A Toolkit for Creating a Diverse and Inclusive Youth Advisory Council

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TRANSFORMING
Michigan Philanthropy
through
Diversity & Inclusion

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Introduction

Welcome to the toolkit that was composed to help you facilitate a learning journey for YAC members. This toolkit was designed to be a useful resource for creating diverse and inclusive YAC groups. To accomplish these goals, the toolkit contains exercises and experiential activities. These resources are designed to emphasize the importance of diversity management competencies and inclusive practices to YAC groups. Therefore, the activities are designed for learning about diversity management and inclusion to occur through inquiry, reflection and application.

Remember as stated by Margaret Mead, "If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place." Seize the opportunity!

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Dialogue Facilitation

Creating an Inclusive YAC Group will require getting to know, appreciate and understand people who come from different backgrounds, cultures and perspectives. Dialogue is a way to share feelings, ideas and experiences about difficult topics with people who may think differently from each other. It is not debate or casual conversation. It is often lead by a facilitator who follows a set of guidelines that enhance the ability of participants to learn from each other and communicate effectively and respectfully.

A good facilitator guides discussion, makes sure everyone is included, establishes ground rules and keeps the group on topic. Sometimes the dialogue is about current events or a specific topic sparked by thoughtfully prepared questions. Another way to spark dialogue is to use different media as a focal point for discussion. See Toolkit section IV for movie, book and TV suggestions.

Whether you are planning to watch and discuss a movie or have a discussion about current events, there are some important points to remember to make sure your dialogue session is a success for everyone…

Setting the Tone

1. *State the Purpose*
It's always a good idea to remind participants in your group what it is they will be discussing or working on.

2. *Introductions/Ice-breakers*
People who get to know each other a bit will feel more comfortable opening up to one another during dialogue. Also, if you are going to discuss deep or challenging topics, it usually helps to warm up the group by having them talk about themselves, or something easier for them. A simple ice-breaker is Interviews. Have everyone get into groups of three and interview each other. The goal is to find out something interesting about the interview partner that you think no one else will know. Then ask everyone to introduce their partner to the rest of the group by sharing the interesting fact that they learned. Some example interview questions are:

Does your name have any special meaning?
Where were you born? Where were your parents born?
What type of music do you listen do?
What do you like to do in your free time?
What is your favorite food, and why?
What is your first memory from childhood?
What is your favorite place to be?
What scares you?
Who do you look up to or respect the most?

3*. Ground Rules*
No matter how experienced the group, setting some sort of group norms or ground rules is absolutely essential. Share the list below and ask if anyone can think of anything else they need to be able to share in honest and open dialogue.

Ground Rules
- **SPEAK** about your own ideas, opinions and feelings and be aware of how your words affect others.
- **LISTEN** when others are taking a turn to talk. No side conversations please.
- **RESPECT** the opinions, feelings and perceptions of others. Don't judge, criticize or put down or try to change anyone else's mind.
- **BE OPEN MINDED** to learning something about someone else's point of view.
- **RESPECT** confidentiality. Please don't name names here or repeat names outside of this room.
- **LEAVE** personal prejudices at the door and try to participate honestly.

Facilitating the Dialogue

1*. Including Everyone.*
People have different ways of sharing (i.e. *introverts* who need more time to process information before sharing vs. *extroverts* who respond very quickly). Think about how to include everyone in a dialogue, regardless their style of sharing.

2*. Keep Discussion Flowing*
In leading the dialogue the facilitator keeps discussion flowing by asking questions or sharing other perspectives. Questions used in a dialogue session should be thoughtfully prepared in advance to address the stated purpose. Examples of dialogue questions can be found in some of the other sections of the Toolkit; Body Image Blues, Magazine Mash Up and others.
Closed vs. Open Questions
Closed questions can be answered with one or two words and can bring discussion to a halt, because they are answered quickly and without much thought.
>   "What is your favorite color?"
>   "Do you like to watch basketball?"
>   "Do you agree with Jamar's answer?"

Open questions cannot be answered with a single word, but instead require a longer, more thoughtful answer. Open questions keep discussion moving, because they require participants to think about their answers and share more information. They also allow for more follow-up questions based on the answers given.
>   "What role do color and texture play in the clothing that you buy?"
>   "What do you enjoy the most about your favorite sport?"
>   "Which parts of Jamar's answer did you disagree with, and why?"

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3. *Problem Behaviors*

Sometimes things happen during a dialogue that makes it challenging for the facilitator. Here are some suggested strategies.

No one is talking.

- *Have people take a moment to write down their responses, and then share them out loud.*
- *Ask individuals what they think.*
- *Try a new question or topic.*
- *Go around the circle and ask for thoughts.*

One person is dominating the discussion.

- *Say something respectful like "Let's hear from someone new this time".*
- *Call on individuals that you haven't heard from yet.*
- *Make a ground rule that each person must speak once before people can speak again.*
- *Have the group wait thirty seconds after each question before they respond, so that introverted group members have time to process their thoughts.*

People are talking over one another and/or arguing.

- *Remind the group of the ground rules that they agreed to.*
- *Take a time out for everyone to gather their thoughts.*
- *Respectfully ask members to speak one at a time, so everyone can be heard.*
- *Try to find common ground between arguing group members.*

People are holding too many side conversations.

- *Remind the group of the ground rules that they agreed to.*
- *Take a time out and ask everyone to jot down their thoughts about the topic or question, and then share them.*
- *Has the group lost interest in the topic? Maybe it is time for a new question or approach.*
- *Respectfully ask the group to stay focused on the topic at hand.*

Provide Closure

1. Review what was discussed. If appropriate identify next steps or action plans.

2. Thank everyone for participating, for their honesty and openness.

Youth and Adult Partnerships

Introduction

Creating an Inclusive YAC Group begins with ensuring a respectful, working relationship between youth and adults. This is a good place to start working on diversity and inclusion. Many of the following Topics and Tips on Youth/Adult Partnerships should be adapted to consider ways to develop inclusive, effective working relationships with other diverse groups in your community.

Youth/Adult Partnerships

This Tip Sheet looks at the components of creating a Youth/Adult Partnership and what needs to be in place for a partnership to manifest into a sustainable relationship. There are eight topics that will help to ensure a successful **ALLIANCE**.

ATTITUDES

Youth and Adults need to assess their own attitudes and behaviors. Some key questions that should be addressed individually by each member are:

- Do I appreciate different perspectives?
- What stereotypes do I have about others?
- Why should I be open to working with youth/adults?
- Could I share power with a(n) youth/adult?
- Do I hold preconceptions about youth/adults? What are they and why?

Respect also plays a major role in one's attitude/behavior towards others.

- Each person in the group deserves the same respect given to others.
- A culture of respect provides all people the opportunity to act on their dreams and learn from their mistakes.

LEARNING

Create opportunities that foster mutual learning.

- Provide for orientations and trainings that are beneficial to support both youth and adults.
- Make sure that the trainings are relevant to the group's purpose and will enable them to get things done effectively.
- Consider trainings on: problem solving, action planning, how to read budget reports, etc.
- Be sure to get suggestions on trainings from members and utilize youth trainers.

LOGISTICS

- Determine roles and responsibilities for both youth and adults: "How will young people fit into the organizational structure or overall plan?", "Who will be responsible for what?".
- Be conscious of youth and adult schedules when planning meetings and gatherings.
- Account for transportation of youth and be aware of food and beverages served at meeting(i.e., if serving alcohol to guests offer youth a non-alcoholic alternative).

INVOLVEMENT

Count us in: Decisions **about** young people should be made **with** young people.

- Involving young people from the beginning builds ownership.
- Adults need to support young people in taking on responsibility based on what they **can** do, not what they **have** done.
- Young people and adults must hold each other accountable for all their decisions and actions.
- Provide financial and moral support.
- Create situations which foster mentorship between youth and adults.
- Push your organization/project/team to challenge the boundaries; How could this Youth/Adult Partnership be even more successful?
- Encourage creative and new ideas.
- Acknowledge time, effort, and successful partnerships with recognition and celebration activities.
- HAVE FUN!

ANALYSIS

Reflection helps everyone appreciate the importance of their work—for themselves, for their program, and for their community.

- Both youth and adults should reflect on strengths, weaknesses, and personal practice they observe through their partnership.
- Reflection can be facilitated through on-going discussions about:
  - What have we learned through this interaction?
  - Should anything be changed?
  - What are some areas in which I can improve?
  - What have we gained?
  - How can we do things better?

NETWORKING/OUTREACH

Find out who is doing the same thing:

- Invite other Youth/Adult partnership groups to functions.
- Ask youth or adults from other groups to give workshops/presentations
- Let other groups know your availability for trainings.
- Help to build sustainability in your group by reaching out and having others become involved.
- Encourage people from diverse backgrounds and perspectives to participate.
- Sell your program or idea: What will new participants help accomplish?
- Determine the benefits of participation: Youth—How will you benefit from participating in a project or program?; Adults—What does your program/organization have to offer?   (experience/skills/stipends)
- Involve young people in the recruitment process. Program alumns are oftern most effective at attracting new members.
- Young people and adults should continually challenge the impact of their programs on the community.

COMMITMENT

It takes time: Investing in the future is accepting young people as leaders today.

- Both youth and adults should be honest about the expectations they have of each other and the level of commitment they are able to contribute to the partnership.
- Young people and adults must let their fears aside and take a chance on each other.
- Each person must develop their own ability to work with each other.
- Both parties must be willing to commit their time and energy to do the work and be willing to learn from each other.
- Strong partnerships require patience, understanding, and courage.

EXCHANGE

Listen up: An honest and open exchange of ideas is crucial.

- Open the door to communication—often times both young people and adults avoid genuine communication with each other.
- Young people are best heard when adults step back and young people step up.
- Adults are best heard when they are straight up and explain where they're coming from.
- All people's ideas and opinions are valuable and must be heard.

Information obtained from:
Youth Voice Begins with You!—A Resource and Training Manual for Young People and Adults Building Communities Together
Youth Voice—A Guide for Engaging Youth in Leadership and Decision-Making in Service-Learning Programs

Dialogue Programs

This exercise was adapted from the Michigan Roundtable for Diversity and Inclusion

Another way to use dialogue to help the members of your group explore their beliefs and values, while taking a closer look at issues of diversity is to use the media as a focal point for discussion…

Body Image Blues

Objective: To explore and discuss how images in the media may reinforce or challenge stereotypes about gender and affect self image.

Materials Needed: Various teen and/or mainstream magazines (Jane, Vanity Fair, GQ, Teen People, Seventeen, YM, Essence, Details, etc.) and scissors.

Magazine advertisements can be a simple, effective way of illustrating how the media can support or challenge cultural or gender norms in society.

- Either all together, or in small groups, have members flip through magazines and cut out advertisements that have people in them. Lay the ads out where everyone can see.
- Examine the ads. How many different body types are portrayed in these ads? Is one body type more prevalent than others? Why do you think this is?
- Do you think the models in these ads are realistic representations of men and women in your community? Why or why not?
- What effect, if any, do you think seeing ads that only feature slim models has on young women's self images? What about young men?

Sitcom Study

Television is an aspect of the media where diversity-related issues often surface. What we see on TV often reflects attitudes in society (or perhaps influences those attitudes).

- Assign different group members a night of the week or a certain television station and ask them to watch the programs on their night and take notes: How many of the characters on the shows were racial minorities? How many characters were part of other minority groups (people with disabilities, gay/lesbian, etc.). What about the characters in the commercials?
- Did the minority characters in the shows you watched fit any stereotypes? In what way?
- Have members report their findings to the group. Discussion questions:
  - Are television programs an accurate reflection of American society?
  - In what ways can TV shows reinforce stereotypes (or challenge stereotypes)?
  - If you were the president of a TV network, what changes would you make so that shows on your network were more inclusive and respectful?

Deepening Gender Awareness

Bonner Curriculum

Overview: The roles associated with gender influence each aspect of our lives. Our gender can affect everything from the clothes we wear to how we talk. As a continuation of *An Introduction to Gender Dialogue,* this workshop provides a structured setting in which participants can explore and discuss their own reflections about how gender has influenced their own behavior and interactions within the society at large. Through this sharing and dialogue, participants deepen their own self-awareness, as well as abilities for interpersonal relationships and working in a way that is aware of issues and biases.

Category: Interpersonal development; relationship building; reflection.

Level: Advanced

Recommended Bonner Sequence: This training (in conjunction with the Building Gender Awareness training) can be used at any time during the Bonner program but is recommended for Bonner students during the sophomore year in conjunction with the diversity awareness baseline/intention, if chosen by the campus. If that goal is not explored at that time, this workshop is also excellent for upper-class students, as a way of deepening gender awareness. There are some programmatic elements within this training that overlap with the first training (including a repeat of the introduction of theory), so it may be helpful to read both and modify accordingly.

expectation	explore	experience	example	expertise
		♥	♥	♥

VALUES: community building, diversity, social justice

Type: Structured activity suitable especially for large groups in a workshop or regular meeting session

Goals of this Guide:

To provide participants with an analytical foundation to think critically about gender roles and behaviors that stem from such roles.

To engage participants in dialogue about gender, its nature as socially and culturally constructed, and through that dialogue to deepen understanding and appreciation for the people's individualized experiences with gender and gender roles.

To promote inclusion, openness, and communication about issues related to sex and gender (being male and/or female) and in so doing to provide a foundation for equitable treatment (in community) based on sex/gender.

Materials and How to Prepare:

To prepare for the workshop, read the guide carefully. Make sure that you feel comfortable with facilitating the exercises in an open and objective way.

Prepare all materials for the exercises. Make sure you: 1) Prepare signs to be posted in 4 corners of the room for the Four Corners exercise that read *Impossible, Maybe in Some Cases, Not Sure, and Completely Possible and* 2) have only half the number of seats for the number of participants you expect.

Brief Outline:

The workshop is organized around leading participants through a series of group activities and group discussions. However, as the facilitator, you will be responsible for identifying how the participants (especially in the opening exercise) successfully or unsuccessfully display gender roles based upon their designated color of blue or pink. If you are not familiar with how gender affects behavior, you may need to a little research before facilitating this workshop.

This 1.5-hour outline has the following parts:

1) "Pink and Blues" and Gender Conditioning   suggested time 5-10 minutes
2) Review of Gender Theory   suggested time 10 minutes
3) Why is Gender So Important?   suggested time 10-15 minutes
4) Stand & Declare Dialogue   suggested time 20-30 minutes
5) Small Group Discussion   suggested time 10-15 minutes
6) Alternative Exercise 1: *"Real Women & Men."*   suggested time 15-20 minutes
7) Alternative Exercise 2: *"Gender Bending."*   suggested time 15-20 minutes

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Part 1) "Pink and Blues" and Gender Conditioning
Suggested time: 10 minutes

As participants enter the workshop, randomly hand out slips of pink and blue paper or post-its. Try to give more blue strips to female participants and more pink strips to male

participants. Provide tape so the participants can tape the strips on their chests. The colored slips will identify the socially appropriate gender the participant will have throughout the workshop. So blue = male and pink = female.

As the facilitator, during the warm up, you want to exhort the blues to act like blues (or men) and the pinks to act like pinks (women).

At the beginning of the workshop, introduce yourself and explain the focus of the session. You will also notice that half the participants are standing while the other half is sitting since you only provided half the number of needed seats. You are ready to begin the exercise.

Begin by pointing out that each participant has one of two colors, blue or pink. Then say something like:

"I'm going to expect you to act like real blues and pinks in this workshop. But it already looks like some blues are not behaving like blues. There seems to be a few blues sitting while other pinks are standing. Be blues and let the pinks have a seat."

You can draw this out a bit more with other comments.

After letting the participants rearrange themselves, pose a question to the group: **"When was the first time some told you boys or girls don't do that?"**

Have participants break into pairs or small groups to share these stories with each other. (The storytelling is an important element of setting a tone of openness, listening, and sharing).

After folks have had a chance to share, ask for a few volunteers to share their stories. As them to explain who made the comment, how it made them feel, and how they adjusted their behavior. As the facilitator, feel free to share your experiences as well.

Continue and present a conception of gender to be used for this session:

·   Gender is the sexual or sex-based category assigned to a person (or animal). E.g., female or male.

Note a few things about this definition:
·   Gender is determined at birth.
·   Gender is expected to remain static (unchanging) throughout a lifetime (with the exception of so-called hermaphrodites).
·   Gender roles are expectations about behavior based on gender.

If you want, brainstorm some with the group. (Examples for men might be: being polite to women, opening doors, letting them sit first, wearing blue (as babies); for women: deferring to boys/men, playing with dolls, wearing pink (as babies).

You can also ask people, "What can happen to an individual when she/he doesn't behave as prescribed/according to that gender?"

Part 2) Review of Gender Theory
Suggested time: 10 minutes

Once discussion dies down, explain that you will present some more theory about what gender is and four aspects of gender.

An expanded definition of gender:
> Gender is the sexual or sex-based category assigned to a person (or animal). It is a categorization that places people into two groups: male and female. These two groups are often biologically, sociologically, psychologically, and physiologically influenced.

However, despite the multi-influenced nature of gender, our society places a lot of weight on the physiological and biological nature of humans. At birth, biological characteristics (e.g., penis or vagina) determine the individual's categorization as male or female—and this is not expected to change.

Aspects of gender

There are four aspects of gender: Assignment, Role, Identity, and Attribution.

> *Assignment*: The gender we are given at birth, either being male or female. In this aspect, our genders are prescribed by the society in which we are born.

> *Role:* This is the set of behaviors, mannerisms, and other traits that society says we should express as part of our assigned gender.

> *Identity:* This is what we think our gender should be at any given time. Many people do not question their gender and let their assigned gender function as their identity.

> *Attribution:* This is the gender we assign people when we first meet them and is based on a set of cues that differentiate from culture to culture.

Part 3) Small Group Brainstorm
Suggested time: 15 minutes

Dividing the group up by any method you choose and into any number of groups appropriate and manageable, pose a question for the groups to discuss: **Why is gender so important in our society?**

After about 10 minutes, have each group present their top three explanations. Encourage groups to use explanations no other group has used in its presentation.

Part 4) Four Corners
Suggested time: 20 minutes

[ALSO SEE THE TWO ALTERNATIVE EXERCISES BELOW].

Now, have all participants stand. Make the following statement several times so each participants understands:

"It is possible to live without gender or to be gender neutral."

Then ask if they think it is:
1) Impossible
2) May be possible in some cases
3) Not sure
4) Completely possible

Now ask participants to choose the corner of the room with the appropriate sign that expresses their opinion of Impossible, Maybe possible in some cases, Not sure, or Completely possible.

Have each group meet and discuss why they had that opinion based on the statement. Explain that each group should develop a set of rationales that clarify their position. Ask them to keep in mind that two people may share the same response for difference reasons, and to try to represent both the main (dominant) and divergent (not-dominant) ideas in the group.

After ten minutes, have each group present its thinking.

Set some ground rules for group dialogue (if you haven't). [See the complete Stand and Declare workshop for Ground Rules].

Then allow for groups to ask each other questions and/or challenge each other's thinking (according to ground rules). Invite discussion where it is appropriate. After about ten minutes, invite group members to change position and move to another group.

Part 5) Closing Time
Suggested time: 10 minutes

Wrap up by reviewing some of the main themes and arguments throughout the workshop.

Part 4a) Alternative Exercise 1: *"Real Women & Men."*
Suggested time: 15-20 minutes

Ask the blues and pinks to separate. Tell them that they will have 15 minutes to create a 2-minute presentation explaining how real women and men behave. The blues will present how real men behave while the pinks will present how real women behave. Tell them that they can present in any manner they decide. If possible, the groups can disperse to other rooms or parts of the building to work. Give them 10-15 minutes to work.

After 10-15 minutes, have each group present. After the presentation, pose several questions to the group like:
· *Was this exercise difficult? If so, why?*
· *Was anyone offended by his or her prescribed gender's portrayal?*
· *Did any portrayal ring true to you and/or remind you of people you know?*

Part 4b) Alternative Exercise 2: *"Gender Bending."*
Suggested time: 20 minutes

Explain that "Gender Bending" is the phrase for the act of consciously or unconsciously breaking the behavior rules of your gender. For instance, at one point, only men wore pants and for women to wear them, they would be gender bending. Now everyone wears pants and is regarded as a somewhat gender-neutral behavior.

Now, dividing them into smaller groups, ask them to brainstorm ways in which they see gender bending. Ask them to think about clothing, actions, beliefs, views, etc.

After about 10 minutes, ask the groups to present some of their ideas.

Identity Circles: A Personal Exploration of Diversity

Bonner Curriculum

Overview:
This workshop guides participants through an activity called Identity Circles in which individuals reflect on and share qualities they believe make them who they are. It is an excellent activity to use with a group of students (volunteers or staff) to introduce them to thinking more deeply about the issues of diversity (within themselves and their community). This activity can help people build skills of self-reflection, communication, trust, and appreciation for diversity. Identity Circles are an ideal activity for personal exploration to build a foundation for diversity awareness, but it is simple and open enough to be used repeatedly.

