

This workbook is a compilation of curated Diversity, Equity and Inclusion trainings designed for Virginia Military Institute. Trainings are intentional in an effort to deliver direct engagement that lets cadets achieve a better understanding of Diversity, Equity and Inclusion.

Cadet Training Guide for Diversity, Equity & Inclusion



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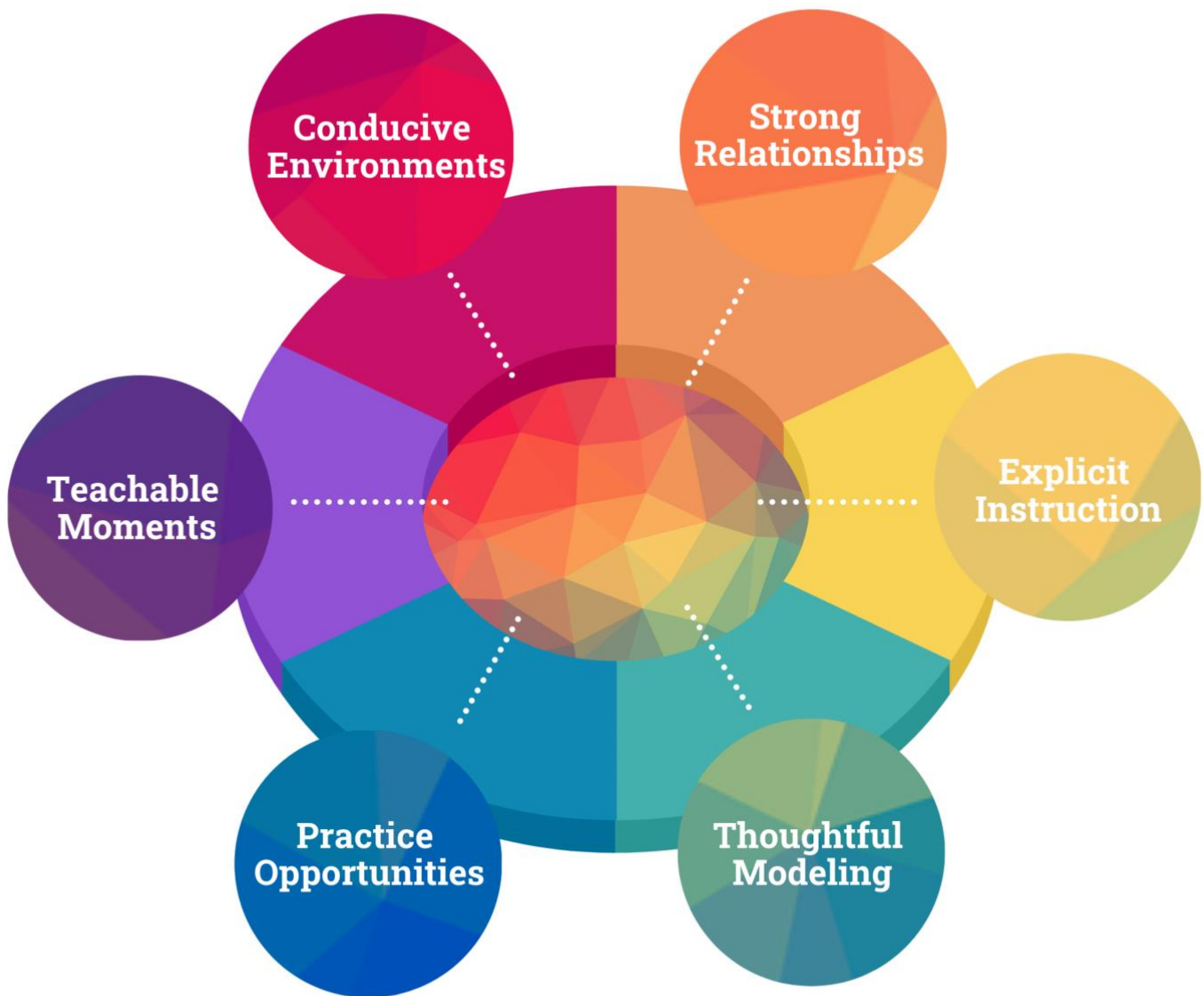
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BUILDING CONNECTIONS



Facilitation Guide: Cultural Pursuit

Introduce the activity to participants.

