

SMS @ PHS

STUDENTS MENTORING STUDENTS

DIVERSITY NECKLACE:

- _____ Mentor
- _____ Doctor
- _____ Athlete
- _____ Coach
- _____ Teacher
- _____ Best friend
- _____ Movie Star
- _____ Yourself
- _____ Family friend
- _____ Neighbor
- _____ Smartest kid you know
- _____ One person from history
- _____ Last person not in your family to babysit you
- _____ Last musician you listened to
- _____ Last crush or bf/gf (initials, or a fake name is okay)

KEY	
White/Caucasian.....	Blue
Latino/Hispanic.....	Red
African American/Black.....	Yellow
Asian/Pacific Islander.....	Green
Middle Eastern/Arabic.....	White
American Indian/Native American...	Black
Eastern Indian.....	Pink

Race relates to a person's appearance - chiefly the color of their skin. It is determined biologically, with genetic traits such as skin color, eye color, hair color, bone/jaw structure etc.

Ethnicity, on the other hand, relates to cultural factors such as nationality, culture, ancestry, language and beliefs.

For example, a person from Russia is Caucasian but their Ethnicity is Russian.

*****This is the Ambassador copy** and should not be shared with the students prior to completing the activity. Ask students to take out a blank sheet of paper and number it from 1-15. Inform the students that we will be doing an activity that requires them to write the first person's name that comes to their mind after you read each statement. One at a time, read each line and allow time for students to write a name. Here is where it gets difficult... Please say in your own words or read the following, ****(Hang the KEY now)****

“For the purpose of this exercise, we have identified 7 Ethnicities but by no means is this a exhaustive list, there are MANY other Ethnic groups that people identify with. We are essentially going to ask you to stereotype the people in the list you created, based on what you think, our culture would perceive the persons race to be. For example, if someone were to ask what President Obama’s race is, most

would say African American, although we know he is multi-racial.” After identifying and writing down each person’s race, next, take one corresponding colored bead for each individual. Be sure students know that the color of the bead does not correspond to the race, i.e. Caucasian/White gets a blue bead. Each student should end up with 15 beads when all is said and done.

***This necklace represents of each student’s circle of influence.** Whether your necklace is all one color or multi-colored, it is neither good nor bad, nor is it right or wrong; it just simple is what it is. This activity is designed to help you see who you spend the most time with, who has the greatest influence on your life, and/or who you most identify with.*

PROCESS QUESTIONS:

- 🕒 What do you notice about your necklace? (Allow for several people in your group to respond)
- 🕒 What, if anything, surprised you about this activity?
- 🕒 What patterns do you see in your necklace?
- 🕒 Why does this activity matter? Why are we doing this activity? Why should we learn more about our **Circle of Influence**?
- 🕒 Does anyone wish to change their **Circle of Influence**?
- 🕒 How would one go about changing their **Circle of Influence**?
- 🕒 What have you learned today that may influence how you “show up” at Poudre? (How you contribute to an accepting, non-judgmental atmosphere at Poudre)?
- 🕒 What will you take away from this activity?

With regard to DIVERSITY, often times, conflict stems from a lack of understanding. This is not necessarily anyone’s fault, however. When we look around the room at ours, and other student’s **Circle of Influence**, they tend to be largely homogenous, (similar to our own race).

WHAT ARE SOME WAYS WE CAN INCREASE OUR MULTICULTURAL IQ?

- 🕒 Learn factual info about other cultures and groups with different backgrounds.
- 🕒 Read an article or book about a culture and compare your views with the author’s.
- 🕒 See a movie about other cultural lifestyles and compare your life to the lives of those on film.
- 🕒 Attend a cultural event, celebration, or holiday program of a different culture that you have never experienced before. For example: Pow Wow, MLK march, Cinco De Mayo celebration, Take Back The Night March, etc.
- 🕒 Learn a new language
- 🕒 Eat at an authentic ethnic food restaurant (not Panda Express for example).
- 🕒 Interview a person from a different culture.
- 🕒 Explore your own family history and background. Trace your ancestry.

