"The most creative thing you have seen in your program."

"How did it feel to have your words parroted?
How did it feel to be paraphrased?
How did it feel to do the paraphrasing?"

"Did any issues occur during this exercise that were surprising or enlightening?"

"How does clear feedback in conversation promote youth development?"

"Where would paraphrasing be useful in your program?"

SESSION VIII continued

Practicing Communication Skills

Activity: Developing a Feeling Word Vocabulary (15 min.)

- Objectives:** To practice skills in recognizing and responding appropriately to meaning and feeling.
- Focus:** Understanding and practicing communication skills that build relationship and support groups.

Materials List

Paper and pencil for each participant
Five pieces of flip chart paper
Markers

Participant pages:
118–119 List of Feeling Words

What to do-

Ask each participant to write the following key words in columns across their papers: happy, ashamed, afraid, angry.

Break into groups of two to three people. Ask them to write down all the adjectives that they can think of which describe these key words, using slang terms and language typical of their age and social group.

After about 15 minutes, ask the group to get back into the circle. Go around the circle and ask each person to share a word.

Have one person write all of the words on the large sheets of newsprint, one for each category.

What to say-

What to do-

Make some summary comments at this point. Are some important words missing? Are there some words that are very abrasive or very weak?

Talk about the different shades of meaning of the words on one of the lists. The sad list might have words like alone, frightened, quiet, or crying on it. The angry list might contain a range from annoyed to furious.

Refer to participant pages 118-119
List of Feeling Words

What to say-

“Was it easier to find adjectives for positive emotions or negative emotions? Why?”

“Why is it important to think about feelings associated with emotion?”

“What is the advantage of using very explicit words to express your emotions?”

“The words we choose are passive, assertive, or aggressive just like our voices and our postures. They are all part of how we communicate. With a little thought, we can often come up with the words that accurately describe our thoughts and feelings. This will help others understand and have empathy.”

“In most communication efforts, a feeling is tied to an idea or thought. Those people who are able to interpret the feeling behind the words are perceived to be attentive, skilled communicators.”

“We are going to practice using feeling words to deal with issues that have a strong emotional aspect for us.”

“We will spend a few minutes now paraphrasing the responses of your partners to some topics I will provide. I would like one of you to be the listener while the other responds to the topic. When I call time, the listener is to paraphrase what was said, including the feelings that were perceived.”

“This list will serve as a resource.”

What to do-

Allow 3–4 minutes for this response.
Then offer the second topic.

What to say-

“After working with two topics, I will ask you to change roles so that the “sender” will become the listener and will have the opportunity to paraphrase for feeling.”

“The first topic is:

- Describe an experience you have had working with a teen event.”

- Describe what you would do in your program with unlimited operating dollars.”

“Paraphrasing for feeling can often defuse tense situations with youth and/or their parents.”

SESSION VIII continued

Practicing Communication Skills

Activity: I-Messages (25 min.)

Objectives: To practice using a technique to address issues that could become conflictual.

Focus: Understanding and practicing communication skills that build relationship and support groups.

Materials List

Projector and screen

Slide –
(master following lesson)
“I-Message”

Participant pages:
121 Role-Play Situations
123 Practice Guide for I-Messages

What to do-

Introduce concept of communicating to reduce conflict.

Explain to the group that you are going to tell them the same message twice, using

What to say-

“It is easier to create an environment that is healthy and to encourage communication skills that minimize the opportunities for conflict to escalate than it is to intervene when conflict erupts at volatile levels. We are going to spend some time with methods for communicating with youth, parents, and co-workers that minimize conflict.”

What to do-

different words. Ask them to listen carefully and pay attention to both the words and their gut-level feelings as they listen to you. Talk to the group, beginning each sentence with the word "YOU." Say something like:

Tell the group that this is the end of the first message. Now you're going to say it again. This time, begin every sentence with "I."

Ask for responses.

Discuss the reactions of the messages with the group. Keep the discussion going until someone mentions the "YOU" difference.

Once the group identifies the distinction, turn the discussion to the important difference between an I-message and a YOU-message.

What to say-

"YOU haven't been paying enough attention to me during these lessons. YOU came into the group yesterday noisy and preoccupied. YOU seem to care more about talking to each other than you do to listening to me. YOU make me feel like I'm going to a lot of trouble for nothing. YOU really make me feel lousy."

"I feel like you are not paying attention to these lessons. I think you're more concerned about talking with each other than listening to me. I wonder if these lessons are worthwhile and whether I'm doing a good job. I don't think we're connecting on these topics."

"Both of these messages were about paying attention to me. But they were stated very differently."

"How did you feel when I gave the first message? Did you feel differently when I gave the message the second time? What was the difference in the feelings? What was the difference in the words?"

"A YOU-message escalates conflict. Such messages usually blame, accuse, threaten, order, put down, or make the other person

What to do-

Display overhead of "I-Messages"
(Participant page 120)

Refer to "Practice Guide for I-Messages,"
page 123.

Choose a situation from those listed on the
handout and assign roles with two people
acting and with one as observer.

1. Have the observer read over the
"Practice Guide for I-Messages" and be
ready to take notes on the demonstration.

2. Have the role-players begin
to act out the situation and continue the
conversation for a brief time.

3. Have the observer give
the role-players constructive feedback
concerning their use of I-messages.

What to say-

feel guilty. Much of our communication falls
into this category, often unintentionally."