This activity is designed to challenge the participants' knowledge of different cultural information.

- ▷ Pass out the questionnaire to all the participants.
- ▷ Have the participants move around the room trying to find people within the group who know the answer to the questions.
- ▷ As the participants find answers to the questions they should have that person initial their sheet.
- ▷ Participants are only allowed answer three question themselves.
- ▷ Set a time limit for the participants to find answers (Suggested 5-8 minutes).
- ▷ Process the activity.

How to Process the Activity Afterwards

Guided Questions:

- ✓ What did you think about this activity?
- ✓ How did you feel when you knew the answer?
- ✓ How did you feel when you didn't know the answer?
- ✓ Did any of the answers surprise you? Why or why not?
- ✓ How does this activity and/or knowledge apply to your role as a VMI?

Facilitators Notes

CULTURAL PURSUIT

1. Which population does the U.S. Census Bureau predict will become the U.S.'s largest minority group by the year 2050? _____	2. Who is currently the president of the National Association for the Advancement of Colored People (NAACP)? _____	3. Which Jewish man survived Nazi concentration camps to go on and become a world-renowned author and identifier of Nazi War criminals? _____	4. Native American Heritage Month is celebrated in: _____	5. The number 77 seen on some baseball shirts (worn by regular people, not ball players) reflects (A) The number of guiding principles for the Nation of Islam, (B) The former area code of Puerto Rico, or (C) The number retired by baseball great Jackie Robinson. _____
6. What historical symbol continues to cause a great deal of controversy in South Carolina? _____	7. Which famous female was an integral part of the Underground Railroad that helped hundreds of slaves escape to freedom during Civil War times: (A) Harriet Tubman (B) Mary McLeod Bethune (C) Amelia Earhart (D) Elizabeth Cady Stanton _____	8. True or False: Both the American Psychiatric Association and the American Psychological Association once professed the idea that homosexuality is a mental illness. _____	9. Hate crimes target groups for these reasons (put them in order—one for most targeted and five for least targeted): _____ Disabilities _____ Race _____ Religion _____ Sexual Orientation _____ Ethnicity/National Origin.	10. Who was the first female head of government to be democratically elected in a Muslim country? _____
11. Name three celebrities who are multiracial. ____ 1. _____ ____ 2. _____ ____ 3. _____	12. True or False: 2000 was the second time that the U.S. Census Bureau has allowed multiracial people to check as many boxes as apply, regarding race on their forms. _____	13. Asian/Pacific American Heritage Month is celebrated in: _____	14. If the earth's population was shrunk to a village of 100 people, with all the existing ratios still in place, what number of those 100 people would have a college education? _____	15. The day that Mexicans and Mexican Americans celebrate the triumph of Mexican forces over the French in 1862 is: _____
16. This man led China's 1911 revolution, overthrowing the Ch'ing Dynasty, which has ruled since 1644. He was also the founder of the Republic of China. Who was he? _____	17. The pink triangle symbol associated with homosexuality originated in (A) Austria (B) San Francisco (C) Germany (D) Greenwich Village _____	18. Which religion is practiced throughout Central and Southeast Asia, China, Japan, Korea and some places the West? _____	19. Who is the current President of Jamaica? _____	20. The head of state in South Africa is: _____
21. True or False: Langston Hughes was a prominent African American singer during the Harlem Renaissance period in the 1920's. _____	22. Which annual event features over 20 participatory events for children and adults with cognitive disabilities? _____	23. This Shoshone woman served as Lewis and Clark's chief interpreter on their journey through the Louisiana Territory to the Pacific Coast. _____	24. Who was the founder and first president of the Mormon Church? _____	25. How much money does a family of four have to earn to be considered "above the poverty line"? _____