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STUDENTS MENTORING STUDENTS

Poudre High School seeks to create a culture of respect that honors the rights, safety, dignity, and worth of every individual. By choosing to be part of this community, we pledge our respect for the standards of the community and for the rights and well being of all its members.

As a member of Poudre High School, I pledge that:

- 🕒 I will respect the dignity and essential worth of all individuals.
- 🕒 I will promote a culture of respect throughout the Poudre High School community.
- 🕒 I will respect other student's personal property and freedom.
- 🕒 I will not tolerate, nor contribute to bigotry, discrimination, violence, bullying, or intimidation of any kind.
- 🕒 I will practice personal and academic integrity and expect it from others.
- 🕒 I will promote the diversity of thoughts, opinions, ideas, and backgrounds, which is the lifeblood of Poudre High School.

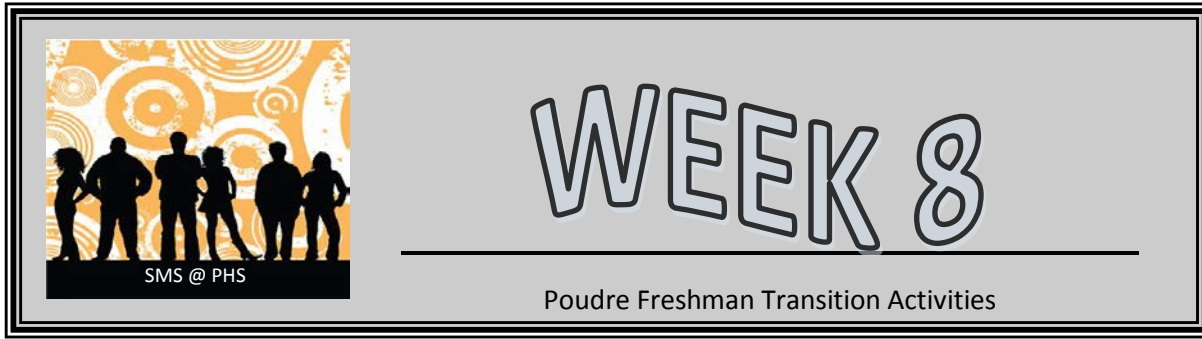
(SIGNATURE OF STUDENT)

(DATE)

(SIGNATURE OF PEER MENTOR)

(DATE)





THEME OF THE WEEK: DIVERSITY CONTINUES! The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. Most simply put, diversity is **what makes us different from one another**. These differences can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, and/or political beliefs.

It is the exploration of these differences in a **safe, positive, and nurturing environment** that helps us to both understand and appreciate others. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. **Hate based on cultural differences is a learned behavior.**

TIME: 75 minutes

CLASSROOM TEACHER/STUDENT PREPARATION: None

ACTIVITIES:

- Small group..... Check In/How Was Your Week? (5 minutes)
- Why is diversity important? (10 minutes)
- Diversity Necklace (25 minutes)
- Global Village (10 minutes)

Large group..... Diversity Dot activity and discussion (25 minutes)

SUPPLIES:

- Your Binder (ALWAYS)
- Beads/string/scissors for Diversity Necklace
- Diversity Dots

Handouts:

- Diversity Necklace Instructions
- The Global Village

“America is not like a blanket—one piece of unbroken cloth. America is more like a quilt—many patches, many pieces, many colors, and many sizes, all woven together by a common thread.”

NAME REVIEW & CHECK-IN: (5 MINUTES)

Consider having a more serious check-in to set the mood for a serious activity.

WHY FOCUS ON CULTURAL DIVERSITY WITH TEENAGERS (FOR YOUR OWN LEARNING)?

First, a quick definition of culture:

Whenever people form a group of any size, they develop, share, and teach social norms that help them carry on together. Most of these norms are unconscious “rules” that impact every level of each person’s life. While it can be a contributor, culture DOES NOT refer to one’s race or skin color. Culture will encompass:

- ❶ Beliefs
- ❷ Values
- ❸ Attitudes
- ❹ Perceptions
- ❺ Behaviors

Our cultural training starts the moment we are born and continues throughout our life. For instance, pink and blue clothes on newborns cues everyone who interacts with the baby to treat the child as either a boy, or a girl, according to cultural norms.