Category:
Self-efficacy, personal exploration; reflection; interpersonal competencies; diversity

Level:
Suitable for all levels (introductory to advanced)

Recommended Bonner Sequence:
This training is most recommended for Bonner students during the first year (such as during Orientation, a Class Meeting, or a Mid-Year Retreat). It could be helpful as part of the enrichment activities for campuses that have selected reflection/personal exploration as an intention/baseline for freshmen year. It may also be done with students in other classes, perhaps as part of a Retreat.

expectation	explore	experience	example	expertise
	♥	♥	♥	♥

VALUES: community building, diversity

Type:
Structured activity suitable for workshop (e.g. retreat or training) or during regular meeting structure

Focus or Goals of this Guide:

Guide participants through an activity that give each person a chance to share some important aspects of his or her identity.

Learn more about the kinds of diversity represented by members of the program or campus, while understanding that different people see different things as important. Provide a safe, respectful space to explore issues of self-reflection and identity; this activity can works especially well as a precursor for more challenging forms of self-reflection or community building.

Materials:

Identity Circle blank sheets (see attachment) or blank sheets of paper
Index cards or post-its
Everyone should have something to write with

How to Prepare:

Prepare yourself to facilitate by reviewing the guide and becoming comfortable with the facilitation process. You may want to create your own identity circle in advance, so that you prepare to set a tone and can focus on the group during the activity.

How to Do/Brief Outline:

In this guide, you will find steps for taking a group of participants through the Identity Circles activity, which basically involves self-reflection, sharing, and discussion. While we recommend that you set aside time and space (like a special meeting) for this activity, it could also be integrated into a standing meeting structure (such as a Class Meeting), provided there is sufficient time. The activity should not be rushed.

If your purpose is to train-the-trainers, you may want to make that explicit during your session. You can still follow the outlined process, but also have a time for introduction, questions, and closure with the group, so that they walk away feeling prepared to replicate the experience but also have successfully completed the experience and can anticipate what is involved for participants.

The outline has the following parts:

1) Brief warm up   suggested time 5 minutes
2) Introduce the activity   suggested time 10 minutes
3) Allow group to do identity circles privately   suggested time 10 minutes
4) Sharing of Identity Circles   suggested time 40 minutes
5) Engage participants in discussion   suggested time 10 minutes
6) (If large group) Move back to large group
    and final discussion   suggested time 15 minutes

OUTLINE
Part 1) Brief Warm Up
Suggested time: 5 minutes

Within the small or large group, have everyone find a partner that they don't know well. Ask pairs to take turns explaining the origin of his/her full name ~ where it comes from, what meaning or significance the name has, if any. For instance, "My name is Heather Field, heather like the flower because my parents were really into nature." or "My last name is Johnson, the name that was given to my family by the slave owners in Georgia. We don't know what our African name was before that. My first name Abe is the name of my great-grandfather."

As facilitator ask a few pairs to share with the group what they learned. You can also debrief the exercise, eliciting responses from the group or using the following points:
    This warm up provides a simple introduction to this workshop and a chance for people to articulate things that others may not have known about them.
    Even a name often has different significance to people and it can bring up questions of origin, nationality, family influences, histories, ethnicity, race.
    The warm-up was to get us thinking about how unique we each are and to share what makes us who we are within the community.

Part 2) Introduce the activity
Suggested time: 10 minutes

Here is an opportunity for you to get the workshop going and begin introducing the exercise. You may want to introduce yourself more fully to set a stage of sharing. For instance, you can share your own name and its origins and a few things about yourself. Set an appropriate tone, using your own style. The tone should be between casual and semi-serious (probably not too lighthearted nor somber and scary).

Explain the purposes of this workshop:
    This is an opportunity for participants to engage in some structured reflection and sharing about people's identities. This activity should be interesting and useful for us as a group and also as an activity we can take back and use with our teams.

You may want to review the outcomes of the workshop:
    Self-reflection, sharing, and the chance to articulate things that are important to us individually
    Explore in more depth what is the "diversity" in this group
    Experience a safe, respectful space for exploration, dialogue, learning about others.
    You may want to set out some ground rules or briefly have the group offer ground rules for the session related to this point. (A ground rule is a stated expectation that the group members agree to, and that the facilitator agrees to hold participants accountable for).

Explain briefly the structure of the workshop:
> This workshop is designed for a small group of 4-10. Most of the activity calls for self-reflection and sharing. The facilitator will have the dual responsibilities of modeling the exercises and providing structure and movement through the workshop.
>
> If you are doing the activity with a larger group (e.g. at a retreat), create subgroups in advance and POST THESE VISIBLY SO PEOPLE CAN MOVE INTO THEM. Instruct people to move into teams and have a designated FACILITATOR for each one.

Part 3) Reflect and do identity circles
Suggested time: 40 minutes

The group (or each group) should have a private or semi-private space where they can sit in chairs in a circle. The facilitator will explain the exercise and also go first, modeling a level of sharing and tone.

Team facilitators should:
> Explain the exercise. Pass out the attached identity circles handout or blank paper while doing so. The visual aid will help people follow the steps of the activity.
>
> Explain that everyone should draw a circle and write his/her name in the middle.
>
> Then draw eight "spokes" out from the middle circle.
>
> On each of their spokes, participants will write something that is important to your identity. For example, it can be a word, like "Asian" or "gay" or a phrase like "parents divorced when I was 5" or "Huge Red Sox Fan" or "love being with friends and family."
> *Everyone should be prepared to share most/all of the qualities.*
>
> Explain that each person makes a choice as to what he/she shares.
>
> Give people 5 minutes or so to fill in the spokes.

Then, guide the group through sharing:
When time is up, give each person roughly 3-5 minutes to share their identity circle with the group. The FACILITATOR GOES FIRST and sets the tone for sharing. This works best if the FACILITATOR demonstrates trust, humor, and meaningful sharing. You can use the following guide for sharing:

> Share the thing you are most proud of or happy about right now.
>
> Share the thing that is most controversial for you or that you are struggling with right now.
>
> Share the thing that you put down that surprised you.
>
> Share 2-3 others things you want the group to know about you.

Give everyone a chance to share, without discussion. People may become emotional during presentations (you may observe sadness, happiness, anger, etc.). If they do, don't get anxious about it. Generally, though, this exercise is fairly even. Set a respectful tone of listening and reflection. It is okay for people to expand on an item on their circle. However, you should not allow for people to interrupt each other or go back-and-forth.

Part 4) Team discussion
Suggested time: 40 minutes

After each person has spoken, you can engage the team into dialogue. Some questions to use are:

> What did you think of the exercise?
> Was anybody surprised by any of the words they chose for themselves?
> Are there words that your friends or family might use that you did not use? Why is it that others see us differently that we see ourselves?
> Is race/ethnicity a big factor in identity circles for members of this group? Why or Why not? How about gender? Why or why not? How about sexual orientation? Age? Family upbringing? What did people notice as important common factors?
> What are some of the other ways we differ from each other? What ways are we similar? What can we learn from our differences and similarities?
> Why is learning about each other in this way important to our team/group, Bonner community, organization, or project?

Part 5): (For large groups only) Larger-Group Final discussion and/or Wrap Up
Suggested time: 15 minutes

You can do a few things, in whatever order facilitators deem important:

Open the large group for discussion, perhaps by using a few questions or asking for comments about the exercises. For example, you can ask:
> Was it easy or hard to do this? Why?
> Do people, over the course of working together, share things about themselves they want people to know? Why and how? What, if anything, seems to prevent this kind of sharing from happening?
> How can we take this exercise and/or information with us as we work together? How does this exercise lay the groundwork for other things?

Then, you can pass out blank index cards to the large group and ask everyone to answer two questions on the card. DO NOT WRITE YOUR NAME ON THE CARD. On one side, write what you learned during this exercise. On the other, write what will you strive to do as a result of this exercise. Facilitators collect cards and read some out, asking for comments.

Wrap Up:
Bring things to a conclusion. Figure out how you want participants to end the workshop. Do evaluations and/or suggest next steps.

Identity Circle
Put your name in the middle and identify 1 quality/trait for each of the 8 spokes.
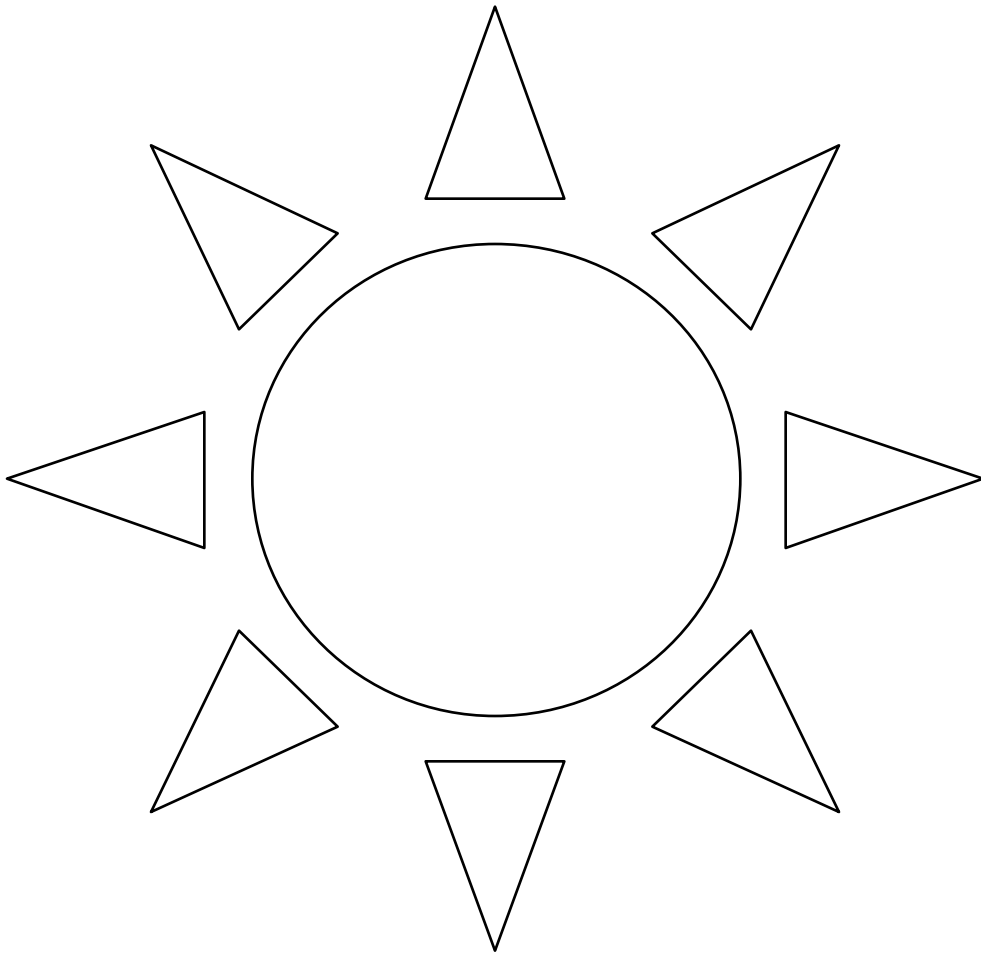
Leadership Compass: Appreciating Diverse Work Styles

Overview:

This material in this workshop is taken from the Bonner Curriculum from the Bonner Foundation in Princeton New Jersey.

The purpose of the workshop is to enable participants to articulate at a higher level why they work the way they do, as well as identify skills and strengths they would like to enhance. This workshop also is a tool to bolster team accountability by pushing people to consider the way in which their styles plays out on a team and how each person might become better at changing work styles to balance a team or fit a given work situation.

Category: Diversity; leadership development; problem-solving; team and personal management

Focus of this Workshop:

In sum, Leadership Compass is about:
➢ Developing a deeper sense of self-awareness about one's leadership style and approach
➢ Developing a more balanced approach to work style; seeking out areas of growth or change
➢ Developing an understanding of how one's work style affects team functioning
➢ Deliberately building skills in all four directions to enhance personal and team performance

History

The Leadership Compass draws from a Native American Indian–based practice called the Medicine Wheel or the Four-Fold Way. In the Four-Fold Way, the four directions are described as warrior (north), healer (south), teacher (west), and visionary (east). All directions have profound strengths and potential weaknesses, and every person is seen as capable of growing in each direction. Each direction has a primary "human resource," including power (north), love (south), wisdom (west), and vision (east), as well as primary struggles, associated with loss or difficulty. Each person can access the gifts associated with each direction; through work, ritual, a variety of practices; in order to become more whole.

This workshop builds on the Leadership Compass framework to allow individual participants to dig deeper in their perceptions of self and team. Non-profit organizations modified the original framework and language to be more suited to the professionally-oriented cultures of organizations. This workshop pushes the notion of the "learnable" qualities of each direction, when a person adopts a willingness to learn and change.

Focus on these questions while reviewing the four directions

- What's your first inclination when you get a new project?
- What's your tendency when you're under pressure?
- What feedback have you been given about yourself?
- What seems most comfortable?

Listen carefully and consider…
- What is my 'PRIMARY DIRECTION'? That is the direction I most identify as my own style.
- WHEN ACTING AS A PROJECT DIRECTOR OR TASK LEADER, (keeping in mind that many of us work in some of all of the directions at different times)… Identify the direction that best fits me.

*Remember…later in the workshop, we will explore skills from all of their directions.

Now that you have chosen your primary direction…

Discuss these questions with your group:
- What's really great about being your direction?
- What's really hard about being your direction?
- What's difficult about working with the other directions?

*In this discussions, people can recognize that although they are at the same "primary" direction, they have different responses to these questions.

Group Activity

Each group sitting in their primary direction will address this question:
- Plan a two week vacation

Each group must report out their solution to the above question.

Going to Extremes

Focus on how your style might be misunderstood, conflict with others, or be taken too far in a group dynamic. This should raise awareness of people for the "balancing" possibility of different styles.

Your groups will have **five minutes** to focus on the following question:
- When you take your direction to an extreme or are inflexible with your style, what do you think the other directions are saying about working with you?

Each group will report out after time for discussion.

Which directions are your 2nd, 3rd, and last choices?
SECONDARY direction - the side s/he feels is second most likely to use in the project administrator role.

THIRD direction – the side s/he feels is next likely to use in the project administrator role. Look around and see where your teammates are now. ☺

FOURTH direction - what you perceive as your weakest

The next activity will involve working with our weakest direction.
Group Activity: Walking in someone else's "MOCCASINS"

This activity must be performed FROM THE PERSPECTIVE OF YOUR FOURTH (WEAKEST) DIRECTION (the one they are in now).

➢ POSSIBLE SCENARIO:
Your committee is part of the historical society of a local community. The historic drive-in movie theatre may be put up for sale and an outside land developer wants to purchase the property and demolish the drive-in to build an office complex. Even though the owner has let the property get completely run down and it has now become a haven for illegal drug activity, this drive-in is one of the first drive ins that were created in the country and your committee has been assigned the task find a way to save this historic landmark and get the community to invest in restoring it back to its original structure. The historical society has given you a budget of $2000 for seed money to help you get an action plan started.

Discuss these questions to address in relation to the scenario, like:
➢ "How do you handle this situation?
➢ "Generate a proposal and strategic plan, within the timeline and budgetary limits, to take on this challenge."

After completing the activity, ask yourself these questions:

➢ Was it challenging to have to play out your weakest direction?
➢ What did you learn?
➢ Does this resemble or counter dynamics of our team? How? When?
➢ Does this make you think that you may have more of that direction than you thought?

Balancing for Success

The Leadership Compass is a good tool to use to see where our "comfort zone" is in our leadership style. We recognize that we need all the points of the compass to be a leader and even our "comfort zone" is probably between two points.

The Leadership Compass is also a good tool to use when determining the success of any project. For each project you are working on, you can ask yourself the following questions:

Vision (East)
- What was the vision of what we wanted the project to look like?
- How did we imagine and look at everything that was possible?

Relationships (South)
- How did people in the group relate to each other?
- How did individuals identify with the group?
- What did people feel about the project and their participation and contribution?

Process (West)
- How did we do the project?
- What was our plan and how did we come up with it?
- How as the project supervised and evaluated?

Results (North)
- How well did we complete the project?
- Which success criteria of the project did we meet?

North

West

Leadership
Compass

East

South

Leadership Compass: NORTH (Warrior)

Approaches to Work/ Work Style:
- Assertive, active, decisive
- Likes to determine course of events and be in control of professional relationship
- Enjoys challenges presented by difficult situations and people
- Thinks in terms of "bottom line"
- Quick to act or decide; expresses urgency for others to take action
- Perseveres, not stopped by hearing "No," probes and presses to get at hidden resistances
- Likes variety, novelty, new projects
- Comfortable being in front
- Values action-oriented phrases, "Do it now!", "I'll do it", "What's the bottom line?"

Overuse: Style Taken to Excess:
- Can easily overlook process and comprehensive strategic planning when driven by need to act and decide
- Can get defensive, argue, try to "out expert" others
- Can lose patience, pushes for decision before its time, avoids discussion
- Can be autocratic, want things their way, has difficulty being a team member
- Sees things in terms of black and white, not much tolerance for ambiguity
- May go beyond limits, get impulsive, disregard practical issues
- Not heedful of others' feelings, may be perceived as cold
- Has trouble relinquishing control - find it hard to delegate, "If you want something done right, do it yourself!"

Best Ways to work with a North:
- Present your case quickly, clearly, and with enthusiasm and confidence
- Let them know they will be involved – their pay off and their role
- Focus on the "challenge" of the task
- Provide them with plenty of autonomy
- Establish timelines and stick with them
- Give them positive, public recognition
- Use them to complete tasks that require motivation, persuasion, and initiative

Leadership Compass: SOUTH (Healer)

Approaches to Work/ Work Style:
- Understands how people need to receive information in order to act on it
- Integrates others input in determining direction of what's happening
- Value-driven regarding aspects of professional life
- Uses professional relationships to accomplish tasks, interaction is a primary way of getting things done
- Supportive to colleagues and peers
- Willingness to trust others' statements at face value
- Feeling-based, trusts own emotions and intuition, intuition regarded as "truth"
- Receptive to other's ideas, builds on ideas, team player, noncompetitive
- Able to focus on the present
- Values words like "right" and "fair"

Overuse: Style Taken to Excess:
- Can lose focus on goals when believes relationships or people's needs are being compromised
- Has trouble saying "No" to requests
- Internalizes difficulty and assumes blame
- Prone to disappointment when relationship is seen as secondary to task
- Difficulty confronting or handling anger (own or others'); may be manipulated by emotions
- Can over-compromise in order to avoid conflict
- Immersed in the present or now; loses track of time; may not take action or see long-range view
- Can become too focused on the process, at the expense of accomplishing goals

Best Ways to Work with a South:
- Remember process, attention to what is happening with the relationship between you
- Justify your decisions around values and ethics
- Appeal your relationship with this person and his or her other relationships
- Listen hard and allow the expression of feelings and intuition in logical arguments
- Be aware that this person may have a hard time saying "NO" and may be easily steamrolled
- Provide plenty of positive reassurance and likeability
- Let the person know you like them and appreciate them

Leadership Compass: EAST (Visionary)

Approaches to Work/ Work Style:
- Visionary who sees the big picture
- Generative and creative thinker, able to think outside the box
- Very idea-oriented; focuses on future thought
- Makes decisions by standing in the future (insight/imagination)
- Insight into mission and purpose
- Looks for overarching themes, ideas
- Adept at and enjoys problem solving
- Likes to experiment, explore
- Appreciates a lot of information
- Values words like "option," "possibility," "imagine"

Overuse: Style Taken to Excess:
- Can put too much emphasis on vision at the expense of action or details
- Can lose focus on tasks
- Poor follow through on projects, can develop a reputation for lack of dependability and attention to detail
- Not time-bound, may lose track of time
- Tends to be highly enthusiastic early on, then burn out over the long haul
- May lose interest in projects that do not have a comprehensive vision
- May find self frustrated and overwhelmed when outcomes are not in ling with vision

Best ways to work with an East:
- Show appreciation and enthusiasm for ideas
- Listen and be patient during idea generation
- Avoid criticizing or judging ideas
- Allow and support divergent thinking
- Provide a variety of tasks
- Provide help and supervision to support detail and project follow through

Leadership Compass: WEST (Teacher)

Approaches to Work/ Work Style:
- ➢ Understands what information is needed to assist in decision making
- ➢ Seen as practical, dependable and thorough in task situations
- ➢ Provides planning and resources, is helpful to others in these ways and comes through for the team
- ➢ Moves carefully and follows procedures and guidelines
- ➢ Uses data analysis and logic to make decisions
- ➢ Weighs all sides of an issue, balanced
- ➢ Introspective, self-analytical, critical thinker
- ➢ Skilled at finding fatal flaws in an idea or project
- ➢ Maximizes existing resources - gets the most out of what has been done in the past
- ➢ Values word like "objective" "analysis"

Overuse: Style Taken to Excess:
- ➢ Can be bogged down by information, doing analysis at the expense of moving forward
- ➢ Can become stubborn and entrenched in position
- ➢ Can be indecisive, collect unnecessary data, mired in details, "analysis paralysis"
- ➢ May appear cold, withdrawn, with respect to others' working styles
- ➢ Tendency toward remaining on the sidelines, watchfulness, observation
- ➢ Can become distanced
- ➢ May be seen as insensitive to others' emotions or resistant to change

Best Ways to Work with a West:
- ➢ Allow plenty of time for decision-making
- ➢ Provide data-objective facts and figures that a West can trust
- ➢ Don't be put off by critical "NO" statements
- ➢ Minimize the expression of emotion and use logic when possible
- ➢ Appeal to tradition, a sense of history, and correct procedures.