CULTURAL PURSUIT ANSWERS

1. The Hispanic population is predicted to rise from 12 percent in 1999 to 24 percent in 2050.
2. Derrick Johnson is the 19th President of NAACP. President Johnson assumed office in 2017.
3. Simon Wiesenthal, author of books such as *The Sunflower: On the Possibilities and Limits of Forgiveness* and *Justice Not Vengeance*.
4. November.
5. (B) The former area code of Puerto Rico is worn as a symbol of cultural pride.
6. The confederate flag, specifically that it was being flown on top of the state capital building. On July 1, 2000, it was moved from flying on top of the capital building to a monument on the state capital grounds.
7. (A) Harriet Tubman ("Moses") escaped slavery at the age of 25 and helped over 300 other slaves escape through the Underground Railroad.
8. True.
9. According to statistics provided by the Human Rights Campaign, Race was #1 with 58.5%, Religion was #2 with 17.2% Sexual Orientation was #3 with 13.7%, Ethnicity/National Origin was #4 with 10.4% and Disabilities were #5 with .15%
10. Benazir Bhutto was elected Prime Minister of Pakistan in 1988. She served as Prime Minister twice; once between 1988-1990 and again between 1993-1996.
11. Tiger Woods is Black, Native American, Asian and Caucasian. "Today" reporter Ann Curry is Asian and Caucasian. Singer Mariah Carey is Black, Venezuelan and Caucasian. Actress Halle Berry is Black and Caucasian. Actor Benjamin Bratt is Peruvian Indian and Caucasian. Actor Keanu Reeves is Caucasian, Asian and Hawaiian. Other multiracial celebrities mentioned recently are: Vin Diesel; The Rock and Derek Jeter
12. False. The year 2000 is the first year that this reporting structure has been used by the Census Bureau.
13. May
14. 1
15. Cinco de Mayo.
16. Sun Yatsen.
17. (c) Germany. The pink triangle was used to identify homosexual people in concentration camps.
18. Buddhism.
19. Andrew Holness – current Prime Minister of Jamaica.
20. President Cyril Ramaphosa-president since 2018
21. False. Langston Hughes was a famous writer of poetry, history, fiction, drama and essays during this time.
22. The Special Olympics, first held in 1968.
23. Sacajawea.
24. Joseph Smith.
25. \$23,050. is the amount that the US government uses

DIVERSITY BINGO

An Aunt	On a diet	Non-smoker	Member of a social club	Knows words to the UF Fight Song
Has recently eaten at an “ethnic” restaurant	Catholic	Member of an academic club or organization	Has lived on a farm	Thinks cold pizza is great for breakfast
Is a vegetarian	Has three or more siblings	FREE	Has visited another college within the last six months	Is a polyglot
Has lived in more than three states	Has visited another country	Celebrates Kwanza	Born outside Virginia	Knows what Yom Kippur is
Has worked at a place where uniforms are required	Speaks more than one language	An Uncle	Has relatives living in another country	Is an only child

“How Comfortable Am I?”

Please take some time to rate (indicate by a circle) the following statements on a scale of 1-4, with 1 being not comfortable at all to 4 being completely comfortable.