Like an **iceberg**, most of the social programming is under the surface. Our perceptions, attitudes, values, and beliefs lie below the surface, or “below the water.” Only our behaviors, including our spoken thoughts, are evident to others, or “above the water.”



Many people, teens and adults alike, look only through the lens of their own cultural influences. They also believe that their culture is “the only one” or “the right one.” Tension arises whenever people hold rigidly to this notion. Reducing this tension can increase school harmony, stop prejudice, help avoid violence in schools, and reduce bullying.

- ❶ Studying cultural diversity helps teens learn more about themselves as individuals, their family norms, and the cultures of their peers. This knowledge supports each student’s psychological and social growth. It also opens the conversations that break down cultural barriers, and:
 - Contributes to classroom, school, and community harmony
 - Eliminates prejudice
 - Stops potential hate and peer violence
 - Reduces bullying
- ❷ The cognitive effort required for breaking through stereotypes and narrow attitudes enhances complex thinking and development of values, ethics, and character.
- ❸ Studying cultural diversity is an opportunity for teachers and students to work together in instructional conversations. It also connects curriculum to kids’ experiences, home, and community and can provide a link to other curricular areas.
- ❹ Lastly, studying cultural diversity can be intellectually satisfying and fun.

WHY IS APPRECIATING DIVERSITY IMPORTANT FOR POUDDRE HIGH? (10 MINUTES)

The face of the United States has changed and will continue to diversify over your lifetime. Poudre is the most diverse high school in Fort Collins, which adds to the richness of each student’s experience. With that richness, however, comes a greater opportunity for conflict and discrimination. It is through education and exposure that situations that once produced animosity can eventually lead to friendships and growth. 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 45 million people with physical and mental challenges, about 15% of the U.S. population. **Why should we be concerned about diversity? 3 simple reasons:**

1. The Global Market

Ask the following questions:

- We have all heard the expression that our world is shrinking. What exactly does that mean?
- What is “the global market” and where can it be found?

4 out of every 5 new jobs created are the result of foreign trade so to a large extent the strength of our economy depends largely on our ability to do business with other parts of the world. It is increasingly important that we learn not to just get along, but to understand and appreciate people from other cultures.

2. Changing Demographics

Just a few short decades ago 3 out of every 4 Americans were Whites. Today, over 30% of the U.S. population are people of color. By 2050 Caucasian Americans will be a minority. 1 in 5 Americans will be an immigrant. It was estimated that between 1998 and 2008 70% of new workers entering the workforce were women or people of color. For these reasons, today’s teenagers and adults are more likely to face the prospect 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 more and more important.

3. Changing Concept of America

MELTING POT VS SALAD BOWL

As Americans, we have long thought of and referred to ourselves as a “melting pot”, suggesting the “melting together” of all people, into a harmonious whole with a common culture. It is most commonly used to describe the assimilation of immigrants to the USA, (*assimilate means to become similar to one's environment*). More recently however, proponents of multiculturalism assert that cultural differences within a society are valuable and should be preserved; where different cultures mix, but remain distinct. This more closely mirrors a “Salad Bowl”, where the carrots, lettuce, cucumbers, green peppers, and tomatoes maintain their individual shapes, color, and taste.

How does this notion of a “salad bowl” relate to people?”

The following activity is supposed to mimic the stereotyping and the inappropriate grouping of people into groups that fit the American model of assimilation and the idea of a melting pot.

DIVERSITY DOTS: (30 MINUTES)

Each student will get a Diversity Dot placed on their cheek (NOT FOREHEAD). They are NOT to see the color or design of their dot. Once all the students have a dot on their cheek tell them that they must work together to form groups based on their dots. Once they are all in a group, have the students discuss why they chose the groups they did. Then, tell them that they are not quite right (even though we know there is no correct answer☺). Have the students re-think the idea and form new groups using the dots to decide who goes where. Some students will become frustrated with this activity so good facilitation will be important! Once the students have finished the second time, discuss as a group why they chose the groups that they did. Eventually you will inform them that there was no right and no wrong answer. Use the questions below to help guide your reflection on this activity.