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Mandala Making

"Mandala" is a Sanskrit word meaning "circle" or "world." In Eastern traditions, Mandalas are circular diagrams that are often used for meditation. Often the diagram is divided into four sections and can be used as a spiritual map of the person who created it.

Designing simple personal Mandalas can be a fun way not only to take a deeper look at ourselves, but to get to know each other on a deeper level.

1. Give each group member a simple circular Mandala pattern like the one below, or have them draw the outline of a simple shape that they enjoy or has meaning to them. Ask them to draw or write something in the first section that represents their past (childhood, etc). They may use pictures, symbols, words, etc.
2. In the second section, ask members to draw something that represents a hobby or activity they enjoy now.
3. In the third section, have members draw something that represents a dream or goal for the future.
4. In the final section, have members draw something that represents a fear they would like to overcome.
5. Have each group member introduce themselves to the group by showing and describing the Mandala they have created.
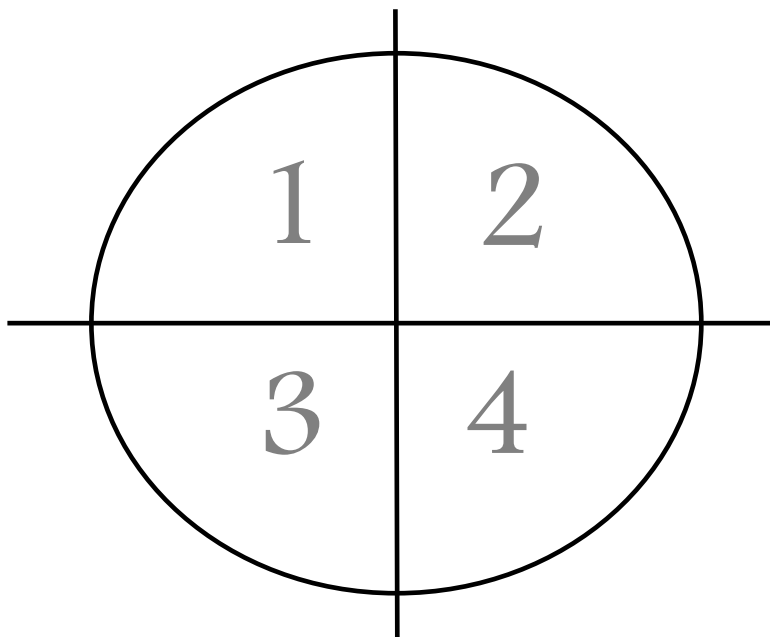
Movie & Dialogue

This exercise was adapted from the Michigan Roundtable for Diversity and Inclusion

A movie night is a fun way to learn more about each others' views and engage other students in dialogue about diversity issues that doesn't require a lot of planning and supplies. You may want to hold monthly movie nights as a way of introducing more students to your group. Choose a new theme for each month and choose movies accordingly, or plan your movie/dialogue nights to correspond to nationally recognized history months (African American History Month, Women's History Month, etc).

Movies should be chosen that 1) spark discussion on the issues that you want to focus on, 2) are not too long (since you want to allow time for discussion afterward), 3) adhere to your school's rules about movie ratings, etc.

If you choose movies wisely, it should only take a few focused questions to get group members talking about what they just watched. Questions should get participants thinking about the issues presented in the movie, and relate those issues to what is happening in your school or community.

Sample Movie Dialogue Questions: "X-Men"

1. Both Magneto and Professor Xavier agreed that mutants are discriminated against. How did their approaches differ in how to stop this discrimination? What civil rights leaders in US history had similarly different approaches to addressing discrimination?
2. Mutants in "X-men" talk about facing hatred from society and even being scared to go to high school. What groups of people in society might the mutants' experiences in the movie have been based upon? What groups in your school or community might sometimes get treated like "mutants?"
3. If you were a mutant leader like Magneto or Professor Xavier, what approach would you take to end discrimination against your people? Why?

Some Movies to Spark Discussion

X-Men	Bend It Like Beckham	Smoke Signals
Girl Fight	Freedom Writers	Powder
The Laramie Project	What's Cooking	Do The Right Thing
Crash	Separate But Equal	Radio
Babel	School Ties	Light it Up
Erin Brokovich	Mask	Boys Don't Cry
Remember the Titans	American Chai	Prom Night in Mississippi

Movies, Books and TV Starring Diversity & Inclusion

Movies

Remember the Titans - is an American sports drama, directed by Boaz Yakin and produced by Jerry Bruckheimer for Walt Disney Pictures, released in 2000. Based on a true story, events in the film pertain to initial racial tensions within the team, as well as the level of opposition the Titans faced.

Mean Girls - is a 2004 American teen comedy film, directed by Mark Waters. *Mean Girls* is based on the non-fiction book *Queen Bees and Wannabes* by Rosalind Wiseman, which describes how female high school social cliques operate, and the effect they can have on girls.

Legally Blonde - is a 2001 American comedy film produced by Marc E. Platt, and based on the 2001 novel of the same name by Amanda Brown. It stars Reese Witherspoon as a bubbly, outgoing sorority girl who struggles to win back her ex-boyfriend by proving that she is "serious" enough to earn a law degree, along with Luke Wilson as a young attorney she meets during her studies, Matthew Davis as the ex-boyfriend, and Selma Blair as his new fiancée.

The Blind Side - is a 2009 American drama–sports film written and directed by John Lee Hancock, and based on the 2006 book *The Blind Side: Evolution of a Game* by Michael Lewis. The storyline features Michael Oher, an offensive lineman who plays for the Baltimore Ravens of the NFL. The film follows Oher from his impoverished upbringing, through his years at Wingate Christian School (a fictional representation of Briarcrest Christian School in the suburbs of Memphis, Tennessee[4]), his adoption by Sean and Leigh Anne Tuohy, and on to his position as one of the most highly coveted prospects in college football.

Crash - is a 2004 American/German drama film co-written, produced, and directed by Paul Haggis. The film is about racial and social tensions in Los Angeles. A self-described "passion piece" for Haggis, *Crash* was inspired by a real life incident in which his Porsche was carjacked outside a video store on Wilshire Boulevard in 1991.

X-men - is a 2000 superhero film based on the fictional Marvel Comics characters of the same name. It introduces Wolverine and Rogue into the conflict between Professor Xavier's X-Men and the Brotherhood of Mutants, led by Magneto. Magneto intends to mutate world leaders at a United Nations summit with a machine he has built to bring about acceptance of mutantkind, but Xavier realizes this forced mutation will only result in their deaths.

Boys Do Not Cry - is a 1999 American independent drama film based on the real-life story of Brandon Teena, a transgender man who was raped and murdered on December 31, 1993 by his male friends after they found out he had female genitalia.

Bend it Like Beckham - Its title comes from the football player David Beckham and his skill at scoring from free kicks by "bending" (curving) the ball past a wall of defenders.

Separate but Equal - was a legal doctrine in United States Constitutional law that justified systems of segregation. Under this doctrine, services, facilities and public accommodations were allowed to be separated by race, on the condition that the quality of each group's public facilities were (supposedly) to remain equal. The phrase was derived from a Louisiana law of 1890. It was also the title of an anonymous article written in 1869, detailing how people had equal rights but were separated because of race.

Prom Night in Mississippi - is a 2009 Canadian documentary film written and directed by Paul Saltzman. The documentary follows a group of 2008 Charleston, Mississippi, high school seniors as they prepare for their senior prom, the first racially integrated prom in Charleston history.

Freedom Writers – is a about a 23-year-old teacher of freshman English at a gang-infested Long Beach, CA high school, who resorts to unconventional means of breaking through to her hardened students in director Richard LaGravenese's adaptation of Erin Gruwell's best-seller The Freedom Writer's Diaries: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them.

Reflective Books and Poems

The Joy Luck Club - is a best-selling novel written by Amy Tan. It focuses on four Chinese American immigrant families who start a club known as "the Joy Luck Club," playing the Chinese game of Mahjong for money while feasting on a variety of foods. The book is structured somewhat like a mahjong game, with four parts divided into four sections to create sixteen chapters.

The Sandwich Swap by Queen Raina - Lily and Salma are best friends. They play together and stick together through thick and thin. But who would have ever thought that ordinary peanut butter or plain old hummus could come between them? Lily and Salma don't quite understand each other's tastes, but does that mean they can't be friends? They understand far better than a lot of gown ups that these things hardly matter and that friendship is the most important thing of all.

Sneetches by Dr. Suess - is a collection of stories by Dr. Seuss (Theodor Seuss Geisel). It is composed of four separate stories, unrelated except in the fact that most of the stories have important morals. The four stories are: "The Sneetches", "The Zax", "Too Many Daves", "What Was I Scared Of?"

If the World was a Village - At this moment there are more than 6 billion people on this planet. Picturing so many people at one time can be hard – but what if we imagine the whole world as a village of just 100 people? *If the World Were a Village* tells us who we are, where we live, how fast we are growing, which languages we speak, what religions we practice and more, with many surprises.

TV Shows

Glee - is an American musical comedy-drama television series that airs on Fox in the United States. It focuses on a high school glee club called "New Directions", at the fictional William McKinley High School in Lima, Ohio. The High school glee club comprises a diverse group of students and challenges.

Modern Family - is an American mockumentary comedy TV series. The half-hour series, which was created by Christopher Lloyd and Steven Levitan, is produced by Fox Television Studios. The mockumentary follows the very diverse families of Jay Pritchett (Ed O'Neill), his daughter Claire Dunphy (Julie Bowen), and his son Mitchell Pritchett (Jesse Tyler Ferguson) who live in Los Angeles.

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Diverse Cultural Field Trips

The Henry Ford, (also known as the Henry Ford Museum and Greenfield Village, and more formally as the Edison Institute), in the Metro Detroit suburb of Dearborn, Michigan, USA, is the nation's "largest indoor-outdoor history museum" complex. Named for its founder, the noted automobile industrialist Henry Ford, and based on his desire to preserve items of historical significance and portray the Industrial Revolution, the property houses a vast array of famous homes, machinery, exhibits, and Americana.

The Charles H. Wright Museum of African American History is located in the Cultural Center of the U.S. city of Detroit, Michigan. Founded in 1965, it holds the world's largest permanent exhibit on African American culture. The Wright Museum has dual missions, serving as both a museum of artifacts and a place of cultural retention and growth. The Museum owns more than 30,000 artifacts and archival materials. Some of the major collections include the Blanche Coggin Underground Railroad Collection, the Harriet Tubman Museum Collection, a Coleman A. Young Collection and a collection of documents about the labor movement in Detroit called the Sheffield Collection.

The Arab American National Museum, located in Dearborn, Michigan, is the first of its kind and opened May 5, 2005. The Arab American National Museum (AANM) is the first museum in the world devoted to Arab American history and culture. The Museum brings to light the shared experiences of immigrants and ethnic groups, paying tribute to the diversity of our nation. The museum features two permanent exhibits. The first floor features the contributions of the Arab civilization to science, medicine, mathematics, architecture, and the decorative arts. The second floor focuses on the Arab experience in America, including a gallery about prominent Arab-Americans such as Ralph Nader and Helen Thomas and displays of documents and artifacts from Arab Americans related to immigration and the immigration process.

Underground Railroad Tours African American Cultural and Historical Museum of Washtenaw County
A Freedom Tour that visits area historical stops on the Underground Railroad, including the site where one of Michigan's first abolitionist newspapers was printed. Slave fugitives were often directed by Levi Coffin, purported "President of the Underground," in Cincinnati, Ohio to assistance in Adrian and Ypsilanti in Michigan. Those escaping from Missouri, Arkansas or Texas would also find shelter in Ypsilanti as they passed through Battle Creek and Jackson to Detroit.

Ukrainian American Archives and Museum of Detroit, founded in 1958, is a museum focused on Ukrainian immigration to the Detroit area, and Ukrainian culture, art, and contributions to the United States. The collections include Ukrainian art, crafts, musical instruments, textiles and photographs. The archive holdings relate to Ukrainian immigration and the library contains 20,000 books. Classes are given in English as a second language and Ukrainian folk arts and embroidery.

The Hispanic Center of Western Michigan is a non-profit community-based organization, primarily serving the needs of the Latino community in West Michigan. Founded in 1978, the goal of the Hispanic Center was to provide unmet social services to the Hispanic community in Kent County. Currently the Hispanic Center offers the following programs and services to both the Latino and broader community Western Michigan: Family Support Services; Adult Education and Employment; Youth Services; Immigrant Rights Program; Civic Engagement; Interpretation and Translation Services; Cultural Competency.

The Ziibiwing Center in Mt. Pleasant is a distinctive treasure created to provide an enriched, diversified and culturally relevant educational experience. This promotes the society's belief that the culture, diversity and spirit of the Saginaw Chippewa Indian Tribe of Michigan and other Great Lakes Anishinabek must be recognized, perpetuated, communicated and supported.

St. Ignace Museum of Ojibwa Culture is a former Catholic church erected in 1837 that focuses on the cultural values of the Ojibwa people. Exhibits depict their ingenuity in surviving in the cold, harsh climate and getting life's necessities from the fish, plants and animals around them.

Finnish American Heritage Center and Historical Archive in Hancock is located on the campus of Finlandia University. The Finnish American Heritage Center includes a theater, art gallery and Historical Archives which house the largest collection of Finnish North American materials in the world. The Finnish American Heritage Center link the Finnish community in America to the one in Finland through exhibits on Finnish history and tradition.

Holocaust Memorial Center in Farmington Hills is one of America's first freestanding Holocaust Memorial centers focused on enriching the future through illuminating the past. They accomplish this by providing tours of the facility constructed to portray some of the conditions Holocaust victims were subjected to. While they are committed to showing the inhumane treatment of Holocaust victims, they are also dedicated to telling the stories of those who showed great courage and strength in the face of danger.

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Trading Places Exercise

Please rank each of the individuals according to which you would prefer to trade places for one year, with one (1) being the most appealing to ten (10) being the least appealing.

ROUND 1   Rank

1. African American
    star football player

2. Twenty-seven year old
    white housewife

3. Pregnant high school
    female with one child

4. 18 year old high school
    athlete

5. Hispanic female, wears
    colorful short skirts

6. Asian student who walks
    home at 3 a.m.

7. 19 year old black male
    working at McDonalds,
    scar on left side of face

8. 18 year old president of
    school's National Honor
    Society

9. 22 year old male college
    student

10. 12 year old child piano
    prodigy

This activity is an adaptation of the Trading Places exercise developed by the Michigan Roundtable for Diversity and Inclusion.

Trading Places Exercise

Please rank each of the individuals according to which you would prefer to trade places for one year, with one (1) being the most appealing to ten (10) being the least appealing.

ROUND 2   Rank

1. African American
   star football player   Parent of infant daughter

2. Twenty-seven year old   Married to successful
   white housewife   bank president

3. Pregnant high school   Boyfriend died during
   female with one child   military duty

4. 18 year old high school   Awarded scholarship to
   athlete   USC-Berkeley

5. Hispanic female, wears   No full-time job
   colorful short skirts

6. Asian student who walks   Plans to attend New
   home at 3 a.m.   York University

7. 19 year old black male   Part-time college
   working at McDonalds,   student
   scar on left side of face

8. 18 year old president of   Never gives Christmas
   school's National Honor   presents
   Society

9. 22 year old male college   Plays on undefeated
   student   basketball team

10. 12 year old child piano   Played at Carnegie Hall
    prodigy   at age of seven

This activity is an adaptation of the Trading Places exercise developed by the Michigan Roundtable for Diversity and Inclusion.

Trading Places Exercise

Please rank each of the individuals according to which you would prefer to trade places for one year, with one (1) being the most appealing to ten (10) being the least appealing.

ROUND 3   Rank

1. African American star football player	Parent of infant daughter	Gay Male
2. Twenty-seven year old white housewife	Married to successful bank president	In treatment program for painkiller addiction
3. Pregnant high school female with one child	Boyfriend died during military duty	Accepted in nuclear physicist program at Harvard
4. 18 year old high school athlete	Awarded scholarship to USC-Berkeley	Convicted of date rape
5. Hispanic female, wears colorful short skirts	No full-time job	Internship at architectural firm currently paying for her college degree
6. Asian student who walks home at 3 a.m.	Plans to attend New York University	Runs an illegal drug operation
7. 19 year old black male working at McDonalds, scar on left side of face	Part-time college student	Began non-profit organization helping youth recover from domestic physical violence
8. 18 year old president of school's National Honor Society	Never gives Christmas presents	She is Muslim
9. 22 year old male college student	Plays on undefeated basketball team	Lost legs in childhood accident; plays in wheelchair basketball league
10. 12 year old child piano prodigy	Played at Carnegie Hall at age of seven	Contracted AIDS from blood transfusion

This activity is an adaptation of the Trading Places exercise developed by the Michigan Roundtable for Diversity and Inclusion.

Power Mapping: A Tool for Utilizing Networks

Bonner Curriculum

Overview:
Someone who is interested and involved in promoting positive social changes, through service, advocacy and other vehicles, often needs to think about context and relationships within the spheres she/he works. Power Mapping is a conceptual strategy of determining whom you need to influence, exactly who can influence your target, and whom you can actually influence to start the dominoes in motion. It is a valuable tool for individuals actively working with communities, providing a simple framework and a set of tools to better understand and leverage relationships and networks.

Category:
Problem solving; management; leadership development; relationship building; civic engagement

Level:
Intermediate to advanced level; a good follow up to *Building a Personal Network*

Recommended Bonner Sequence:
This training is recommended for Bonner students during the junior year, especially in conjunction with project coordination roles. It helps prepare students to effectively build on-campus teams or coalitions who will work together on an initiative. It is also effective for seniors who may be involved in capstone-type projects on campus or within the community.

expectation	explore	experience	example	expertise
			♥	♥

VALUES: ALL - civic engagement, community building, diversity

Type:
Structured workshop

Focus or Goals of this Guide:

This workshop presents participants with a specific process for mapping out relationships between people, organizations, and institutions in a given context that is called power mapping.
This process helps to teach participants the value of relational power as an important dynamic in social organizing.
Participants will have the opportunity to tackle a key problem identified by the group using the power mapping process.

Materials:

Identity Circle blank sheets or blank sheets of paper
Index cards or post-its
Everyone should have something to write with

How to Prepare:

Prepare yourself to facilitate by reviewing the guide and becoming comfortable with the facilitation process, especially through part two when you must present the steps of power mapping. Create a visual example, using relationships and organizations in your immediate context, as a large flip chart or hand out.

How to Do/Brief Outline:

In this structured workshop, there are three parts. You can modify them (e.g., eliminate or change the warm up, break the workshop into two parts to fit a brief weekly meeting structure, etc.) if necessary.

The general outline contains the following components:

1) Warm Up: Six Degrees of Kevin Bacon   suggested time 20 minutes
2) Presentation of the Power Mapping Strategy   suggested time 40 minutes
3) Wrap up and applications for tool   suggested time 10 minutes

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Part 1) Introductory Warm Up: Six Degrees of Kevin Bacon
Suggested time 20 minutes

This exercise is intended to get people thinking about connections. The game is to figure out how Kevin Bacon is connected to these actors by six connections or less. Give the group four names and have them try to map out the connection. They must think of the name and the movie to make the connection. There may be more than one way.

* Example: How is Samuel L. Jackson connected to Kevin Bacon?

Samuel L. Jackson was in *Pulp Fiction* with John Travolta.
John Travolta was in *Face Off* with Nicholas Cage.
Nicholas Cage was in *Honeymoon in Vegas* with Sarah Jessica Parker.
Sarah Jessica Parker was in *Footloose* with Kevin Bacon.