	Not Comfortable at all	Uneasy	Fairly Comfortable	Completely Comfortable
1. You visit your grandparent at an assisted-living community.	1	2	3	4
2. A friend invites you to go to a gay bar.	1	2	3	4
3. You go to the gay bar and a person of the same sex asks you to dance.	1	2	3	4
4. A homeless man approaches you and asks for change.	1	2	3	4
5. Your new roommates are a different race and religion.	1	2	3	4
6. A paraplegic waits next to you in line.	1	2	3	4
7. A group of young Black men are walking toward you on the street.	1	2	3	4
8. Your instructor speaks with a pronounced accent.	1	2	3	4
9. Your assigned lab partner is an atheist.	1	2	3	4
10. Your new roommate is a member of the LGBTQ community.	1	2	3	4
11. Your sibling invites a new dating partner home to dinner. They're a different race.	1	2	3	4
12. You arrive at church to discover the speaker is a woman.	1	2	3	4
13. Your dentist is HIV positive.	1	2	3	4
14. Your waitress is a Muslim woman who wears a hijab.	1	2	3	4
15. The young man sitting next to you on the airplane is Arab.	1	2	3	4
16. Your new suitemates are Mexican.	1	2	3	4
17. Your assigned partner for a project in Statistics has a learning disability.	1	2	3	4
18. Your roommate is gay.	1	2	3	4
19. The woman sitting next to you on a plane weighs 300 lbs.	1	2	3	4
20. Your internship/work study supervisor is Iranian.	1	2	3	4
21. Your math tutor is a 67 year old woman.	1	2	3	4

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Whom to Leave Behind

Instructions: The twelve persons listed below have been selected as passengers on a space ship for a flight to another planet because tomorrow the planet Earth is doomed for destruction. Due to changes in space limitations, it has now been determined that only eight persons may go. Any eight qualify.

Your task is to select the Eight (8) passengers who will make the trip. On your own, take approximately 5 minutes and rank order of the passengers from one to twelve based on those who you feel are most deserving to make the trip with one being most deserving and twelve being least deserving. Next, divide the room into two groups and decide as a group the eight (8) passengers who will make the trip. PLEASE NOTE: When you make your decision as a group EVERYONE must agree on the final eight passengers and come to a consensus. You are NOT allowed to vote or take a 'majority rules' decision.

Original passenger list:

- ____an accountant with a substance abuse problem
- ____a militant African-American medical student
- ____a 33 year old female Native American manager who does not speak English
- ____the accountant's pregnant wife
- ____a famous novelist with a physical disability
- ____a 21-year old, female, Muslim international student
- ____a Hispanic clergyman who is against homosexuality
- ____a female movie star who was recently the victim of a sexual assault
- ____a racist armed police officer who has been accused of using excessive force
- ____a homosexual male, professional athlete
- ____an Asian, orphaned 12-year old boy
- ____60-year old Jewish university administrator

SECTION 2



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Know Thyself

Getting Started--Respect Activity

This is often the first activity we do with a group. Ask everyone to find someone in the room who they do not know. Instruct them to introduce themselves to that person, and spend five to ten minutes talking about respect. What does it mean for you to show respect, and what does it mean for you to be shown respect? After the allotted time, ask the participants to return to their seats, and open the discussion. What ideas did people come up with?

Common responses include the "Golden Rule," looking somebody in the eyes, being honest, and appreciating somebody's ideas even when you do not agree with them. It is important to mention that respect is a crucial ingredient in any discussion, but especially in a discussion of often-controversial issues regarding multicultural issues. The point is to learn from our differences--to understand each other's understanding. The point is NOT to agree. Another important part of respect is knowing each other's names, and how to pronounce them. Also, respect includes keeping the conversation in the group. This type of community building--and the safety which people feel with it--can make or break an attempt to facilitate discussions on multicultural issues.

This activity touches many bases. First, it starts the crucial path toward building a community of respect. This is the first step in maintaining a constructive exchange regarding issues such as racism, sexism, etc. At the most basic level, participants meet someone they did not know, and exchange ideas with that person. Second, the community is built through an understanding of how the group perceives respect, and how they negotiate its meaning. Third, the similarities and differences in participants' ideas about respect begin to show the first signs of similarities and differences within the group on a larger level

Prejudice

Contributed by Bonnie Knapp, University of Iowa

I have a game that you might be interested in to help people understand their prejudices. You make up index cards that have descriptions of different types of people. It could cover race, religion, disabilities, whatever you come up with. Each person has an index card placed on their back and they don't know what they have been labeled with. Each person has to guess what their label is by the way others act towards them. I think that you could make a more serious activity by having quite a bit of processing afterwards to talk about why others acted towards you in a stereotypical way, and how they need to recognize these stereotypes and prejudices that they knew they had or just recognized with this activity. Good Luck!