The students will have a lot of questions about how to form groups but you are to provide no further instruction (beyond, “form groups solely based on the dots on your faces”).

PROCESS QUESTIONS:

- *What did we just do? Someone explain exactly what was asked of you.*
- *Who decided how you were going to form your group?*
- *How did you form your groups?*
- *Was this activity hard? Easy? Confusing?*
- *What was hard about it? Confusing? Etc.*
- *How did you feel during the forming of groups?*
- *Did anyone get put into a group without being allowed to give their own input?*
- *Does anyone feel like they wound up in the wrong group?*
- *Who didn't have a group?*
- *What groups are we placed into in our day-to-day lives? Are we ever placed into a group without our input? Are those group labels ever incorrect?*
- *Has anyone ever been placed in a group that wasn't entirely accurate? Talk about that...*
- *How does this activity relate to high school?*
- *What can we take from this activity that will make our school a better place?*

DIVERSITY NECKLACE: (25 MINUTES)

Please refer to the Diversity Necklace handout for this activity.

THE GLOBAL VILLAGE: (15 MINUTES)

Take out the handout titled "If the World Were A Village of 100 People". Start by reading the scenario at the top then check for understanding,

"If we could reduce the world's population to a village of precisely 100 people, with all existing human ratios remaining the same, the demographics would look something like this."

Then, go in a circle and have students take turns reading one stat each. After all statements have been read, lead a discussion on people's reactions using the following questions as guidance. This is not a time to argue the validity of the statistics; this should simply be used as a vehicle for creating discussion.

- *What shocked you about the stats?*
- *Which of these statistics do you find least surprising?*
- *Which of these statistics are hard for Americans to even comprehend?*
- *What are the implications of these stats on our society?*
- *Are there any stats that you have a hard time believing?*
- *Do these facts change the way you view the world? Why/Why not?*

UPCOMING EVENTS: (5 MINUTES)

Ask students what events they have been to this year. Ask them about their favorite ones? What events do they plan on attending this semester? Do any students in your group play sports? Which? Updates???

WRAP-UP & EVALUATION: (5 MINUTES)

Give students an honest but constructive feedback of how you felt the day went. It is important to always end on a positive note. Complement the group, offer insightful criticism, and end with another positive. Feedback is important and welcomed! Encourage it!

You have just finished Diversity... By far, the toughest lessons to teach! What new stuff did you learn today? Great job! Reflect honestly on the job you did. What did you do well? What do you need to work on? What suggestions will you bring to Ambassadors next week?



STUDENTS MENTORING STUDENTS

IF THE WORLD WERE A VILLAGE OF 100 PEOPLE...

If we could reduce the world's population to a village of precisely 100 people, with all existing human ratios remaining the same, the demographics would look something like this:

The village would have 60 Asians, 14 Africans, 12 Europeans, 8 Latin Americans, 5 from the USA and Canada, and 1 from the South Pacific.

51 would be male, 49 would be female

82 would be non-white; 18 white

67 would be non-Christian; 33 would be Christian

11 would be homosexual, 89 would be heterosexual

80 would live in substandard housing

67 would be unable to read

50 would be suffering from malnutrition

33 would be without access to a safe water supply

39 would lack access to sanitation

24 would not have electricity (of the 76 that does, vast majority is only used at night)

7 people would have access to the Internet

1 would have a college education

1 would own a computer

1 would have HIV

5 would control 32% of the entire world's wealth, and all of them are from the US

33 would be receiving – and attempting to live on – only 3% of the income of the village

If you woke up this morning with more health than sickness, you are luckier than the more than one million people who will die this week from a lack of health care.

If you are able to go to church, mosque, or synagogue without fear of harassment, arrest, torture, or death, you are luckier than over 3 billion people in this world.



*This version of The Global Village was last updated in 2005. It should be noted, however, that with so many new reports and constantly changing statistics, the above information is not meant to be totally accurate, it is more for the purpose of fostering understanding, so that we might better dialogue and understand the different cultures of the world.