Make sure the group understands the game and clarify if needed. Give them 10 minutes to map the following four actors:

Clint Eastwood
Drew Barrymore
Will Smith
Winona Rider

Possible answers (there are others):

Winona Rider: Beetle Juice with Geena Davis, Thelma and Louise with Brad Pitt, Sleepers with Kevin Bacon

Drew Barrymore: Mad Love with Chris O'Donell, Three Musketeers with Oliver Platt, Flatliners with Kevin Bacon

Will Smith: Men in Black with Tommy Lee Jones, Batman Forever with Nicole Kidman, Far and Away with Tom Cruise, A Few Good Men with Kevin Bacon

Clint Eastwood: Bridges of Madison County with Merrill Strap, The River Wild with Kevin Bacon

After the ten minutes ask the group which ones people have solved. Have the group share their maps with the group.

Summarize by drawing a connection between the concept used in this quirky little game and the concept of power mapping. The idea of power mapping is to figure out the connections and relationships that you (or people in your group and organization) can access to solve problems, enhance your programs, develop your resources, or engage in other tasks. This game also illustrates that there may be more than one path to your need or answer! You can think of as many ways as possible!

Part 2) Presentation of the Power Mapping Strategy
Suggested time: 40 minutes

In this section, you need to demonstrate the framework and concept of the power mapping tool by doing it with the group. Review the definition of power mapping on handout.

Power mapping is a framework for addressing issues and problem solving through leveraging relationships and networks. It is a conceptual strategy of determining whom you need to influence, exactly who can influence your target, and whom you can actually influence to start the dominoes in motion. This framework is based on the assumption that networks of relationships (between individuals, organizations, institutions, etc.) are critical resources, and that stronger networks yield stronger solutions.

Follow these steps and identify the names of each step. You may want to have them written on newsprint and posted around the room.

Step 1: Problem location

You can map around an issue (in the community or as a general program need) or a person or institution you think can solve a problem. Refer to handout. You may end up with several overlapping power maps that get you closer and closer to solving your problem. For the purpose of this exercise we will start with the most general power map ~ mapping a problem.

Ask the group to come up with a particular issue for their group (make sure to have a back up if no one comes up with a problem). Provide a few examples like:
· "We need to secure a site for the spring conference,"
· "We need to get funding for our Alternative Spring Break program,"
· "We need to enhance the training component of our America Reads initiative,"
· "We need to find a faculty advisor for our learning in the community course,"
· "We need to enhance the diversity of this team,"
· "We need to run a successful campaign for on-campus recycling,"
· "We need to secure the President as a supporter on this issue."

Write the issue in the middle of the newsprint.

Step 2: Map major institutions

Identify key decision-making institutions or associations that are related to that problem. Write these names on the newsprint in a ring around the problem.

Using the example of finding the faculty advisor, participants may shout out things like:
> public service center
> religious life department
> innovative courses program
> dean of students
> college president
> public policy department
> business school

And so on. As they do so, you write these names up in a circular (free-form) fashion around the center circle in which the "problem" is written.

Step 3: Map individuals associated with the institutions

Put the names of 2-3 individuals who are associated with each of those institutions in the second ring (moving out concentrically) around the problem. These can be people you know or don't know.

For the example above (of course, during the facilitation, it won't line up so neatly):
> Mary Jo Peat, Director
> Chaplin Thomas
> That graduate student who t.a.'s my education course
> Dean Bosch
> President Torres and that Vice President who really loves service
> Professor Brown, who's really into social justice issues
> That guy Harold Maud who founded the businesses for social responsibility chapter

Of course, there may be more than one person associated with each of the institutions, or there may be some institutions where people don't know the names. Here you can note a question like, "Who is the Academic Dean?"

Step 4: Map all other associations with these individuals

Ask participants to think about people they know connected to these key individuals. The purpose of this is to help identify easier ways to access the individuals or institutions that could help solve the problem, by tapping into existing relationships between people. At this step, you can note any relationships that members in the group have with the people listed and any information you have about them. Encourage people to be creative in thinking about how they may be connected to the people brainstormed.

Again, drawing on the example above:
> Mary Jo's my mentor - Bob
> I have a course with Chaplin Thomas - Geraldine
> I can talk to my t.a. - Sanjeev
> I don't know Dean Bosch, but my mom and his wife are in a book club together
>   - Maria
> Dean Bosch did a training in my dorm, and our group still works with him - Bob
> My roommate Brandy is the newspaper editor and has met with President Torres
> Professor Brown's daughter is in my sorority - Johnette
> Professor Brown is going to be my thesis advisor - Sanjeev
> Harold is going to be speaking at the Black Student Union event this month - Rick

Also, look over the list of areas to consider while power mapping. This information should go in the third ring around the problem.

Step 5: Determine relational power lines

The next step is to step back and conceptually review the networks that the group has mapped out. You can do this by drawing lines connecting people and institutions that have relations to each other. Some people will have many connections while others may not have any.

In the example above, there would be many lines. In practice, depending on the scale or newness of the "problem," it may be harder to identify institutions, people, and relationships that connect them. This step helps the group to identify what may be called the "nodes of power" within a given network.

Step 6: Target priority relationships
The next step is to analyze some of the relationships and connections and make some decisions.

One way to do this is to circle the few people that have the most relational power lines drawn to them. Involving these people through your group's current relationships may be deemed a priority. In the example above, the group might say, "Dean Bosch seems to be critical in this picture, and both Maria and Bob have a way to connect with him." If no one in the group seems to be directly connected to a key target, you can go another step deeper and directly create another power map around each of these people.

Another thing to consider may be a person or institution in the map that doesn't necessarily have many different relational lines running to him/her/it but nonetheless has a few critical ones and seems to hold a lot of influence. If you can identify a priority person/institution for which there isn't a clear relationship, the take away may be to go and do some homework about this person/institution.

Step 7: Make a plan
The next step is to create some action steps for what to do next. These can be fairly straightforward. Taking the example above, the group could decide:

> Maria is going to talk to her mom about Dean Bosch and his wife and what may be good ways to get their support.

> Bob is going to ask Mary Jo to help him request a meeting with Dean Bosch to seek his support for the course, perhaps through the public service center

> Sanjeev is going to talk to Professor Brown about good faculty members to talk with and Rick is going to meet Harold Maud to scout out people at the business school

And so on.

Determine the best approaches to accessing these individuals and institutions through relationships and who will be responsible for what by when.

Part 3) Wrap and Next Steps

Suggested time 10-30 minutes

You may want to try any of the following as a way to move forward or close this workshop:

Review the process again, using another example (perhaps more complicated): it often helps to repeat a process, perhaps with a different facilitator or issue, or you can break the larger group into smaller groups to do so (for example in an extended workshop at a retreat or leadership training event).

Brainstorm potential applications: this process is useful for many things and is more about being resourceful. To illustrate this point have the group brainstorm ways that this process could work for other things. Record on newsprint.

Have each person (if it's a group that doesn't work as a team) name one thing he/she can use the power mapping process for and follow up in an upcoming meeting: if you are a student or administrator doing this training, perhaps in the context of your ongoing work with the group, you may want to have individuals/groups actually try the process on their own and share reports at an upcoming meeting.

You can also do a brief evaluation of the workshop itself, using a simple tool like:

Brainstorm of pluses/deltas: things that worked well and suggestions for things to change next time

Written workshop evaluation: perhaps using a simple scale

Open comments by the group

Steps to Power Mapping

Step 1: Problem location
You can map around a problem or a person or institution you think can solve a problem. Identify a particular problem or issue.

Step 2: Map major institutions
Identify key decision-making institutions or associations that are related to that problem. Write these names on the newsprint in a ring around the problem.

Step 3: Map individuals associated with the institutions
Put the names of 2-3 individuals who are associated with each of those institutions in the second ring (moving out concentrically) around the problem. These can be people you know or don't know.

Step 4: Map all other associations with these individuals
Think about people they know connected to these key individuals. The purpose of this is to help identify easier ways to access the individuals or institutions that could help solve the problem, by tapping into existing relationships between people. At this step, you can note any relationships that members in the group have with the people listed and any information you have about them.

Step 5: Determine relational power lines
The next step is to step back and conceptually review the networks that the group has mapped out. You can do this by drawing lines connecting people and institutions that have relations to each other. Some people will have many connections while others may not have any.

Step 6: Target priority relationships
Analyze some of the relationships and connections elaborated and make some decisions. One way to do this is to circle the few people that have the most relational power lines drawn to them.

Another thing to consider may be a person or institution in the map that doesn't necessarily have many different relational lines running to him/her/it but nonetheless has a few critical ones and seems to hold a lot of influence.

Step 7: Make a plan
The next step is to create some action steps for what to do. What will people do next? Create 3-5 steps.
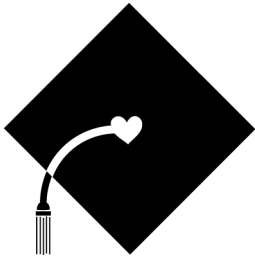
Racism: Deconstructing It

Bonner Curriculum

Overview:
At times on campus and in communities, dialogue concerning racism is impaired or hindered by a lack of thinking deeper about the nature and perpetuation of racism. This workshop focuses on leading participants through a series of exercises considering the background of American racism and its forms, including institutional. It guides, regardless of background, through understanding racism as a social construct that affects members of all races, where privileges are administered to some groups and disadvantages to others.

Category:
Diversity; interpersonal development; relationship building; reflection; communication

Level:
Intermediate to Advanced

Recommended Bonner Sequence:
This training is most recommended for Bonner students during the sophomore or junior year, or in conjunction with a focus on diversity awareness. It is a suitable activity for a retreat.

expectation	explore	experience	example	expertise
		♥	♥	♥

VALUES: ALL - civic engagement, community building, diversity

Type:
Structured activity suitable for large groups

Goals of this Guide:

To engage participants in meaningful dialogue concerning racism
To examine the roots of racism and establish a definition and deeper regard for its various forms
To examine and deconstruct issues stemming from racism

Materials:

    Flip chart paper for brainstorms throughout the workshop
    Markers
    Several stacks of post-it notes for participants

How to Prepare:

As the facilitator, it will be your job to keep the discussion and dialogue focused. To do this, prepare by doing your own research on racism. If possible, go through the workshop prior to facilitating it and see how what you reveal about your own thinking and experiences. Also prepare all materials and have them ready for easy disbursement for exercises.

How to Do/Brief Outline:

Following is a very loose outline. Adjust the time allotted to each part as you find most effective.

This 3.5 – 4 hour workshop has the following parts:

1) The Guidelines	suggested time 5 minutes
2) Pair Warm Up	suggested time 15 minutes
3) Power & Prejudice	suggested time 25 minutes
4) Roots of American Racism	suggested time 15 minutes
5) Exposing Racial Constructs	suggested time 30 minutes
Break	*suggested time 10 minutes*
6) Introducing White Privilege	suggested time 45 minutes
Break	*suggested time 10 minutes*
7) Stereotyping	suggested time 45 minutes
8) Closing	suggested time 15 minutes

Part 1) The Guidelines
Suggested time: 10 minutes

Begin the workshop by introducing yourself, role, and hopes for the session. Set a tone that is warm, relaxed, and also serious.

Then, set some Ground Rules for the session. Ask participants to offer some ground rules. Get a group consensus before writing them as official group guidelines. The final guidelines should have, at least, the following basic guidelines:

    Respect each view, opinion, and experience offered by any participant
    Use "I" statements/speak for yourself/no generalized comments
    What is disclosed in the workshop stays in the workshop

Any one who feels it necessary may excuses themselves from the group for whatever reason

Part 2) Pair Warm Up
Suggested time: 15 minutes

Break people into pairs and have them share on the following question:

When was the first time you understood that you had a "race" or racial identity? How did you learn that?

Part 3) Power and Prejudice
Suggested time: 25 minutes

Begin the workshop by introducing yourself and the topic. Without out any other explanation of the activity, divide the group into 2 groups. Giving each group flip chart paper and markers, tell one group to brainstorm definitions of **Power** and tell the other group to brainstorm definitions to **Prejudice.** Then explain that at the end of several minutes of brainstorming, they should work to form one group definition of the terms. Give the groups about 10 minutes to work.

After 10 minutes, reconvene the groups and have each present its findings, including their ideas in brainstorming and their final definition. Take their flip chart sheets and post them on a wall.

Now explain that both groups have developed two sides of the term that still plagues our society, racism.

Go on to define *Power*, *Prejudice*, and, thus, *Racism*:

Prejudice is defined as characterizations or stereotypes that once aimed to organize and simplify the abundance of information that exists in the world, but now has become insufficient and distorted. People, from these insufficient and distorted characterizations, make pre-judgments about other groups of people that are, in many instances, negative and biased.

Power is defined as the ability to influence others. Groups use their power to discriminate against other "lesser" groups in order to maintain their characteristics and privilege.

Racism, therefore, is the combination of racial prejudice and power (manifested through discrimination) that has traditionally functioned to systematically oppress and even exterminate groups of people based upon perceived racial inferiority.

Part 3) Roots of American Racism
Suggested time: 15 minutes

Once everyone has agreed on the guidelines, move to a brainstorm about the historical presence of racism in America.

You can use a brainstorm like:

What are the important facts, historical events, legal and political issues, court cases, etc., that you think it's important that Americans (or all those living in America) know concerning racial and cultural discrimination?

You can give a few examples to start. Sample ideas will be:

· Confiscating of land of Native Americans
· Slavery of Africans
· Segregation by race in schools and public places/institutions
· Japanese Internment during World War II

While this is a topic that can bring up lots of emotion and interpretations, there is in fact a historical record of unequal treatment under the law and political systems. Use the attached handout ***Historical Examples of Legal and Institutional Discrimination by Race in the United States*** after the brainstorm to summarize some of those key historical facts.

Part 4) "Exposing Racial Constructs."
Suggested time: 30 minutes

After explaining the historical roots of racism, ask members of the group to help you define two words: **Black** and **White**.

You can break the group into two or go in turn. Ask members to explain what white is. Write their suggestions on flip chart paper. Do the same procedure for black.

Now compare the group's ideas for both terms. Ask the group to notice the words used to describe each term. Ask them how each term makes them feel.

Now introduce the standard dictionary definitions of both terms. You should have them pre-written on flip chart people for the entire group to examine.

Standard definitions:

White
1) Free from color. **2)** Being a member of a group or race characterized by reduced pigmentation and usually specifically distinguished from persons belonging to groups marked by black, brown, yellow, or red skin **3)** Marked by upright fairness
4) Free from spot or blemish **5)** Free from moral impurity**:** Innocent **6)** Marked by the wearing of white by the woman as a symbol of purity <a *white* wedding> **7)** Not intended to

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cause harm **8)** Favorable or fortunate **9)** Conservative or reactionary in political outlook and action.

Black
1) Very dark in color **2)** Having dark skin, hair, and relating to any of various population groups having dark pigmentation of the skin **3)** relating to the Afro-American people or their culture **4)** Dirty, solied **5)** Characterized by the absence of light **6)** Thoroughly sinister or evil, wicked **7)** Indicative of condemnation or discredit **8)** Connected with or invoking the supernatural and especially the devil **10)** Very sad, gloomy, or calamitous **11)** Marked by the occurrence of disaster **12)** Characterized by hostility or angry discontent **13)** Characterized by grim, distorted, or grotesque satire.

Examining the definitions, ask the participants to:
Explain the overall tone of each definition
Explain how the definitions could lend themselves to an argument that one race was better than the other.

After examining the definitions, introduce the next exercise.

Divide the group into 2 smaller groups. Explain to one group that its task will be to brainstorm as many negative phrases that use *white* as possible. Tell the other group that its task will be to brainstorm as many positive phases as possible that use *black*.
Give the groups about 10 minutes to brainstorm.

After 10 minutes, have each group present its findings. Debrief with the following questions:
Why were there less negative phrases for white than there were positive phrases for black?
How does this relate to the definitions for both terms?
In what ways have the definitions fueled racist thought in this country?

Break
Suggested time: 10 minutes

Part 5) Introducing White Privilege
Suggested time: 45 minutes

Introduce this part by explaining that most of the workshop thus far has focused on racism as acts by one group against others to maintain its own characteristics and privilege.

Moreover, we've also focused on racism between whites and blacks.

In order to further understand the depth of racism in our society that extends to all minority groups, lets focus not simply on racism, but the hidden systems of benefit and

privilege that allows white (western) culture to maintain its dominance: let's look at what can be called White Privilege.

Reiterate the guidelines and stress that these guidelines will be imperative for all participants to adhere to respect as you move into sensitive topics.

Now explain that many people have asked the question, "Why does racism exist?" While there are several theories explaining racism's perpetuating, one theory that is gaining the most focus is white privilege.

Now define White Privilege as:

The package of benefits granted to those members of society with white skin. Moreover, it's the privileges that white people have been granted, which allows them certain things in our society that are not readily, easily, or available at all to persons of color.

Now introduce the next exercise. Instruct the participants to take out pen and paper. Explain that you will read 10 statements and after each statement they will have a few moments to write a brief response. Point out that after the statements, you will get a copy of the statements. But right now, they should just listen and respond on their paper.

<u>White Privilege Statements</u>

I can, if I wish, arrange to be in the company of people of my race most of the time.

I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.

I can go shopping alone most of the time, fairly well assured that I will not be followed or harassed by store detectives.

I can turn on the television or open to the front page of the paper and see people of my race widely and positively represented.

When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.

I could arrange to protect our young children most of the time from people who might not like them.

I did not have to educate myself or my children to be aware of systemic racism for their own daily physical protection.

I can remain oblivious to the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.

> I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out of place, outnumbered, unheard, held at a distance, or feared.
>
> I can easily find academic courses and institutions that give attention only to people of my race.
>
> (*Adopted partially from Peggy Macintosh's, "White Privilege: Unpacking the Invisible Knapsack."*)

Now, pass out copies of the statements and give participants about 10 more minutes to finishing responding to the questions.

After 10 minutes, debrief this portion of the exercise by asking participants to think about certain aspects of their responses. Ask them to think about:

If they've ever thought about these privileges or lack of privileges.
How these privileges (or lack of) have made them feel.
How these statements may relate to racism.

After a few moments of reflection, pose the first of 2 questions to the group:

Is it possible to give up white privilege?

Most scholars of white privilege state that such privileges cannot be given up because they are awarded voluntarily by others in society. However, they argue that whites can work against the detrimental results of white privilege by calling attention to instances where one is being favored (in any situation) because of skin color.

As the facilitator, work to help participants understand that white privilege is something that is naturally granted to white people, regardless of their beliefs and opinions and that whites can work to understand how they are privileged so they can further work to spread such privilege to minority groups.

After discussion of the first question, pose the last:

How can white privilege be spread to other groups?

Break
Suggested time: 10 minutes

Part 6) Stereotyping
Suggested time: 45 minutes

To start this workshop, ask the group to brainstorm what they think a "stereotype" is. Write their ideas on flip chart paper.

After a few minutes of brainstorming, examine the list and explain that a "stereotype" is a judgment made about a group that is oversimplified and often biased.

Ask the group why stereotyping is so common. Ask them to give examples. Ask them how stereotyping makes them feel. Take a few minutes to discuss these questions.

Now ask participants to take about 10 minutes and brainstorm stereotypes that are often applied to them.

After 10 minutes, ask as many participants that are willing to disclose as many of their stereotypes on their lists. Write them on flip chart paper. Also write some stereotypes that others may place on you. To help the discussion for the next part, pick one of your stereotypes. Explain the stereotype to the group. During the explanation, follow the guideline below (you could even already have these questions written on flip chart paper for the group to read as you answer each one):

> Why did you choose the particular stereotype?
> How do you think this stereotype is perpetuated in society?
> In what ways does the stereotype affect your life? Is it negative or positive?
> How could you reverse this stereotype?

Ask the group to answer these questions with at least 2 of their own stereotypes. Give them a few minutes to do this.

After a few minutes, give interested participants a chance to discuss some of their findings.

Now record their responses, and pose the final question of the section:

Keeping in mind the definition, how does stereotyping relate to racism? Give examples.

Spend the remaining time in this part discussing this question.

Part 7) Closing
Suggested time: 15 minutes

Now, ask each participant to take the next 5-7 minutes jotting down notes to the following questions:
> What is something new you've learned in this workshop?
> How will you take this information back to your campus, community, or organization to address issues stemming from racism?

Finally have participants present their answers and adjourn.

Historical Examples of Legal and Institutional Discrimination by "Race" in the United States

Since the establishment of the United States, there have been ongoing forms of legal and political discrimination against Native Americans/American Indians (who technically are not considered a racial group).

· A few to note are: *The Indian Removal Act (1830)* which forced a mass relocation of Indian nations to west of the Mississippi, the most infamous one being the "Trail of Tears" which left half of the Cherokee nation dead. *Cherokee Nation v. Georgia (1831)*. This Supreme Court ruling held that tribes are not foreign nations, but dependencies, and need not be treated equally.

· *The Major Crimes Act (1885)* extended U.S. law enforcement jurisdiction into Indian territories, effectively breaking all treaties that guaranteed they could have responsibility for law enforcement themselves. *The General Allotment (or Dawes) Act (1887)* used a "blood quantum" test to take away over 100 million acres of land from "mixed blood" Indians. Indians were not granted full citizenship until *The Indian Citizenship Act (1924)* which conferred U.S. citizenship on all Indians who wanted it but renounce their claims to tribal identity (and land).