Are You What You Eat?

15-20 minutes

Purpose:

To introduce participants using their favorite ethnic food

Equipment and Materials:

None

Procedures:

1. Pair participants and tell them that their responsibility is to interview each other about their experiences with ethnic food. Tell them to find out their partner's favorite ethnic food, how often they eat it, and whether it is part of their family's heritage or cultural tradition or was it introduced through social or workplace contacts.
2. Reconvene the group. Ask each person to stand and briefly introduce their partner, beginning with the person's name and then summarizing what was discovered in the interview. Tell them they do not have to limit their report to only food topics discussed during the interview.

Debrief:

As a group, discuss the connection between food and culture and ask for specific examples in everyday life.

Explore food and culture as they relate to the workplace (social gatherings, parties, formal meetings etc.). For example, do the participants realize that certain religious groups do not eat pork?

Discuss whether the types of food found in the workplace have been affected by increase in the diversity of the working population?

Circles of My Multicultural Self

This activity requires 20-30 minutes.

Purpose:

The Circles activity engages participants in a process of identifying what they consider to be the most important dimensions of their own identity. Stereotypes are examined as participants share stories about when they were proud to be part of a particular group and when it was especially hurtful to be associated with a particular group.

Preparation:

Distribute copies of the [Circles handout](#).

Instructions:

Ask participants to pair up with somebody they do not know very well. Invite them to introduce each other, then follow these steps:

1. Ask participants to write their names in the center circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Give them several examples of dimensions that might fit into the satellite circles: female, athlete, Jewish, brother, educator, Asian American, middle class, etc.
2. In their pairs, have participants share two stories with each other. First, they should share stories about when they felt especially proud to be associated with one of the identifiers they selected. Next, they should share a story about a time it was particularly painful to be associated with one of the identity dimensions they chose.
3. The third step will be for participants to share a stereotype they have heard about one dimension of their identity that fails to describe them accurately. Ask them to complete the sentence at the bottom of the handout by filling in the blanks: "I am (a/an) _____ but I am NOT (a/an) _____." Provide your own example, such as "I am a vegan, but I am NOT an animal rights activist." Instructions for steps 1, 2, and 3 should be given at once. Allow 8-10 minutes for participants to complete all three steps, but remind them with 2 minutes remaining that they must fill in the stereotype sentence.
4. Probe the group for reactions to each other's stories. Ask whether anyone heard a story she or he would like to share with the group. (**Make sure the person who originally told the story has granted permission to share it with the entire group.**)

5. Advise participants that the next step will involve individuals standing up and reading their stereotype statement. You can either simply go around the room in some order or have people randomly stand up and read their statements. **Make sure that participants are respectful and listening actively for this step, as individuals are making themselves vulnerable by participating.** Start by reading your own statement. **This part of the activity can be extremely powerful if you introduce it energetically.** It may take a few moments to start the flow of sharing; so allow for silent moments.
6. Several questions can be used to process this activity:
 1. How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?
 2. Did anybody hear somebody challenge a stereotype that you once bought into? If so, what?
 3. How did it feel to be able to stand up and challenge your stereotype?
 4. (There is usually some laughter when somebody shares common stereotype such as "I may be Arab, but I am not a terrorist" or "I may be a teacher, but I do have a social life.") **I heard several moments of laughter. What was that about?**
 5. Where do stereotypes come from?
 6. How can we eliminate them?

Facilitator Notes:

The key to this activity is the process of examining one's own identity and the stereotypes associated with that identity, then having one's own stereotypes challenged through others' stories and stereotype challenges. Encourage participants to think about the stereotypes they apply to people and to make a conscious effort to think more deeply about them, eventually eliminating them.