"An I-message is a way of communicating
that reduces conflict. I-messages indicate
that a person is taking responsibility for his
or her thoughts and feelings. An I-mes-
sage expresses the impact of another's
behavior, but leaves the responsibility for
modifying the behavior with the other per-
son."

"An I-message has three parts:
- I feel (specific feelings . . .)
- when (specific behavior . . .)
- because (tangible effect . . .)"

"I-messages implicitly say, "I trust you to
care about my feelings and to decide what
change in behavior is necessary."

"We are going to be working in groups of
three to practice I-messages. Two people
will role-play while the third acts as
observer and recorder. We will then switch
roles for the next practice."

What to do-

Ask each person in the small groups to take a turn at using I-messages and being the observer. Move around the room to help anyone who has problems or questions.

Ask for responses to the activity.

What to say-

“How did this activity feel? Do the I-messages still seem artificial?”

“Did any issues come to light that you didn’t expect? Often when people start talking about what they feel, friends and family members are surprised by what they learn.”

“I-messages give you a way to speak your mind without blaming and judging others. They allow honest expression of feelings. On the receiving end, when given an I-message, you can learn some important things if you listen.”

“Honest expression and good listening go hand in hand. Good communication requires each person to speak, listen, and respond.”

I-MESSAGE

“When...”

(State the unacceptable behaviors)

“I Feel...”

(Express feeling about the behavior)

“Because...”

(Describe the effect of the behavior)

SESSION VIII continued

Practicing Communication Skills

Activity: Stoppers and Openers (30 min.)

Objectives: To reinforce skills in using positive responses that enhance ongoing conversation.

Focus: Understanding and practicing communication skills that build relationship and support groups.

Materials List

Masking tape
Index cards
Flip chart paper

Participant pages:
125 Verbal Statements – Stoppers and Openers
126 Improving Communication
127 Tips for Good Communication

What to do-

Make 2 flip chart posters. Title one piece of newsprint “Stoppers” and another “Openers.” Write the sixteen verbal statement groups listed on page 124-125 on index cards (one group per card). Do not include the response category. This is for your information only.

Introduce participants to the art of opening up communication.

What to say-

“Some of our verbal statements stop communication and some encourage communication. Statements that stop

What to do-

Tape the two sheets of paper labeled “Openers” and “Stoppers” on opposite sides of the room.

Distribute the sixteen statements randomly among groups of two to four participants and ask them to classify them as either “Stoppers” or “Openers.”

Have groups read aloud the statement on the card and indicate whether it is a “Stopper” or “Opener.” Ask for group feedback on the responses.

As a group, participants should decide in which category the response belongs. Tape the card on the poster under that category.

Facilitate a discussion about the experience. Ask for responses to the activity.

Continue with a general discussion of how statements hinder or aid conversations.

Refer to page 126, “Improving Communication.”

Ask the group to report back.

What to say-

communication are often called “stoppers” and statements that encourage communication are called “openers.”

“How do you feel when you get a request framed to sound like a “stopper”?
What “stopper” and “opener” statements are you most aware of in your own communication?”

“The way we use words is important. Begin to pay attention to how people say things, especially people who rub you the wrong way or irritate you for reasons you can’t identify.”

“This page contains 12 statements that are ineffective ways to respond to a problem. I would like you to work with your partner to change these responses to positive responses.”

What to do-

Facilitate a discussion and offer suggestions where needed.

Refer to page 127, "Tips for Good Communication."

Give the group time to read — monitor group to determine when they have completed this task.

Facilitate a short discussion.

What to say-

"Do you agree with the response category classification given for these stoppers? For the openers?"

What ideas are most powerful to you?

LESSON PLANS

Reflection Page

**Day Three:
Valuing Diversity
and Communicating
Effectively with Youth**

REFLECTING & APPLYING

Day Three

Activity: Daily Reflection Page (30 min.)

Objectives: To integrate the day's experience with the participants' work with youth. To bring closure to the day's experiences.

Focus: Recapping the day's events and applying thoughts to paper.

Materials List

Post-it notes

Make handouts of:
Reflection Page Day Three
(following the lesson)

Have the handouts printed on carbonless, three-part NCR paper so they will have a copy and you will have a copy of their reflection page for your files.

What to do-

Bring the total group together and offer a brief recap of the day's experiences.

Discuss the rationale for personal reflection at the end of each day.

Hand out the Reflection page.

Refer back to the lesson on day one, pages LP47 for procedure for the activity.

What to say-

DAILY REFLECTIONS TO:

- Make Meaning of the Day
- Apply to My Work Back Home

Day Three: Valuing Diversity and Communicating Effectively with Youth

Personal Reflections

What skills in communicating did I appreciate practicing today?

What was the strongest “aha” for me in learning about diversity?

What ideas stretched my understanding about peer groups today?

Taking Action

Who needs to be involved to help me increase the skills of youth in my program to communicate respect and value for one another?

My Role as Youth Worker/Advocate

How can I demonstrate to youth that I am willing to listen to their ideas and needs?

What can I do to increase the skills of youth in my program to communicate respect and value for one another?

What can I do to create a more trusting and respectful environment in groups with whom I work?

What kinds of groups or peer support have I observed in my program?