· Persons of African descent were enslaved and systematically treated as inferior to Whites in the United States until 1865. The XIII Amendment then granted, "Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."

· Non-whites, including African Americans, Native American Indians, Asians, and others, were treated as lessor or unequal citizens under the law until 1868. The XIV Amendment then passed to state, "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

· Non-whites were denied the right to vote until 1870. That year, the XV Amendment was passed stating, "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude." In practice, this gave Black men the right to vote, but Black

women did not receive the right to vote until 1920, when all women won that right with the passage of the XIX Amendment.

- Japanese Americans were interned in campus between 1942 and 1946 on the grounds that they posed danger to national security. This internment was legally supported by the passage Executive Order 9066 by President Roosevelt, authorizing the secretary of war to define military areas "from which any or all persons may be excluded as deemed necessary or desirable."

- The Hispanic population, growing in the U.S. since the beginning of the 20th century, has faced discrimination in he forms of unequal wages, prohibited or lessor access to poverty relief programs, limited access to American schools, and at time refusal of health care by hospitals.

White Privilege

White Privilege is: the package of benefits granted to those members of society with white skin. Moreover, it's the privileges that white people have been granted, which allows them certain things in our society that are not readily, easily, or available at all to persons of color.

Examples of White Privilege: Statements to Consider

I can, if I wish, arrange to be in the company of people of my race most of the time.

I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.

I can go shopping alone most of the time, fairly well assured that I will not be followed or harassed by store detectives.

I can turn on the television or open to the front page of the paper and see people of my race widely and positively represented.

When I am told about our national heritage or about "civilization," I am shown that people of my color (and background) made it what it is.

I could arrange to protect our young children or family members most of the time from people who might not like them.

I did not have to educate myself or my children to be aware of systemic racism for their own daily physical protection.

I can remain oblivious to the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.

I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out of place, outnumbered, unheard, held at a distance, or feared.

I can easily find academic courses and institutions that give attention only to people of my race.

(Adopted partially from Peggy Macintosh's, "White Privilege: Unpacking the Invisible Knapsack.")

Community Asset Mapping: A Critical Strategy for Service

Bonner Curriculum

Overview: Community asset mapping— the process of intentionally identifying the human, material, financial, entrepreneurial and other resources in a community—is an important process for community projects of all kinds. Whether you are tutoring a child in a neighborhood school, starting your own new initiative, or mobilizing a campaign for a policy change, knowing and using the many assets within a community (including those of the university or college) provide a foundation for effectiveness. This intensive training, designed over a series of activities most suitable for at least three days, provides guidance on how to uncover community assets and create a canvass or map of them. It relies on the framework of viewing a community from its assets, rather than deficits, in order to utilize and manifest existing resources of all kinds.

Category Community context and engagement; community asset mapping; impact; research

Level: Participants may be all levels; facilitator should be highly experienced

Recommended
Bonner Sequence: This three-day training is recommended for Bonner students during their first and second year in the program, perhaps broken into two or three parts. The concept of Asset Mapping (and the activities of day one of this guide) could be introduced during the first semester, perhaps beginning during Orientation. The activities of day two could be introduced a bit later (perhaps mid-way through the semester or mid-year). The activities of day three could follow right after that, or be introduced later, perhaps in preparation for sophomore year service.

Type: Activities designed for both workshop and community immersion settings, occurring over a series of days

Focus or Goals of this Guide:

Day One activities focuses on introducing participants to the concept of assets and asset mapping and gets participants out in some community to do asset mapping, with structured guidance on what to find out.

Day Two activities focuses on giving participants the opportunity to assess their own knowledge and go deeper, by creating a Visual Canvass (drawing on Day One) and Individual Asset Bank, a network of individuals who represent community assets.

Day Three activities focuses on getting participants to likewise map the assets of their campus and consider how these assets might best be deployed in service to community.

Materials

Raggedy Anne doll (or equivalent toy)
Ball of yarn
Flip Charts
Markers
Copies of Handouts

How to Prepare:

Review the entire guide and the extensive handouts. Determine days for the series of activities. Collect materials. Prepare logistics related for community immersions (mapping, interviewing, etc.) Make flip charts.

Review the facilitation workshops to get a sense of tools and techniques to use. Prepare your own notes about facilitating discussions, debriefs, in-community activities, etc.

How to Do/Brief Outline:

This intensive process is best broken into several days. Below, three are used. Review the entire guide and activities in order to determine your configuration of activities, but try to keep this order and progression.

Session One (full day including community walks/explorations)
1)	Web of Life	suggested time 15 minutes
2)	IOU'S Presentation and Discussion	suggested time 30 minutes
3)	Locate the Community	suggested time 10 minutes
4)	Review Sources to Collect	suggested time 10 minutes
5)	Review Process and Content	suggested time 30 minutes
6)	Group Leaves to Conduct Mapping	rest of day

Day Two (full day including individual asset bank development)
7)	Debrief Community Mapping	suggested time 60 minutes
8)	Visual Group Mapping: Creating a Canvass	suggested time 120 minutes
9)	Individual Asset Bank Development	rest of day

Day Three (full day including immersion/profile activities)
| 10) | Reflection | suggested time 60 minutes |

11) Campus Profile and/or   rest of day (combo of # 11/12)
12) Immersion, Interviews and Oral Histories
13) Closing Reflection   suggested time 45 minutes

Part 1) Warm Up: Web of Life
Suggested time: 15 minutes

Have the participants stand in a large circle, shoulder to shoulder.

Start with the quote: "It takes a village to raise a child."

Ask, "What does that mean to you?" and have a few people respond.

Then note somethink like: "A healthy individual life relies on the health of our communities.   We live in a variety of separate and combined communities: on- or off-campus, academic, extra-curricular, religious and spiritual, athletic, political, culinary, and more. All communities share certain qualities that maintain their health. All individuals have a stake in making sure these qualities remain strong."

Then, have participants shout out answers to this question: "What makes a community healthy?"

Third, introduce the following quote, reading it aloud:

> *"You must teach your children...that all things are connected like the blood, that unites one family. Whatever befalls the Earth befalls the sons of Earth. Man did not weave the web of life; he is merely a strand in it. Whatever he does to the web, he does to himself."*
> — *Chief Seattle*

Ask for the group's cooperation in respecting their peers with a listening ear.

The Toss:
Hand the ball of yarn to one person. Have them hold the ball in one hand, and the end of the yarn in the other. This person should share their name and who in the group they feel most connected to in the circle, and a reason or two for that connection. Then, holding on tightly to the end of yarn, the speaker should toss the ball to that person. The person who receives the ball should do the same, holding the strand tight and tossing the ball to the person with whom he or she feels most connected. The process should continue until everyone in the circle has been tossed the ball and is holding onto a piece of yarn. (NOTE: People may receive the yarn more than once.) A web should form in the middle of the circle.

You might illustrate the importance of mutual relationships by tossing a Raggedy Anne doll (or similar toy) onto the center of the web. Tell everyone to notice how the community supports the doll as it is falling. Call on several individuals—about one third of the

group—to let go of their yarn, and have everyone else step back until the slack has been taken in. Toss the doll again, and note how it falls through the web. (*Variation:* different effects can be reached by specifying which third of the group should let go of the yarn – E.g.: "Those people who feel they have the least to say about others in the group," or "those people who spoke more than twice....")

Ask the group to invite those who had let go of the yarn to rejoin the circle. Ask them to stand shoulder to shoulder.

Reflection:
- Ask the group to take a moment and reflect on what their fellow members in the circle community said about the other people in the circle.

- Ask the group to share some thoughts on the importance of community.

- Ask the group to note how it is not the open air between the strands of yarn that supports the doll, but the connections themselves.

- Ask them to contemplate the following question: "When involved in service, which do you focus on—the strands of community, or the air in between the strands and the fact that sometimes the doll falls through?"

This is an important transitional question between the Web of Life activity and a discussion of approaching community building and project planning from an asset-based approach. The facilitator may ask the group to sit down, place the yarn on the ground in front of them and let go, so that the web remains during the discussion. Regardless of the means, it is important to make sure the transition into the discussion is seamless (illustrating the point-of-view on assets).

Part 2) IOU'S Presentation and Discussion
Suggested time: 30 minutes

During the following discussion, pass out a sheet of paper and pencil to everyone in the group.

Start the discussion by asking why it might be important to focus on the Web, the individual Strands, of Community, rather than the space between the strands?

- Ask what are some ways service programs might NOT focus on the Web?

- Bring up census surveys—deficiencies—statistics such as illiteracy and school dropout rates, etc. Ask what are some reasons these negative perceptions are so widespread?

- Ask why it might be important that people know the problems of their community.

▪ Ask what the dangers are of focusing on the problems.

Then, introduce the asset-based approach:

- *Often people think you have to state problems in order to adequately address them. In reality, though, recognition of a problem is only the first step of the long process of improvement. You might get clues about how to solve a problem by studying it, but you'll never actually solve it if the problem is all you focus on.*

- *Imagine: What would it be like if everyone was as familiar with the solution to a problem as they are with a problem?*

- *The purpose of these activities are to approach problems from a Community Web perspective, using an **"Asset-Based strategy"** rather than a **"Deficiency-laden approach**." We have lots of resources out there to approach community based on deficiencies. This series of workshops focuses on a set of strategies and tools designed to develop a more complete picture of a community, one that takes into account its many assets (not simply deficits).*

The, present and lead the group in a discussion of the four tenants of this strategy (called IOU'S), in order to better understand the rationale behind it.

IOU's—is the acronym for our approach, a helpful mnemonic. But it also reminds us that we must always give back, like an iou, to the community that gives and nurtures us.

I-IDENTIFY
Recognize both the deficiencies and the assets. The deficiencies will provide fodder for a tenable goal. The assets will provide vision, a plan, energy to accomplish, empowerment and results.   The assets will ensure that your approach is community-based, and "loves" the community in the way that it intentionally identifies its strengths in terms of resources, people, programs, and leadership.

O-ORGANIZE
Assets are property of the community. In order to utilize the assets and achieve goals, the community has to be willing to contribute their assets. The best way to ensure this is through organizing them. Organizing means reaching out, building relationships, establishing connections, developing systems and structures and so on. Successful activities are organized in a way that makes everyone feel **Interested, Included and Invaluable**.
The **BIG THREE** to remember:
1) Appeal to peoples' interests
2) Make sure everyone understands and agrees on the big picture
3) Make sure everyone has a role to play and knows each others' roles

U-UTILIZE
Note that this step is not called "Implementation." Ask the group why they think that is?

According to the American Heritage Dictionary, Third Edition:
> Implement—v. "To put into effect"
> Utilize—v. "To put to use"

Why might the terminology be important here?

Ask the group if anyone would like to share an example of a program that does not quite fit the needs of the people with whom it was designed to work.

Through discussion, flesh out the idea that strong communities focus on putting their assets to use. A community's assets are the basis for effective programs and plans—*you utilize assets in order to implement plans*. The term "Utilize" is one of empowerment: use what you have for positive gain. As long as you focus on utilizing assets, you will not lose sight of the true Web of Community.

S-SUSTAIN
What is sustain? Sustain has several meanings including:
- Support (as in carry or hold up)
- Support (as in supply)
- Nourish
- Confirm
- Endure (as in last long)

Sustain focuses us on the idea of giving back or nourishing that community, providing resources, and creating long-lasting change. Sustain may mean that the project can live on, or that the impact of the project can continue (even after the project is no longer needed).

Discuss with the group: Are you part of the community where you serve? How well do you understand it? How well do you contribute to its welfare—emphasize quality of work, not quantity volunteers or hours. If you are not part of the community, what happens after you leave? Why is the notion of sustaining important?

Summarize:
The IOU'S strategy is community-based approach. The stronger your ties with the community, the better your program will be. It has four major components: identifying assets, plugging them in, spreading them, and being an asset.

The basis for the IOU'S strategy is Assets. Success depends on your ability to recognize and harness them. The next activities (designed over several days) will guide participants to create a comprehensive understanding of the community, and its assets.

Part 3) Locate the Community
Suggested time: 10 minutes

Pass out the attached handout, a multiple page guide to asset mapping. Today, the rest of the workshop will be out in the community. You need to have made preparations for the participants' travel (whether by foot or vehicle). Note them here.

After passing out the guide, work through the first step with participants — LOCATE THE COMMUNITY:

Use a large map (or drawing) of the neighborhood and/or city. Using brightly colored markers, map out the area where you intend to focus. Then, create a verbal definition, based on streets and landmarks. Keep in mind that this is an area that you and your group will literally visit — walking and mapping what's there.

Example:

North to Washington Street
South to Bourbon Road
West to Capital Avenue
East to Smith Street
Approximately 14 square miles

Restate the community's boundaries for the purposes of the asset mapping exercise.

Part 4) Review Sources to Collect
Suggested time: 10 minutes

Then, review the second page of the guide, which asks people to collect certain sources during the course of their community canvassing. You may have a few of these (below) on hand to get the group on their way:

- ☐ *Maps*
- ☐ *Telephone Book and Yellow Pages. You can also use the Internet. http://www.superpages.com is a great online phone book.*
- ☐ *Chamber of Commerce Directory. Other business directories, such as the minority-owned business directory, women-owned business directory, and specific community/neighborhood directories can also be helpful.*
- ☐ *Statewide Business Council Publication*
- ☐ *State Economic Development Agency phone number or web address*
- ☐ *Census Data (available on the web at U.S. Department of Commerce – http://www.census.gov/). You can also try searching your school library's government documents section or public library's reference desk to help yu find this kind of data.*
- ☐ *County-level economic analysis data (try on the web at http://www.bea.doc.gov/)*
- ☐ *Information from your city's website, if it has one, or from local newspaper's and publication's websites*
- ☐ *Location and hours of public or college libraries*
- ☐ *School system data*

*   □ *County development authority data*
*   □ *Data and info regarding public and private social service agencies*

Part 5) Review Process and Content
Suggested time: 30 minutes

1. Next, review page 3 of the Community Canvassing Guide.

Explain that today participants will begin completing the elements of part 1 — a Community Canvass and a Community Profile.

They will be expected to return to the next part of the session (another day, either tomorrow or at a given time, within a week if possible) with a completed canvass and profile.

Later, they will do steps 2 and 3 – an Individual Asset Bank and a Campus Profile. Note dates if possible.

What	How	Day
1) Developing a Community Profile and Canvass, which paints a broad picture about the many assets in the community	**• Community Canvassing** **• Community Profile**	**1**
2) Developing an Individual Asset Bank, made up of people who may be assets to the project/initiative	**• Individual Asset Bank research** **• Key Interviews**	**2**
3) Developing a campus profile, which help you to identify the assets that may be leveraged for the project(s)	**• Campus Inventory** **• Meetings with key campus leaders**	**3**

2. Then, briefly present and review the types of assets that participants will be looking for (also page 3):

Individual Assets	Institutional Assets	Organizational Assets
Individuals and their	Churches	Community Centers
· Skills	Colleges and Universities	Radio/TV stations
· Talents	Elderly Care Facilities	Small businesses
· Experiences	Fire Department	Large businesses
	Hospitals and clinics	Home-based enterprises
Consider:	Mental health facilities	Religious organizations
· Professional	Libraries	Nonprofit organizations
· Personal	Police Department	Clubs
· Resources	Schools	Citizen groups
· Leadership	Utilities	Business associations

· Networks	Transportation	Cable and phone companies
Governmental (State and Federal) Assets City Government State Capital Bureau of land management Economic Development Dept. Forest Service Military facilities School Service Center Small Business Administration State Education Agency Telecommunications agency	**Physical and Land Assets** Agriculture Energy resources Forest Industrial areas Lakes, ponds, streams Mining Natural resources/landmarks Parks/recreation areas Vacant land Waste resources	**Cultural Assets** Historic/Arts groups Ethnic/Racial diversity Heritage Crafts, skills Cultural traditions

3. Then, review the subsequent pages (4 pages of questions and a 1-page Community Profile). This is what people should have completed when they reconvene.

Highlight particular questions that are of most relevance to your project.

Part 6) Participants leave to conduct community canvassing
Suggested time: Rest of Day

Again, review any logistics about canvassing (e.g. travel details, meeting spots, check in times, subway fares, lunch, etc.).

You may want to utilize small group leaders for the canvassing, breaking up the designated area into smaller chunks.

Also, make sure you feel comfortable in trusting the group to do this work on their own. If you don't, add extra structures of supervision.

Restate the expectations about the next meeting time, place, and what groups should come with.

END OF DAY I

Community Canvassing

Your Assignment: Spend the day canvassing the community in order to develop a comprehensive asset map. Use this guide and its steps.

☐ **Locate the Community. Define geographic boundaries for the purposes of your community canvassing.**

Suggested guide:

Get a large map of the neighborhood and/or city. Using brightly colored markers, map out the area where you intend to focus. Then, create a verbal definition, based on streets and landmarks. Keep in mind that this is an area that you and your group will literally visit — walking and mapping what's there.

Example:

> *North to Washington Street*
> *South to Bourbon Road*
> *West to Capital Avenue*
> *East to Smith Street*
> *Approximately 14 square miles*

<u>Your community's boundaries (and map, attached):</u>

☐ **Before and during your community asset hunt, collect the written information and sources that you will need to truly complete a comprehensive canvas.**

You will need this information to make your profile rigorous. Sources include:

☐ *Maps*

☐ *Telephone Book and Yellow Pages. You can also use the Internet. http://www.superpages.com is a great online phone book.*

☐ *Chamber of Commerce Directory. Other business directories, such as the minority-owned business directory, women-owned business directory, and specific community/neighborhood directories can also be helpful.*

☐ *Statewide Business Council Publication*

☐ *State Economic Development Agency phone number or web address*

☐ *Census Data (available on the web at U.S. Department of Commerce – http://www.census.gov/). You can also try searching your school library's government documents section or public library's reference desk to help yu find this kind of data.*

☐ *County-level economic analysis data (try on the web at http://www.bea.doc.gov/)*

☐ *Information from your city's website, if it has one, or from local newspaper's and publication's websites*

☐ *Location and hours of public or college libraries*

☐ *School system data*

☐ *County development authority data*

☐ *Data and info regarding public and private social service agencies*

Other sources you find:

☐ Understand the assets you are looking for.

In learning about a community, it's important to develop a sense of the many assets and capacities that a community already possesses, even those that are under-utilized. This approach will help you to then connect and utilize those assets in addressing problems and issues, providing a more solid foundation for a long-lasting solution. **You will be undertaking several approaches to identify assets including:**

What	How
4) Developing a Community Profile and Canvass, which paints a broad picture about the many assets in the community	**• Community Canvassing** **• Community Profile**
5) Developing an Individual Asset Bank, made up of people who may be assets to the project/initiative	**• Individual Asset Bank research** **• Key Interviews**
6) Developing a campus profile, which help you to identify the assets that may be leveraged for the project(s)	**• Campus Inventory** **• Meetings with key campus leaders**

What Are Assets?

Individual Assets Individuals and their · Skills · Talents · Experiences Consider: · Professional · Personal · Resources · Leadership · Networks	**Institutional Assets** Churches Colleges and Universities Elderly Care Facilities Fire Department Hospitals and clinics Mental health facilities Libraries Police Department Schools Utilities Transportation	**Organizational Assets** Community Centers Radio/TV stations Small businesses Large businesses Home-based enterprises Religious organizations Nonprofit organizations Clubs Citizen groups Business associations Cable and phone companies
Governmental (State and Federal) Assets City Government State Capital Bureau of land management Economic Development Dept. Forest Service Military facilities School Service Center Small Business Administration State Education Agency Telecommunications agency	**Physical and Land Assets** Agriculture Energy resources Forest Industrial areas Lakes, ponds, streams Mining Natural resources/landmarks Parks/recreation areas Vacant land Waste resources	**Cultural Assets** Historic/Arts groups Ethnic/Racial diversity Heritage Crafts, skills Cultural traditions

Community Mapping

☐ **Spend several hours (or even days) doing a comprehensive community map. You can start with a brief "windshield survey" – using a car or taking local buses to canvass the whole area. Then, get on foot and dig deeper.**

Use the questions below to guide your search for visible and hidden community assets. You may also further tailor the questions or have additional ones related to the purpose and project you have in mind.

People in the neighborhoods and communities

1. What are the demographics of people that live in the community?
2. What occupations do they hold? What are some of the skills associated with the main occupations?
3. What are the patterns of residence based on income?
4. What are the patterns of residence based on race, ethnicity, religion, or nationality?
5. What are the most popular places to congregate or meet?
6. What are the most traveled routes?
7. What are the migration patterns, e.g., has the population changed much in the past few decades and in what ways? Has the population been there a long time or short time?