As with most activities, it can be especially effective if you participate while you facilitate. If you are willing to share your own experiences, participants are more likely to feel open to share their own.

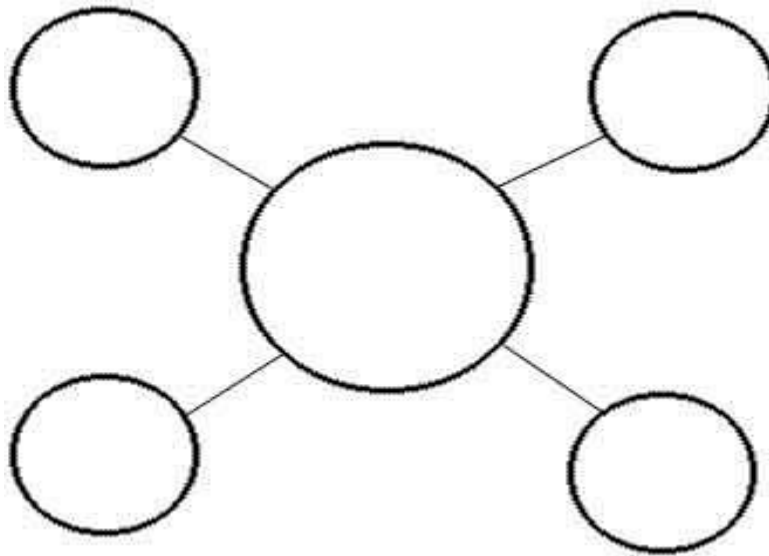
It is crucial, especially for the final part of the activity when participants are sharing their stereotypes, to allow for silences. People will be hesitant to share initially, but once the ball starts rolling, the activity carries a lot of energy. Allow time at the end for participants to talk more about whatever stereotype they shared.

After everyone has shared their stereotype challenge, announce that anyone who would like to share another one can do so. Model by sharing another one about yourself.

Circles of My Multicultural Self

This activity highlights the multiple dimensions of our identities. It addresses the importance of individuals self-defining their identities and challenging stereotypes.

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, Taoist, scientist, or any descriptor with which you identify.



1. Share a story about a time you were especially proud to identify yourself with one of the descriptors you used above.
2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.
3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are. Fill in the following sentence:

I am (a/an)_____ but I am NOT (a/an)_____.

(So if one of my identifiers was "vegan," and I thought a stereotype was that all vegans are animal rights activists and tree hugger, my sentence would be:

I am vegan, but I am NOT an animal rights activists and tree hugger.

Class and Poverty Awareness Quiz

(Are you being misled?)

By Paul C. Gorski (gorski@edchange.org)
for EdChange and the Multicultural Pavilion
<http://www.mhhe.com/multicultural>

Please circle the correct answer for each question. We will discuss the answers when everyone has completed the quiz.

1. In 1978 corporate CEOs in the United States earned, on average, 35 times more than the average worker. Today, they earn ___ times more than the average worker.

- a. 35
- b. 150
- c. 240
- d. 300

2. The majority of poor people in the U.S. live in

- a. urban areas
- b. rural areas
- c. suburban areas

3. According to the Bureau of Labor Statistics, approximately 33% of the U.S. workforce was unionized in 1962. What percentage is unionized today?