Housing

1. What is the type of housing?
2. What is the age of housing?
3. What is the condition of housing? Are there patterns evident in the type, age, condition by income, race, ethnicity, etc.?
4. What is the median cost for a home (e.g., 2-bedroom)? What is the median cost for an apartment?
5. Is there affordable housing? How is it subsidized? How is it allocated?
6. Is there new housing being constructed?

Institutional Assets

Education and schools

1. How many schools are there including preschool, elementary, high school, college, graduate programs, and vocational education? Map them.
2. Are there any unique or special attributes of the schools in the area (such as charter, magnet schools, privately funded, etc.)?
3. Are there known associations supporting or working on education, such as PTAs, parental associations, teacher associations, nonprofits?

Health and Human Services
1. Are there clinics and hospitals in the area?
2. What about physicians' or dentists' offices?
3. Are there mental health, drug rehabilitation, or other similar facilities?
4. Are there organizations that provide health education, AIDS/HIV education, or other similar services?
5. Are there shelters, meal services, or other residential care facilities for the homeless, victims of domestic violence or abuse?
6. What city, county or governmental agencies actively provide health and human services and where are they located?

Transportation
1. What is the condition or road and bridges?
2. What is the condition of public transportation (subways, buses, bus lines, bus stops)? Does it vary by area?
3. What are the patterns and types of traffic? Are there any hazards for children, students, or commuters?
4. What is the average commute time for work? How easy or hard is travel in the area?

Organizational Assets

Business, Economy and Employment
1. What kinds of businesses are there? Consider for for-profit and nonprofit businesses that provide jobs and employment opportunities.
2. What kinds of businesses are missing or absent, especially considering the basic needs of families?
3. What kinds of work, service, internship, and other opportunities are there for students and young people?
4. What is the balance of businesses owned/operated by people living in the community and people who don't live in the community?
5. What kinds of partnerships exist, if any, between small and large businesses and nonprofits, social service agencies, and other voluntary groups?

6. What types of training and education agencies or entrepreneurial programs related to business and employment exist (such as occupational training/employment centers)?
7. What are the major nonprofit organizations in the area? Are they locally focused or otherwise? What are their funding streams and/or funding focus areas?
8. What is the prevalence and role of tourism in the community?

Media

1. What newspapers and publications, including small, independently operated ones, are in the community? Or, where are these newspapers located?
2. What are the media sources most read by community members?
3. Where do radio and t.v. stations/service originate?
4. Are there public access points or channels? What kind of coverage do they do?

Technology

1. Where are the points of public (free) access to computers, the Internet, etc. (if any)?
2. Are there facilities where the public or community members can get training in technology?
3. How is the Internet or technology being used for small or large business?
4. How comfortable/knowledgeable do you find community residents to be in using computers/the Internet? How does this vary by age or other factors?

Government

1. What local government offices are located in the community?
2. What country government offices are located in the community?
3. What federal government offices are located in the community?
4. What law enforcement offices are located in the community? What are the relationships between law enforcement and citizen groups? Are there community policing efforts or neighborhood watch associations?
5. Are there service, campaign, or internship opportunities available for students with government agencies?
6. What coordinating governmental bodies or groups are there (e.g., to make accessing government services easier?)

Physical and Land Assets

1. What type of terrain is there?

2. Are there pieces of land owned by government agencies? Are there large pieces of land owned by private companies? Who owns the land?
3. Is there land that appears not to be in use?
4. Is there evidence of mining or taking natural resources from the land, now or in the past?
5. Are there vacant buildings? Who owns them? Do they appear safe or serviceable?
6. How would you describe the physical space (e.g., densely populated, open, sparsely populated, highly developed, undeveloped, etc.)?
7. Are there key physical landmarks, resources or attributes that could be assets in your program?

Historical and Cultural Features

1. What historical or cultural sites are there in the community? Make sure to consider both commercial and non-commercial places.
2. Are there historical buildings or architectural features?
3. Are there resident artists, musicians, craftspeople, and others involved in historical or cultural preservation/expression?
4. Are there museums?
5. Are there community festivals, celebrations, events, functions, and so on? Who sponsors them? Who attends them?
6. Are there nonprofit or community organizations noted for their work on historical or cultural issues?

Community Profile

Using the information gathered in your collection of materials and community canvass, complete a Community Profile, which gives you a good snapshot of the community overall.

Population	
Major Ethnic, Racial, Cultural Groups	
Household Type/ Presence and Age of Children and Youth	
Educational Attainment	
Median Household Income	
Unemployment Rate	
Key Industries	
Biggest Employers	
Major Occupations	
Main Civic and Nonprofit Organizations	
Churches/Religious Organizations	
Social Service Agencies	
Technology Use in the Community	
Schools and Educational Resources	
Recreational and Leisure Time	
Cultural Highlights	

Guide for Day Two

Part 7) Debrief Community Mapping
Suggested time: 60 minutes

Convene participants. Start with a warm up if you want (see Games Galore for ideas).

Break the debrief into several parts:

1) Reporting
2) Discussing
3) Questions and Going Deeper

For example, for 1) Reporting:
Have each small group report out what they learned during the community canvassing. They should present interesting highlights from the questions and the profile.

If you didn't use small groups, have individuals report on different pieces of the canvassing. Have different individuals share information from the profile.

Have a recorder help you capture the information on flip chart paper to refer back to.

For example, for 2) Discussing:
Have each small group comment on each others or ask questions. In particular, note missing or inconsistent information and places that will require more research.

If you didn't use small groups, have individuals play this role, engaging the group in dialogue.

Then, start to pull out highlights, trends, etc. Again, use the table of assets as a guide. Try to keep the group focused on identifying assets in each of the areas (6) but also noting differences among them.

For example, for 3) Questions and Going Deeper:
Here, you want to engage in both adding your own observations about the work of the group and its members so far. Be genuine in offering substantive praise and constructive criticism (e.g., to groups that seemed to not focus on the canvassing, evident by having very little information).

Also, facilitate a conversation to go deeper into the connections between the knowledge of the community that is being developed and the vision and ideas of the project/program.

Part 8) Visual Group Mapping
Suggested time: 120 minutes

This activity is to spend two hours or so having the group create a huge, visual map of the community assets and features from profile.

Do the following:

1. Have 6 flip chart sheets taped together, making a large mural (you can use large rolls of paper if you have it).

2. Have lots of markers, chalk, etc. on hand.

3. If possible, have a completed outline of the area (e.g., a map of streets) drawn on the mural paper. You can do this by using a map on a transparency projected onto the wall using an overhead projector. Then trace the streets on the mural. Or, you can have a copier company create a large mural-sized map for you.

4. Have six colors of posts-its and markers/crayons to correspond to the types of assets:

Individual Assets (Blue)	Institutional Assets (Purple)	Organizational Assets (Yellow)
Individuals and their · Skills · Talents · Experiences Consider: Professional Personal Resources Leadership Networks	Churches Colleges and Universities Elderly Care Facilities Fire Department Hospitals and clinics Mental health facilities Libraries Police Department Schools Utilities Transportation	Community Centers Radio/TV stations Small businesses Large businesses Home-based enterprises Religious organizations Nonprofit organizations Clubs Citizen groups Business associations Cable and phone companies
Governmental (State and Federal) Assets (Red)	Physical and Land Assets (Green)	Cultural Assets (Orange)
City Government State Capital Bureau of land management Economic Development Dept. Forest Service Military facilities School Service Center Small Business Administration State Education Agency Telecommunications agency	Agriculture Energy resources Forest Industrial areas Lakes, ponds, streams Mining Natural resources/landmarks Parks/recreation areas Vacant land Waste resources	Historic/Arts groups Ethnic/Racial diversity Heritage Crafts, skills Cultural traditions

5. Then, literally have the group use these post-its and markers to create a visual map of the community's assets.

You can go in turn or divide the group into smaller teams to work on specific types or assets or areas (corresponding with their canvassing).

6. End this with a time to step back and check out the map. Engage in reflection about what has been learned so far and what are unanswered questions.

Part 9) Creating an Individual Asset Bank
Suggested time: Rest of day

Now, set up for the rest of the day: another community immersion, this time focused on developing contacts and a better sense of how individuals in the community are its assets. Participants may have encountered and interacted with community residents and members during the first canvassing, but now the focus is on that intentionally.

Review the next few pages of the Guide, describing the asset bank (from handout):

An Individual Asset Bank is a compilation of information about individuals (of diverse means and backgrounds) who are potential assets to a project. Spend several hours (or days) just going out, introducing yourself to a diverse array of individuals you find in the community, and briefly collecting the beginnings of an Individual Asset Bank.

1. Instruct participants to carry this out for at least ten people, **drawing on the list below of different roles.**

Roles:
- ☐ A religious leader
- ☐ A librarian
- ☐ A small business owner
- ☐ A small business employee
- ☐ A big business manager
- ☐ A big business employee
- ☐ A non-profit organization employee
- ☐ A high school student
- ☐ An elementary school student
- ☐ A college student (other than self, if applicable)
- ☐ A parent
- ☐ A taxi driver
- ☐ A homeless person
- ☐ Someone who is over 70 years old
- ☐ A war veteran
- ☐ A volunteer coordinator
- ☐ A teacher
- ☐ A public transportation driver (if permissible)
- ☐ A construction worker
- ☐ A waiter/waitress

☐ A reporter
☐ A lawyer
☐ A doctor
☐ A bartender
☐ An auto mechanic
☐ At least one person who doesn't fit into any of these categories

Keep this information organized in a notebook. Keep track of individuals who think would be interesting to conduct longer, deeper interviews with.

With each person, try to find out a few things:
1. Two personal talents the person has
2. Two learned skills the person has
3. Two hopes or aspirations the person has for their community
4. Two things the person believes everyone should know about the community

Make sure that people note individuals with whom they would like to conduct a longer interview. Review the next page of the Guide and the sample interview questions, which will be carried out most likely on the third date of the training. However, if someone has time, participants can do it this day as well.

Reiterate any guidelines on travel and logistics and let the group go to work.

"Individual Asset Bank" Research

☐ **An Individual Asset Bank is a compilation of information about individuals (of diverse means and backgrounds) who are potential assets to a project. Spend several hours (or days) just going out, introducing yourself to a diverse array of individuals you find in the community, and briefly collecting the beginnings of an Individual Asset Bank.**

Do this for at least ten people, drawing on the list below of different roles. Keep this information organized in a notebook. Keep track of individuals who think would be interesting to conduct longer, deeper interviews with.

With each person, try to find out a few things:
2. Two personal talents the person has
3. Two learned skills the person has
4. Two hopes or aspirations the person has for their community
5. Two things the person believes everyone should know about the community

Roles:
☐ A religious leader
☐ A librarian
☐ A small business owner
☐ A small business employee
☐ A big business manager
☐ A big business employee
☐ A non-profit organization employee
☐ A high school student
☐ An elementary school student
☐ A college student (other than self, if applicable)
☐ A parent
☐ A taxi driver
☐ A homeless person
☐ Someone who is over 70 years old
☐ A war veteran
☐ A volunteer coordinator
☐ A teacher
☐ A public transportation driver (if permissible)
☐ A construction worker
☐ A waiter/waitress
☐ A reporter
☐ A lawyer
☐ A doctor
☐ A bartender
☐ An auto mechanic
☐ At least one person who doesn't fit into any of these categories

Interviews: Uncovering Rich Assets

Based on what you have begun to learn and whom you have begun to meet, choose a few individuals with whom to engage in a deeper dialogue. The purpose of this dialogue is twofold:

- to create relationships with individuals who may continue to be involved with your program, project or efforts in a variety of ways including as partners, advisors, participants, funders, and networkers;
- to ensure that your work is informed by the knowledge and perspective of people involved in the community's informal and formal entities.

With this in mind, select a few individuals, representing diverse backgrounds, roles, positions, affiliations, and so on, to interview.

Then, springing off the questions used in the first "Individual Asset Bank" research, use these guidelines below:

7. Get a sense of what motivates the person to do the work he or she does (be it full-time or volunteer). Get a sense of how the person believes his/her work benefits or builds the health and welfare of that community.
8. Get the person's advice about anything truly important to consider, anyone essential to talk to, any facet of the community truly critical to know, etc.
9. Try to explain, concisely and without jargon, your main interests and vision for the type of work you and your group hopes to do. Engage the person in sharing what about that vision or idea resonates with him or her and his/her knowledge of the community.
10. Engage the person in a deeper conversation about the talents, experience, and skills he or she has and may be willing to share with those involved in your group. Also, if possible and appropriate, explore what talents, experience, and skills others in that person's organization or network could offer.

Day Three

Part 10) Reflection
Suggested time: 60 minutes

Convene the group again. Focus the group with a warm up or pair question.

Break the reflection into several parts:

4) Sharing (What?)
5) Discussing and Reflection (So what?)
6) Questions and Going Deeper (Now what?)

For example, for 1) What:
Have each small group or individual report on some of what they learned through the interaction with community residents. Have them note also how they experienced the exercise: was it hard, was it easy, was it fun and why, what emotions came up, etc.

Consult the Reflection workshop for additional ideas and tools.

For example, for 2) So what:
Engage the group in considering, "so what can we take from these experiences to enrich our asset map?" Add more details to the community asset map (from day 2) using post-its and markers. Help participants draw connections between the people and the project and the community.

For example, for 3) Now what:
Return to the IOU's framework presented on Day 1:
I-Identify
O-Organize
U-Utilize
S-Sustain

Engage the participants in a brainstorm and exploration of how they can approach their learning, information, and relationship building in terms of the framework IOU'S.

Part 11) Campus Inventory and Part 12) Immersions, Interviews
Suggested time: 60 minutes

Campus Inventory

☐ **If you are from a campus, spend several hours (or even days) also mapping the campus — the college or university environment.**

The purpose for doing so is to get a more complete sense of the types of resources — student, intellectual, academic, and material — that could be leveraged toward the success of the project and benefit of the community.

First, complete the Campus Profile on the next page. Then, consider the summary questions below at the end.

Campus Profile

Institution name: _____

_____

Total undergraduate student population:
__less than 3,000   __3,001-5000   _5,001-10,000   __10,001-15,000   __over 15,000

Type: __ Public   or   __ Private
             __ 2-year   or   __ 4-year

Campus Setting: ___ Urban   or   ____ Rural   or   ____ Suburban
                ___ Residential   or   ____ Commuter

Student body: ____ Traditional age (18-21)   or   ____ Non-traditional (adult)

Check any that apply:
__Single sex (men or women)   __ Military affiliation   __Other: _____
__ Technical school   __Historically Black College

Is a commitment to service mentioned in the official college mission statement?
____ yes   ____ no

Is there a mandatory community service requirement on campus for graduation?
____ yes   ____ no

Are classes with service-learning components available on your campus?
___ yes   ___ no

Percentage of faculty involved: ___ 0-10%   ___ 10-20%
                                           ___ 20-30%   ___ over 30%

Is community-based research offered on your campus?
___ yes   ___ no

SERVICE OFFICE GENERAL INFORMATION:

Does a centralized student community service office exist on campus?
__ yes   ___ no

Name: _____

How long has the office been in existence: ___ 0-3 years   ___ 4-6 years
                                                      ___ 7-10 years   ___ over 10 years

Where is the student community service office housed?
___ Student Activities/Campus Activities Office
___ Student Government
___ Dean of Students
___ Campus Ministry
___ Academic Affairs or Provost Office
___ Other: _____

Is there a dedicated physical space for the student community service office?
___ yes   ___ no

Is the office located in a convenient, easily accessible area for students?
___ yes   ___ no   where: _____

Check all that you can find in the student community service office:
___ Brochure describing your programs
___ Records on community agencies and volunteer projects available
___ Records on each student volunteer
___ Bulletin board displaying upcoming service events, volunteer activities, etc.
___ Information describing local community, it's needs and assets
___ Training materials for service projects
___ Newsletters, articles and/or materials from national organizations, i.e.:
        ___ Amnesty International

    ___ Americorps
    ___ Peacecorps
    ___ Best Buddies
    ___ Bonner Foundation
    ___ BreakAway: The ASB Connection
    ___ Habitat for Humanity
    ___ Jumpstart
    ___ National Student Campaign Against Hunger and Homelessness
    ___ Oxfam America
    ___ Student Coalition for Action in Literacy Education
    ___ Others: _____

SERVICE OFFICE STAFFING INFORMATION:

Check all that apply:
___ Full time paid professional staff   How many: ____
___ Graduate student fellows or interns   How many: ____
___ Work study students   How many: ____
___ Americorps VISTA
___ Volunteer Student Project Leaders   How many: ____
___ Advisory Committee
    Members include: ___ Faculty   How many: ____
                 ___ Students   How many: ____
                 ___ Community Member How many: ____

To whom does the head staff person of the student community service group report?
___ College President
___ Vice President of Academic Affairs
___ Vice President of Student Affairs
___ Dean of Students
___ Director of Student Activities
___ Other: _____

SERVICE OFFICE FUNDING:

Total annual budget: ___ less than $10,000   ___ $10,001-$20,000   ___ $20,001-$30,000   ___ $30,001- $40,000   ___ $40,001-50,000   ___   over $50,000

Sources of funding (and % of whole):
___ University Budget   % ____
___ Student Activities Fee   % ____
___ Student Government Funding   % ____
___ Fundraising   % ____

___ Foundation Support	% ___
___ Endowment Support	% ___
___ Community Support	% ___

SERVICE PROGRAMMING:

Check all groups that the student community service office works with:
___ Fraternities and sororities
___ Athletic teams
___ Honor societies
___ Religious groups
___ Residence Life
___ Minority student groups
___ Service Clubs (i.e. Key Club, APO)

Does the student community service office support, offer, or assist with:
___ Winter or Spring Alternative Break trips
___ Summer service internships or opportunities
___ International service projects
___ Community Service/Volunteer Fair/Open House
___ Awareness Weeks
___ Speakers and/or films on social issues
___ America Reads/America Counts
___ Service Award presentations
___ Resources on careers in public service

ACTIVISM, ADVOCACY, POLITICAL ENGAGEMENT:

Where do students and groups go for resources and support around activism and advocacy:
___ The community service office listed above
___ Supportive faculty members
___ Other students and student groups on campus
___ National organizations
___ Student Activities Office
___ Office, department, or organization specifically focused on this kind of work
    Please describe:

_____
___ Other:
_____

Does a centralized office or organization coordinate or support political groups and activities:
___ The community service office listed above

___ Student Activities Office
___ Student Government
___ Faculty Department _____
___ Office, department, or organization specifically focused on this kind of work
   Please describe:
_____
___ Other
_____

SOCIALLY RESPONSIBLE CAREERS:

Does your Career Services Office offer the following support for pursuing nonprofit work and socially responsible careers:
___ Nonprofit Career Fairs
___ Representatives of nonprofit organizations at other career fairs and events
___ A staff person who explicitly has nonprofits as one of the industries she covers
___ Panels, workshops, or other events that address this type of work or that bring to campus alumni or nonprofit professionals to talk about socially responsible careers
___ Formal internship program
___ Work study opportunities for nonprofits
___ Partnerships with Community Service office on events and resources
___ Other:
_____

What percentage of graduating students enter each of the following sectors:
___ For profit
___ Government
___ Nonprofit

Summary Questions

1.   What, if any, work currently is going on involving members of the campus community and the community. Consider the following:

- ☐ Student-led community service projects
- ☐ Institutionalized community service projects
- ☐ Broad civic engagement projects that involve large segments of the campus population
- ☐ Political engagement projects, such as get out the vote initiatives
- ☐ Career-related projects, such as those linking community entities with internships, jobs, and career opportunities
- ☐ Faculty research projects
- ☐ Academic department research projects
- ☐ Service learning courses (courses with placements in community agencies, internships, or other connections)
- ☐ Community based research projects (projects agenda determined by community)
- ☐ Informal partnerships between campus entities and community entities
- ☐ Formal partnerships between campus entities and community entities
- ☐ Economic development projects, such as construction or rehabilitation of housing
- ☐ Financial projects, such as creation of lending institutions or funds
- ☐ Accreditation projects, such as graduate programs with teaching placements in schools that are connected to graduation completion

Other:

2.   What, if any, seem to be the major gaps or issues with existing relationships projects, or partnerships? Consider the following:

Process
- ☐ Lack of accountability to agencies/partners
- ☐ Turnover of students/staff
- ☐ Overall low participation/low levels of involvement
- ☐ Perceived low quality of involvement/work by students/campus
- ☐ Lack of community voice in decision-making, goals, or structure
- ☐ Economic divides between campus and community (town-gown; rich campus-poor community)
- ☐ Too many programs; not enough coordination
- ☐ Too many programs; "we're all leaders" syndrome; new programs every year
- ☐ Lack of sufficient resources
- ☐ Lack of leadership at all levels of campus

Program

- ☐ Student-led community service projects
- ☐ Institutionalized community service projects
- ☐ Broad civic engagement projects that involve large segments of the campus population

- ☐ Political engagement projects, such as get out the vote initiatives
- ☐ Career-related projects, such as those linking community entities with internships, jobs, and career opportunities
- ☐ Faculty research projects
- ☐ Academic department research projects
- ☐ Service learning courses (courses with placements in community agencies, internships, or other connections)
- ☐ Community based research projects (projects agenda determined by community)
- ☐ Informal partnerships between campus entities and community entities
- ☐ Formal partnerships between campus entities and community entities
- ☐ Economic development projects, such as construction or rehabilitation of housing
- ☐ Financial projects, such as creation of lending institutions or funds
- ☐ Accreditation projects, such as graduate programs with teaching placements in schools that are connected to graduation completion

Other:

3.   Considering all of this information, develop a few key guidelines or ideas to take forward into your own planning. For more guidance, now turn to the Utilizing Community Assets training.

More

Diversity Activities

for

Youth and Adults
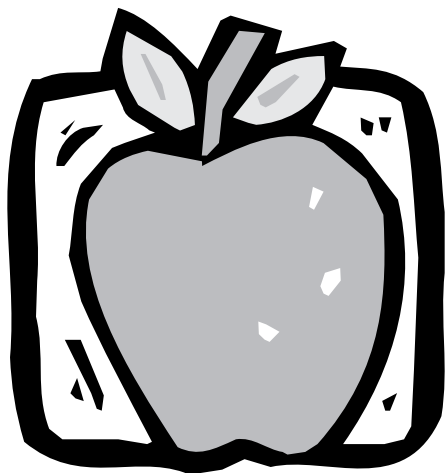
5

Introduction

Why is appreciating diversity important for youth and adults?

The face of the United States and its workplace is changing. A growing number of neighborhoods and communities contain a complex mix of races, cultures, languages, and religious affiliations. At the same time, the widening gap between the rich and the poor is creating greater social class diversity. In addition, the U.S. population includes more than 43 million people with physical and mental challenges.

For these reasons, today's youth and adults are more likely to face the challenges of interacting and working with people different from themselves. The ability to relate well to all types of people in the workplace is a leadership skill that is becoming increasingly important. Understanding, accepting, and valuing diverse backgrounds can help young people and adults thrive in this ever-changing society.

How can these activities boost understanding of diversity?

Learning about diversity can be fun. The activities in this publication can help participants:

- Recognize how we place self-imposed limits on the way we think.

- Discover that, in many ways, people from different cultures and backgrounds hold similar values and beliefs.

- Become more aware of our own cultural viewpoints and the stereotypes we may have inadvertently picked up.

- Accept and respect the differences and similarities in people.

When and where should these activities be used?

The activities in this publication are appropriate for use by teachers, youth leaders, and child care professionals. While most of the activities are appropriate for older youth (middle school and above) and adults, some of the activities may be adapted for younger children. Decisions should be based on the facilitator's knowledge of the group's cognitive level and needs.

Some of the activities—including "Complimentary Round Table" and "Chocolate Milk and Shades of Skin Color"—can be used as discussion starters or icebreakers. Others such as "Is That a Fact?" may be the basis for an entire lesson. In either case, the facilitator should allow enough time for discussion at the end of each activity. Debriefing is important for dealing with unresolved feelings or misunderstandings. Conducting activities in an atmosphere of warmth, trust, and acceptance is equally as important.

Potato Activity
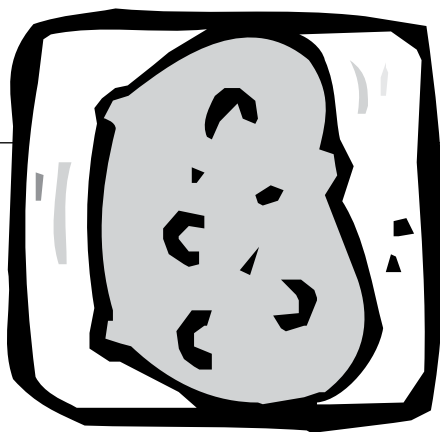
Goal
To help youth eliminate stereotyping and recognize the uniqueness of each individual.

Time
20–30 minutes

Materials
A brown paper bag, one potato for each student in the class, and one potato for the teacher

Procedure

Select one potato for your demonstration and have a story in mind to describe your potato to the class. Hold up your potato in front of the class and say, "I have here a potato. I don't know about you, but I've never thought that much about potatoes. I've always taken them for granted. To me, potatoes are all pretty much alike. Sometimes I wonder if potatoes aren't a lot like people."

Pass around the bag of potatoes and ask each student to take one potato. Tell each student to "examine your potatoes, get to know its bumps, scars, and defects and make friends with it for about one minute or so in silence. Get to know your potato well enough to be able to introduce your 'friend' to the group."

After a few minutes, tell students that you'd like to start by introducing your "friend" to them. (Share a story about your potato and how it got its bumps.) Then tell students that the class would like to meet their friends. Ask who will introduce their friend first. (Ask for several, if not all, to tell the group about their potatoes.)

When enough students have introduced their "friends" to the class, take the bag around to each person. Ask them to please put their "friends" back into the bag.

Ask the class, "Would you agree with the statement 'all potatoes are the same'? Why or why not?"

Ask them to try to pick out their "friend." Mix up the potatoes and roll them out onto a table. Ask everyone to come up and pick out their potatoes.

After everyone has their potatoes and you have your "friend" back, say, "Well, perhaps potatoes are a little like people. Sometimes, we lump people of a group all together. When we think, 'They're all alike,' we are really saying that we haven't taken the time or thought it important enough to get to know the person. When we do, we find out everyone is different and special in some way, just like our potato friends."

Discussion

Ask students to think about groups at school or in the community that we tend to lump together. If they have trouble thinking of groups, you may want to prompt them with some of the following groups:

- kids in band
- kids who live in the trailer park
- kids of a certain religion
- kids in the gifted class
- kids in special education classes
- kids from a certain racial or ethnic group
- kids who live in rural settings
- kids who live in the city
- all of the girls
- all of the boys

Use groups that are relevant and meaningful for the school/community you are addressing.

Discuss answers to the following questions:

1. When we lump everyone from the same group together and assume they all have the same characteristics, what are we doing? What is this called?

2. Do you know a lot of people from the groups we tend to lump together? Do they all fit the stereotype?

3. Why are stereotypes dangerous?

Complimentary Round Table

Goal
To enhance social skills development by illustrating how our words affect people.

Time
15 minutes

Materials
Two apples and a knife
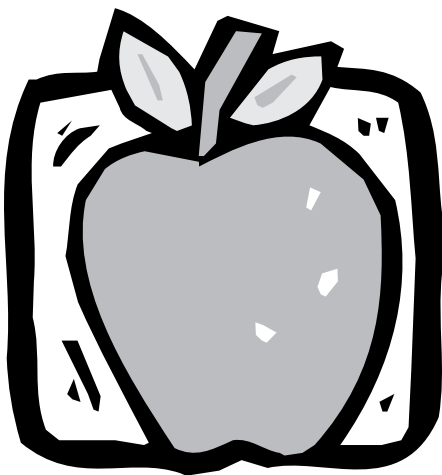
Procedure

Seat a group of six to eight participants at a round table. Take one apple, say something mean to it (for example, "I hate you." "I don't want to be around you."), and drop it to the floor. The next person picks up the apple, is mean to it, and drops it. This continues around the table a couple times as everyone takes turns being mean to it and dropping it. Cut that apple in half and lay it in the center of the table, allowing it to brown. Take the other apple and, as each participant takes a turn holding the apple, have everyone else in the group take turns complimenting or affirming the person holding the apple. Continue until everyone in the group has been complimented by everybody else.
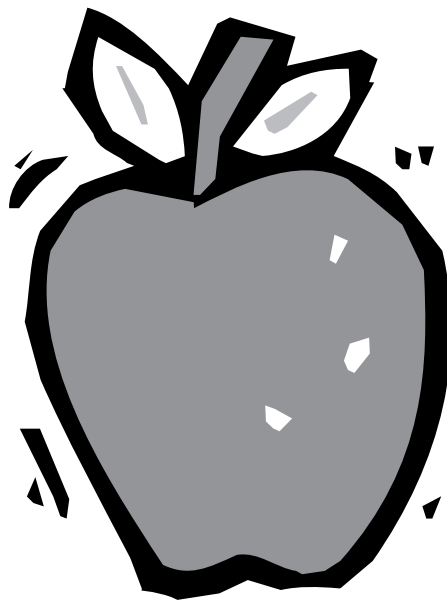
Discussion

Lead the participants in a discussion of how being complimented feels. Were compliments easy to receive? Why or why not? Was it easier to be mean or to give compliments? Why?

Ask if anyone wants the brown, battered apple on the table. Of course, no one does. Discuss how a lot of people feel like that apple—all bruised and battered because they've heard mean things all their lives. They feel like no one cares about them and no one wants to be their friend. Explain that our words can make people feel like that apple.

Both youth and adults respond well to this activity. Youth and adults develop social skills as they become more senstive to the feelings of others.

Unequal Resources

Goal

To examine people's attitudes toward and expectations of people with different economic backgrounds.

Time

30–35 minutes

Materials

Five large ziplock bags with the following art supplies for each of the five groups:

Group 1:
Regular pencils and one colored pencil

Group 2:
Regular pencils, colored pencils, crayons, assorted colored construction paper

Groups 3 and 4:
Regular pencils, colored pencils, crayons, assorted colored construction paper, scissors, colored markers, glue.

Group 5:
Regular pencils, colored pencils, crayons, assorted colored construction paper, scissors, rulers, colored markers, glue, tape, glitter, ribbons, stencils, and anything you can add to help this group

Procedure

Ask participants to form groups with three to five people in each. You want to have five groups. Tell participants that each group will make a poster to celebrate a holiday, season of the year, or other occasion (for example, Mother's Day, spring, fall, or Thanksgiving Day). All groups should make a poster about the same holiday or occasion. Tell them that each group will receive a bag of supplies to use in making their posters. They can use only the supplies given to their group; they may not borrow supplies from other groups. Tell them that their finished posters will be put on display and that they will have 15 or 20 minutes to complete their posters.

Give each group a large sheet of poster paper. Have the bags of supplies in view for all to see. Then give each group one of the bags. Hold up the bag (in an inconspicuous manner) so that all groups see the bag that is being given to each group. You need not comment on the contents of the bag. If participants ask why the contents are different, just say that these are the supplies available for your group. That's the way it is.

Give participants a five-minute warning. When the allotted time is up, ask participants to put their unused supplies back into their bags. One at a time, call each group to come up to the front of the room to display and explain their poster. After each presentation, applaud the group. When all groups have completed their presentations, engage the group in a discussion about this activity.

Discussion

1. How did you feel when you noticed that some people had more materials than you did?

2. How did you feel when you noticed that some people had fewer materials than you did?

3. In what ways did resources affect your project?

4. How would you have felt if I had judged your final products for a prize or for a grade? Would that be fair? Why or why not?

5. If other people saw your posters and were asked to pick the most talented students in the room, whom would they say? Would these posters necessarily be a fair assessment of what all of you can do?

6. Why do you think I set up this activity this way?

7. In what other situations do people have advantages over others? (Provide some examples to prompt the class.)

8. Is it important to consider individual circumstances and opportunities before judging a person's capabilities? Why or why not?

Chocolate Milk and Shades of Skin Colors

Goal
To understand why people have different skin colors.

Time
5–10 minutes

Materials
One glass of white milk, a spoon, a package of powdered chocolate drink mix

Procedure

State that one way people differ is in their skin colors. Ask if anyone knows why people have different skin colors.

Pour a glass of milk and hold it up for the class to see. Ask if anyone in the room has skin as white as the milk in the glass. (The answer should be, "No," unless there is an albino in the class.)

Inform students that this is because all of us have something in our skin called "melanin," which is a black substance.

Hold up the package of chocolate powder. Ask students to pretend the chocolate is melanin. Make the following statements as you add chocolate to the glass:

- White people have a small amount of melanin in their skin. (Put a little chocolate in the glass and stir.)

- Brown people, such as those from India, have more melanin in their skin. (Put more chocolate in the glass and stir.)

- Darker people, such as many African Americans, have even more melanin in their skin. (Put more chocolate in and stir.)

Ask students why we have different amounts of melanin in our skin. Inform then that melanin is like a curtain in our skin—it protects our skin from the sun's rays. We need some sun to help our bodies make and use vitamins, but too much sun will burn our skin. What color we are depends on our ancestry. White people originated in western European parts of the world, where it was colder; that area did not have much bright sunlight. So, people in that area developed skin with less melanin to take advantage of the smaller amount of available sunlight.

People who lived, let's say, in India, where it is hot and had a lot of sunlight, developed skin with more melanin to protect them from too much sun. And people who lived in Africa, where it is very hot, developed skin with even more melanin to protect them from the sun's hot rays.

Ask students which skin color burns faster in the summer sun. The answer is that people with lighter skin burn more and faster than people with darker skin.

Discussion

1. Does the color of people's skin make them good or bad, more intelligent or less intelligent, pretty or ugly?

2. What does the color of a person's skin tell you about the person?

Adapted from: Byrnes, D. A. (1995). "Teacher, They Call Me a _____!" *Confronting Prejudice and Discrimination in the Classroom*. Logan: Utah State Office of Education.

People with Disabilities

Procedure—Part I

Hand out one Reading Sheet to each student. Ask for volunteers to read the sheet aloud in small sections. After students have struggled with this, read the passages from the answer sheet.

Discussion

Ask students how trying to read this felt.

Tell students that this is an example of what reading might be like for people who have learning disabilities. People who have learning disabilities might have similar feelings to the ones you experienced.

Inform students that experts estimate that 6 to 10 percent of school-aged people in this country have learning disabilities. For people with learning disabilities, reading can be especially difficult, but that does not affect their intelligence. People with learning disabilities have average or above-average intelligence.

Procedure—Part II

Ask students which of the following people has/had a learning disability:

Tom Cruise
Walt Disney
Albert Einstein
George Patton

After they guess, read the description of each of these people. Emphasize that all of these people were very successful despite their learning disabilities.

Celebrities with Disabilities

Tom Cruise
He is a famous movie star. He learns his lines by listening to a tape because he suffers from dyslexia.

Walt Disney
He was slow in school work and did not have a successful school experience but later became a well-known movie producer and cartoonist.

Albert Einstein
As a child, he could not talk until the age of three. He did not learn to read until he was nine. His teachers considered him to be mentally slow, unsociable, and a dreamer. He failed the entrance examination for college. Ultimately, he developed the Theory of Relativity.

George Patton
When he was twelve years old he could not read, and he remained deficient in reading throughout his life. However, he could memorize entire lectures—this was how he got through school. He became a famous general during World War II.

Adapted from: Office of Affirmative Action (1996). *Take a Walk in My Shoes.* Oakland: Division of Agriculture and Natural Resources, University of California.

Discussion

1. Should we judge people based on their learning disabilities?

2. Can people with learning disabilities make important contributions to society?

3. Can you think of other famous people who have disabilities?

Reading

It is difficult to learn to read when the words don't stand still. Can you imagine what it is like to read when the words and letters move up and down on the page? Reading is not my favorite school activity. It helps to use my finger or a ruler to keep my place so I can read.

Changes

Changes are all around us.
Changes are a part of life.
Changes are a part of growing.

Just look how a sapling becomes a tree.
And in the fall, the leaves turn all different colors.

Red, gold, amber, brown, orange, and yellow.

Even though they're different colors,
They are all part of one tree,
And beautiful together.

And so, too, it is with people.

We are born, and we grow into adults
Who are different, but we are all part of the same family.

If only we could just blend harmoniously
Like the leaves on the tree.
Well, there's still time for change.

—Jane Brucker

READING

It is difficult to learn to read when the words don't stand still. Can you imagine what it is like to read when words and letters move up and down on the page? Reading is not my favorite school activity.

It helps to use my finger or ruler to keep my place so I can read.

CHANGES

Changes are all around us,
Changes are a dart of life,
Changes are a bart of promiup.

Just look at hom a sa bline deccmes a tree,
Aub in the fall, th e leanse turu all
                                        bifferent colors.

Reb, golb, awder, dromn, oraugs anb yellon.

Even thongh they're differant colore,
Theyar s all dart of oue tree,
Aub deautifnl togsther.

Aub so too, it is mith peodls,
We are boru, aub me grom intoobu lts
Whoare all different, put are all dart
                                        of the eams fawily.

If ouly me coulb juet dlend harmoniouely
Like the leanse ou the tree.
Well, there'e etill roow forchaupe.
                                        by Jane Brucker

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Famous People with Disabilities

Ludwig Van Beethoven, 1770–1827
Famous German composer and considered one of the greatest musicians of all times

The last 30 years of his life were shaped by a series of personal crises, the first of which was the onset of deafness.

Cher, 1946–
American singer and Academy Award–winning actress and director.

Dyslexic

Albert Einstein, 1879–1955
Mathematician and physicist; he developed the Theory of Relativity

He had a learning disability and did not speak until the age of three. He had a difficult time doing math in school and expressing himself through writing.

Whoopee Goldberg, 1949–
Oscar- and Golden Globe Award–winning actress

Dyslexic

Bruce Jenner, 1949–
1976 Olympic Gold Metal Decathlon Champion

Dyslexic

Helen Keller, 1880–1968
Blind and deaf

Juliette Gordon Law, 1860–1927
She had severe hearing loss and was deaf by the time she founded the Girl Scouts of America.

Marlee Matlin, 1965–
1987 Academy Award winner—Best Actress for role in *Children of a Lesser God*

She was the first hearing-impaired actress to win an Oscar.

John Milton, 1608–1674
English author and poet who wrote some of the greatest and longest poems—"Paradise Lost," "Paradise Regained," and "Samson Agonestes"—in his head and dictated them to his daughter.

He went completely blind in 1641.

George Patton, 1885–1945
U.S. General

Learning disabled. Did not learn to read until he was twelve years old; yet, he had learned to read military topographic maps by age seven.

Franklin D. Roosevelt, 1882–1945
U.S. President four times

Paralyzed by polio

Harriet Tubman, 1820(?)–1913
Abolitionist and rescuer of hundreds of slaves on the Underground Railroad. As a child, she was struck by an overseer. The blow fractured her skull and resulted in narcolepsy.

George Washington, 1732–1799
First U.S. President

He had a learning disability and could barely write; also had very poor grammar skills.

Woodrow Wilson, 1856–1924
U.S. President from 1913 to 1921; also governor, author, professor, and world statesman

Severely dyslexic

Is That a Fact?

Fact/Opinion Statement Cards

Create sets of Fact/Opinion Statement Cards by writing the following statements on blank index cards, one statement per card. Add or substitute statements of your choice.

- Girls are smarter than boys.
- Americans are friendly.
- Some boys are good at sports.
- Utah is a state in the United States.
- The world is a better place now than it was 100 years ago.
- Wheelchair users feel sorry for themselves.
- The Nile is the longest river in the world.
- Women make better teachers than men.
- People with accents are not smart.
- Most people in Africa live in urban areas.
- The United States is the richest country in the world.
- Americans love French fries.
- Some rich people are stuck up.
- There is more farmland in the United States than in any other country.
- Homeless people are lazy.
- In the United States, the sun comes up every day.
- Men are usually taller than women.
- This is the best school in the whole town.
- Judaism is a religion.
- China is the most populous country in the world.
- Most people in Honduras are unhappy.

Introduction

Understanding the difference between fact and opinion is critical to our ability to examine our reactions to events and people. Stereotypes and prejudices are often based on opinions that are perceived as facts.

Procedure

Write three examples of facts on one side of the board and three examples of opinions on the other side of the board

Examples of facts:

- George has blue eyes.
- This room has four windows.
- There are 50 states in the United States.

Examples of opinions:

- This room is too warm.
- Math class is boring.
- The best cars are made in the United States.

Ask participants to identify the statements of fact and the statements of opinion. Label each group.

Have participants work with partners to come up with definitions for the words "fact" and "opinion." Choose a group definition (use a dictionary if necessary).

Divide participants into small groups of four to five people each. Provide each group with a set of Fact/Opinion Statement cards. Ask one person in each group to "deal" the cards out to the group members until all cards have been distributed.

Fact/Opinion Statement Cards

China is the most populous country in the world.

Americans are friendly.

Utah is a state in the United States.

Today is a beautiful day.

Women make better teachers than men.

Judaism is a religion.

Girls are smarter than boys.

Some boys are good at sports.

The United States is the richest country in the world.

Most people in Africa live in urban areas.

Mount Everest is the tallest mountain in the world.

Some redheads have bad tempers.

Wheelchair users feel sorry for themselves.

Some rich people are stuck up.

Men are usually taller than women.

The world is a better place now than it was 100 years ago.

Most people in Honduras are unhappy.

There is more farmland in the United States than in any other country.

Americans love French fries.

Homeless people are lazy.

This is the best school in the whole town.

The Nile is the longest river in the world.

People with accents are not smart.

The sun comes up every day.

Have each small group divide its work space into three areas, one labeled "Facts," another "Opinions," and the third "Need More Information." Have participants work together to place the statements in the appropriate areas according to the definitions they agreed on earlier.

Ask participants to examine the statements in the "Need More Information" category. Have them work together to identify sources of information that would prove or disprove the statements.

Discussion

When the small groups have completed their work, bring the whole group back together to discuss the process. Use the following questions to check the students' understanding of the difference between fact and opinion.

- How can you tell whether something is a fact or an opinion?

- What makes deciding if something is a fact or an opinion difficult?

- When you were working in small groups, did everyone agree on which statements were fact and which were opinion? Could any of the opinion statements be considered facts if we had more information or if the statements were more specific?

- If you're not sure whether something is a fact, what can you do?

- Why is knowing whether something is a fact or an opinion important?
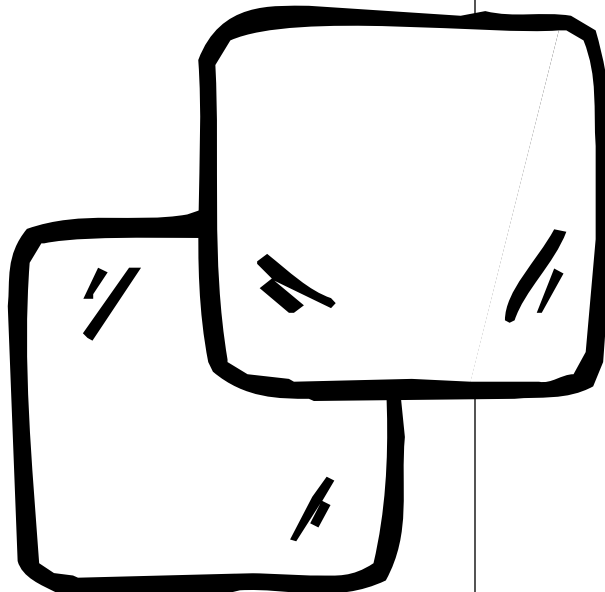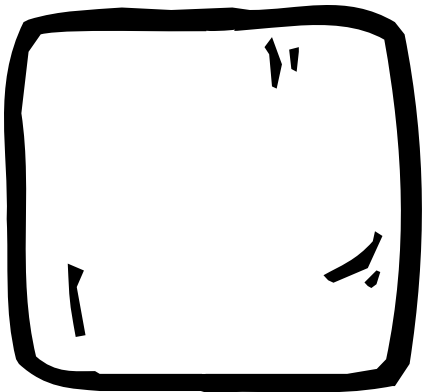
Used with permission from the Peace Corps, www.peacecorps.gov/wws.

Label Activity

Goal
To experience the effects of inclusion and exclusion in a simulated activity.

Time
15 minutes

Materials
Blank mailing labels or blank name tags, cut in half. Make as many labels as you have students. On the labels, write, "Smile at me," "Say, 'Hi,'" "Pat me on the back," "Shake my hand," "Give me five," and "Give me an "okay" sign." Use other responses that are typical for the group. On 10 percent of the labels, write, "Turn away from me."

Procedure

Begin the lesson by asking students if they think we sometimes label people because they belong to different groups. Tell them that the labels we put on people often limit their participation in groups.

Tell students that you are going to give them each a sticker. Tell them that you will put it on their foreheads so that they cannot see what it says. Distribute the labels randomly. Ask everyone to remain quiet and not reveal to each other what their labels say.

When everyone has a label, ask students to get up and mill around as if they were in the lunch room at school or at a party. Remind them that they should not reveal what is on anyone else's label. Let students mingle for 4 to 5 minutes, then ask them to return to their seats without looking at their labels.

Discussion

Ask students the following questions:

1. How were you feeling?

2. Without looking at your label, do you know what it says? How do you know?

3. All of you who think you have the "Turn away from me" label, please come and stand together in front of the room. How did you feel?

Allow students to look at their labels now. Explain that all of us have experienced times when we felt like we were wearing a "Turn away from me" label —when we felt left out or targeted. However, some groups experience this more than others, even regularly. What are some groups in your school that get targeted or left out? What groups in society seem to have a "Turn away from me" label on them? (Some examples include people with disabilities, people of a different religion, people of a different race, people who speak with an accent, and underprivileged people.)

Remind them that no one said anything negative to them; it was just in our nonverbal communication—our body language and our expressions. Without words, they got the message. Point out that 94 percent of all communication is nonverbal. We need to pay close attention to our body language and nonverbal expressions as well as our words.

End with the following additional questions:

- What can we do to change our non-verbal behavior to help everyone feel included?

- What do people from groups that are left out or excluded sometimes do? (Sometimes they get together and form their own groups and isolate themselves; perhaps this happened during this activity.)

- Any new thoughts about why members of excluded groups act in society the way they do?

- Any new insights on how being in an oppressed group feels?

Smile at me.

Pat me on the back.

Give me five.

Say, "Hi."

Shake my hand.

Give me an "okay" sign.

Turn away from me.

Walk Apart—Walk Together

This activity is appropriate for a wide variety of ages, ranging from elementary school to adult. Since it requires no special materials, it can be conducted in almost any setting. It is a particularly good activity for groups that are just forming.

Goal

To help participants recognize the differences among people, as well as the many similarities people share.

Time

10–15 minutes

Materials

Open space large enough for two people to take a short walk

Procedure

Two "volunteers" come forward and stand with backs together. Ask the "audience" to call out things about these two volunteers that are different. Differences sometimes pull us apart. As each difference is called, the volunteers take one step apart. When they reach the end of the available space, have them turn and face each other. Now, ask the audience to call out similarities of the volunteers. As each similarity is called out, the volunteers take one step toward each other.

Discussion

1. Think about the things that were noted as differences. How many were things that we can easily see (gender, size, hair color, skin color, dress, wearing glasses or not, etc.)?

2. What were some of the similarities? While certain physical characteristics are similar, many other similarities are not so visible. Perhaps both "volunteers" are enthusiastic or both have similar interests or goals in life.

3. Talk about the importance of the differences and of the similarities among members of the group. Be sure to talk about the importance of accepting and welcoming all members into the group.

Lookism

When the word "diversity" is mentioned, several terms are likely to come to mind. Among these include race, ethnicity, gender, age, religion, physical and mental abilities, income, education, and sexual orientation. One dimension of diversity that does not always immediately come to mind is appearance. Bias based on appearance may be referred to as "lookism." Consciously or unconsciously, we often make judgments about people based on the way they look.

Goal

To help participants think about the concept of lookism and to identify how appearance affects bias.

Time

Approx. 45 minutes

Materials

Markers and one flipchart for each group

Procedure

Divide the class into small groups (four learners to a group) and issue each group a flipchart and markers. Each group will make two flipcharts—one will be titled "How prejudice and bias focus on the physical characteristics of people" and the other will be titled "How prejudices and bias focus on the dress and makeup of people." Under each title they will list how people are hindered for not meeting a group's or organization's standards (norms). Coach the groups as they work their way through the exercise. Some items that could be listed include:

Physical Characteristics

- Too short
- Overweight
- Too light or too dark
- Too young or too old
- Disfigured
- Not graced with "good looks"
- Features that are less desirable than social or cultural norms

Dress and Makeup

- Dresses out of fashion
- Body piercing
- Hair length
- Informal dress
- Impression of informality
- Expression of cultural, ethnic, religion, generational, or personal standards

After the small groups have worked on the activity for about 25 minutes, bring the groups together and have them present their findings.

Discussion

Discuss what is fair and legitimate to ask of people about physical characteristics and appearance when it comes to workplace norms.

- Ability to do the job
- Loss of customers and money due to how an organization's employees look
- Safety requirements
- Loss of personnel because of bias about appearance

This activity is appropriate for adults and older youth. It can also be adapted so that the discussion focuses on inclusion in school, social groups, and other settings more relevant to the participant group.

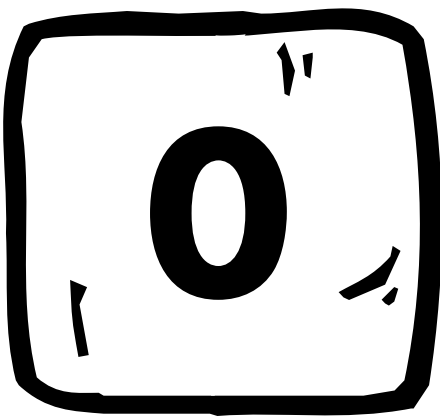# Inclusion/Exclusion

Goal
To experience the frustrations of being left out of a group or being ignored by its members and to explore the factors associated with the behaviors of insiders and outsiders.

Time
15–20 minutes

Materials
One sheet of paper for each group of five or six students; each paper should have a large number on it (1, 2, 3, 4, 5, etc.).

Procedure

Determine the number of students in the group and how many groups you can form with six or seven students in each group.

Begin by telling the group that you will need some volunteers. Select enough volunteers to equal the number of groups you determined earlier. (For example, assume you have 30 students in the class. That would allow for five groups of six students in each group. Therefore, you will need to select five volunteers.)

Ask the class to wait just a minute while you take the volunteers out into the hall. Tell the volunteers that you will be back to give them instructions in a minute.

Return to the large group and ask them to get into groups of five or six participants and form a circle. It is okay if a few groups have a smaller or larger number than five. Tell the students that the goal of each circle is to keep the volunteers from becoming a part of their group. They should pick any subject and talk to each other. The subject may be planning a party or some other special event; each group should appear to be having a good time. The groups can use any means possible, except violence, to keep the volunteer from becoming a part of the group. The group may chose to stand very close together so that the volunteer cannot get into the circle. The group members may simply ignore the volunteers and not talk to them. Give each group a sheet of paper with the number of their group on it.

Leave the larger group to form their circles and select their topics to talk about. Return to the volunteers in the hall. Tell the volunteers that their goal is to become a part of the circle that you will assign them to. Assign a number to each volunteer and remind then that their goal is to become a member of the group with that number. Bring the volunteers into the room and ask the circles to hold up their numbers. Allow the interaction to proceed for about three minutes. Then ask everyone to return to their seats.

Discussion

First, ask everyone to give the volunteers a round of applause for being brave enough to be volunteers for this activity. Thank them. Then lead them in a discussion of this activity. Ask volunteers:

1. How did you feel about being excluded by the group?

2. How hard did you try to become part of the group?

3. What did you do to try to get in?

4. What did the group say or do to you to keep you out?

Ask group members:

1. How did you feel about excluding the volunteer?

2. How far were you willing to go to keep the volunteer out?

Tell them that in this situation they were asked to keep the volunteers out of the group. But in real life people do get excluded from groups and a lot of the time it is because they are thought to be different from people in the group.

- Can you think of a time when you felt different from everyone else? Maybe you were the only girl in a group that had all boys. Or maybe you were the only person who spoke English in a room full of people. Who can share a time when they felt different?

- What is one word that best describes how you felt when you were the one who was different? (Write these on a blank overhead or wall sheet.)

- Have you ever been excluded from some group that you wanted to join? Why did you want to join them, and how did they exclude you?

- Think about some people at your school that you consider different from you or the kids you hang around with. I'm sure everyone can think of at least one person that you think of as being different. Do you have that person in mind? Raise your hand if you have that person in mind. Now, here comes the hard part: Think of at least two ways in which that person is the same as you. (Ask students to share.) So, as you can see, although we are all unique and are in many ways different from everyone else, we are also the same in many ways.

- What is the most important thing you learned from this activity?

- Based on your experience in this activity, would you change any of your behaviors at school?

- How could we make it easier for outsiders to join our group?

Resources/References

The activities in this publication have been adapted from activities in a variety of resources. Information about specific sources will be provided upon request.

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Morita, Yuri (1996). *Take a Walk in My Shoes: A Guide Book for Youth on Diversity Awareness Activities.* Oakland: Office of Affirmative Action, Division of Agriculture and Natural Resources, University of California.

O'Malley, Marion, and Tiffany Davis (1994). *Dealing with Differences.* Carrboro, N.C.: The Center for Peace Education.

Issues & Action

This exercise was adapted Michigan Roundtable for Diversity and Inclusion

Materials Needed: Pens, paper, markers, flipchart and tape

A. In pairs or small groups brainstorm answers to the following "In your school, what groups of people might feel like they are often disrespected or left out? (Answers might include groups such as students with disabilities, gay/lesbian students, minority students, students who dress differently, etc.)

B. Have pairs share their answers. Write the name of each group that was identifies on a separate piece of flip chart and hang the paper up around the room. Have everyone walk around the room and think about the ways in which the groups you identifies might get disrespected of excluded. Have members jot down their thoughts on the flip chart paper. (For example: if someone thinks that students with disabilities may feel excluded because some parts of the school are not accessible to wheelchairs, they should write that down on the "students with disabilities" flip chart paper. Give everyone about ten minutes to walk around and write their thoughts. When they have finished, you will have a gallery of issues to discuss.

C. Bring the group back together and read each of the flip chart pages out loud. Break back into pairs or small groups and give each pair one of the flip chart pages. Ask each pair to brainstorm a list of ideas for making the group on the page feel more respected and included at school.

D. Bring the group back together so that each pair can report the ideas that they listed. Did pairs have similar ideas? Would some of these ideas actually work to help more than one group of students feel more included? Which ideas would be the most realistic for your group to tackle?

The issues that you have listed on the flip chart paper can be used to develop a list of objectives- issues you would like to address in your school. The ideas that pairs reported can then be discussed and combined into an action plan for the coming months.

Privilege Walk
VERSION B

Purpose: To provide participants with an opportunity to understand the intricacies of privilege.
Time: 1 ½ hours
Note to facilitators: This is a powerful exercise and should be thoroughly discussed afterwards.

1. Participants should be led to the exercise site silently, hand in hand, in a line.
2. At the site, participants can release their hands, but should be instructed to stand shoulder to shoulder in a straight line without speaking.
3. Participants should be instructed to listen carefully to each sentence, and take the step required if the sentence applies to them. They should be told there is a prize at the front of the site that everyone is competing for.
4. If you are short on time, we suggest shortening the number of statements and selecting from the items in boldface type.

Statements:

1. **If your ancestors were forced to come to the USA not by choice, take one step back.**
2. **If your primary ethnic identity is American, take one step forward.**
3. If you have ever been called names because of your race, class, ethnicity, gender, or sexual orientation, take one step back.
4. **If you grew up in a household with servants (gardeners, housecleaning, etc.) take one step forward.**
5. **If your parents are educated professionals (doctors, lawyers, etc.) take one step forward.**
6. If you were raised in an area where there was prostitution, drug activity, etc., take one step back.
7. If you studied the culture of your ancestors in elementary school, take one step forward.
8. If you started school speaking a language other than English, take one step back.
9. **If you ever had to skip a meal or go hungry because there was not enough money to buy food when you were growing up, take one step back.**
10. **If you went on regular family vacations, take one step forward.**
11. **If one of your parents was unemployed or laid off, not by choice, take one step back.**
12. **If you attended private school or summer camp growing up, take one step forward.**
13. **If you have ever been homeless or if your family ever had to move because they could not afford the rent, take one step back.**
14. **If you have ever been followed in a store or accused of cheating or lying because of your race, ethnicity, gender or sexual orientation, take one step back.**
15. If you were told that you were beautiful, smart and capable by your parents, take one step forward.
16. If you were ever discouraged from academics or jobs because of race, class, ethnicity, gender or sexual orientation, take one step back.
17. **If you were encouraged to attend college by your parents, take one step forward.**
18. If you were raised in a single parent household, take one step back.
19. **If your family owned the house where you grew up, take one step forward.**

20. If you saw members of your race, ethnic group, gender or sexual orientation well represented in a range of roles on television and the media, take one step forward.
21. If you have ever been offered a good job because of your connection to a friend or family member, take one step forward.
22. If you have inherited or are likely to inherit money or property, take one step forward.
23. If you have to rely primarily on public transportation, take one step back.
24. If you have ever been stopped or questioned by the police because of your race, ethnicity, gender or sexual orientation, take one step back.
25. If you have ever been made uncomfortable by a joke related to your race, ethnicity, gender or sexual orientation but felt unsafe to confront the situation, take one step back.
26. If you have ever been the victim of violence related to your race, ethnicity, gender or sexual orientation, take one step back.
27. If your parents did not grow up in the United States, take one step back.
28. If your parents told you you could be anything you wanted to be, take one step forward.

Processing:

Ask participants to remain in their positions and to look at their position as well as the positions of the other participants.

Ask participants to consider who among them would probably win the prize.

Suggested questions for processing are:

1) What happened?
2) How did this exercise make you feel?
3) What were your thoughts as you did this exercise?
4) What have you learned from this experience?
5) What can you do with this information in the future?

adapted from Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack"

Council of Michigan Foundations

CMF

Serving grantmakers. Advancing giving.

TRANSFORMING
Michigan Philanthropy
through
Diversity & Inclusion

Youth Grantmaking Roles

GrantCraft's Roles@work card deck is designed to help you explore what your roles are as a grantmaker and to assist in helping you understand how to manage the different roles you need to play. Like other GrantCraft products, the role cards are based on stories from grantmakers in all kinds of foundations. Experiment with the Roles@work cards. Use our suggested activities or make up something that works for your group. The following exercises have been adapted to ask questions directed towards Youth Advisory Councils and the types of issues they face as a grantmaking body dominated by Youth. The use of this activity is not restricted to ownership of the actual Grantcraft Roles cards, but the cards can be purchase from the Ford Foundation on their website.

Activity One: Who's Missing?

(For Youth Advisory Council Executive Committee members)

- Jot down the tasks you are most frequently required to do during a YAC meeting.

- Now look at the cards. Which roles are important for getting those tasks done?

- What is missing? Make a list of any cards you would add in order to more efficiently accomplish those tasks.

Activity Two: What's Essential?

(For Youth Advisory Committee)

- Sort the cards for the six roles you believe to be important in being an effective YAC member.

- Take a look at the cards you selected and discuss the commonalities and differences between the six roles you have chosen, and those other YAC members have chosen.

- Which roles are least common? What makes them essential to some people but not others?

- How do your roles contribute in creating a more effective and inclusive YAC?

Activity Three: Too Much, Too Little.

(For YAC Advisors and Youth Advisory Council Executive Committee members)

- Choose the cards that represent what you do too much of and what do you don't do enough of.

- What would it take to change the balance?

Activity Four: Lessons Learned.

(For new, more experienced Youth Advisory Council members and Alumni)

- Invite an experienced Youth Advisory Council member or alumni to pick a card and tell a story about a lesson learned in that role.

Activity Five: What Roles Do We Value?

(For the Youth Advisory Council Executive Committee members transitioning off and new officers)

- Display or read the cards, then invite discussion.

- What are the most common roles inside our Youth Advisory Council? What are the least common roles within the Youth Advisory Council?

- Are there roles that are not acceptable within our Youth Advisory Council? Why?

This activity is an adaptation of the Grantcraft Roles @ Work developed by the Ford Foundation.

MICHIGAN Community Foundations

MCFYP

YOUTH Project

accountability officer
Keep tabs on financial status and programmatic goals of grantees

administrator
Move the paper (and the people) through the process

advocate
Make the case for supporting a grantee or a line of work

ambassador
Represent the foundation's story, vision, and values

analyst
Evaluate strategies, review proposals, or assess situations with an objective and dispassionate eye

bridge builder
Make it possible for strange or unlikely partners to work together

closer
Bring deliberations and due diligence to an end to make a grant

collaborator
Partner with funder colleagues on grantmaking

connector
Link grantees to one another or to others to maximize outcomes

consultant
Provide advice or expert assistance to grantees or grantseekers

convener
Bring people together to discuss and learn about a problem or topic

critical friend
Give honest critique without smashing hopes or undermining confidence

decision giver
Send a clear and timely "no" or "yes" to a grantseeker

disturbance generator
Help colleagues and grantees question their answers

facilitator
Lead or coordinate the work of a group to get ideas on the table or to get things moving

fundraiser
Help grantees raise money from other foundations and donors

idea mover
Take a leap with new ideas or people in a field or community or inside the foundation

impact assessor
Determine whether or not outcomes are worth the investment

matchmaker
Introduce grantees to donors, practitioners, or policymakers where the interest might be mutual

mediator
Reconcile differences and aid communication between parties

organizer
Think and act tactically to get something done

rescuer
Save a good grant that has floundered or gone astray

scanner
Gather information from many sources as a prelude to grantmaking action

sounding board
Listen actively for ideas, opinions, and points of view

strategist
Create and sell a long-term plan of action to achieve a particular grantmaking goal

talent scout
Keep an ear to the ground to learn who's doing what (and well) in a field or community

translator
Help internal leadership understand what's happening in a field or community and vice versa

validator
Affirm good work by grantees and others in the field

voice amplifier
Find and support people at the margins of a field or community

wild card
Invent a role to suit the situation