- a. 85.6%
- b. 50.8%
- c. 27.1%
- d. 12.5%

4. Which of the following variables most closely predicts how high someone will score on the SAT test?

- a. Race
- b. Region of residence
- c. Family income
- d. Parents' academic achievement

5. How many children around the world die each day from hunger-related causes?

- a. 160,000
- b. 16,000
- c. 1,600
- d. 160

6. The U.S. military budget is by far the highest of any country in the world. By 2003, the U.S. military budget was roughly equal to that of:

- a. the next 5 countries combined
- b. the next 10 countries combined
- c. the next 15 countries combined
- d. the next 20 countries combined

7. What percentage of people around the world lives on less than \$750 per year?

- a. 10%
- b. 33%
- c. 50%
- d. 75%

8. How many people in the U.S. live in poverty according to the U.S. Census Bureau?
- a. 1 million
 - b. 12 million
 - c. 37 million
 - d. 120 million
9. According to the U.S. Census Bureau, how much more likely are African American and Latino mortgage applicants to be turned down for a loan, even after controlling for employment, financial, and neighborhood factors?
- a. 15%
 - b. 30%
 - c. 45%
 - d. 60%
10. According to a Catalyst study, what percentage of Fortune 500 CEOs are women?
- a. 50%
 - b. 22.4%
 - c. 8.3%
 - d. 1.2%
11. According to the U.S. Census Bureau, how many millionaires are there in the U.S.?
- a. roughly 3,500,000
 - b. roughly 1,000,000
 - c. roughly 500,000
 - d. roughly 150,000
12. Which of the following statements is consistent with research on poverty and education in the U.S.?
- a. Economically disadvantaged people do not value education as much as people of economic means.
 - b. Wealthy students who attend high-poverty schools perform worse than poor students who attend low-poverty schools.
 - c. Illicit drugs are more prevalent at high-poverty schools than low-poverty schools.
13. What percentage of the U.S. Government budget goes to welfare and Social Security?
- a. 25% to welfare and 25% to Social Security
 - b. less than 1% to welfare and 20% to Social Security
 - c. 20% to welfare and 1% to Social Security
 - d. less than 1% to welfare and less than 1% to Social Security

Class and Poverty Awareness Quiz KEY

(Are you being misled?)

By Paul C. Gorski (gorski@edchange.org)
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Please circle the correct answer for each question. We will discuss the answers when everyone has completed the quiz.

1. In 1978 corporate CEOs in the United States earned, on average, 35 times more than the average worker. Today, they earn ___ times more than the average worker.¹

d. 300**

2. The majority of poor people in the U.S. live in

b. rural areas**

3. According to the Bureau of Labor Statistics, approximately 33% of the U.S. workforce was unionized in 1962. What percentage is unionized today?

d. 12.5%**

4. Which of the following variables most closely predicts how high someone will score on the SAT test?

c. Family income**

5. How many children around the world die each day from hunger-related causes?

b. 16,000**

6. The U.S. military budget is by far the highest of any country in the world. By 2003, the U.S. military budget was roughly equal to that of:

d. the next 20 countries combined**

7. What percentage of people around the world lives on less than \$750 per year?

c. 50%**

8. How many people in the U.S. live in poverty according to the U.S. Census Bureau?

c. 37 million**

9. According to the U.S. Census Bureau, how much more likely are African American and Latino mortgage applicants to be turned down for a loan, even after controlling for employment, financial, and neighborhood factors?

d. 60%**

10. According to a Catalyst study, what percentage of Fortune 500 CEOs are women?

d. 1.2%**

11. According to the U.S. Census Bureau, how many millionaires are there in the U.S.?

a. roughly 3,500,000**

12. Which of the following statements is consistent with research on poverty and education in the U.S.?

b. Wealthy students who attend high-poverty schools perform worse than poor students who attend low-poverty schools.**

13. What percentage of the U.S. Government budget goes to welfare and Social Security?

b. less than 1% to welfare and 20% to Social Security**

Connections

20 minutes

Purpose:

To provide a simple introductory activity that helps participants identify commonalities.

Equipment and Materials:

Two identical flipcharts prepared in advance

Procedures:

1. Divide participants into two groups. Ask participants to pair up with someone within their group, preferably someone they don't know well and don't regularly interact with.
2. Instruct the pairs to interview each other to find out things they have in common. Allow five minutes.
3. Ask the pairs to rejoin their group and select a recorder. Give each group one flipchart and explain that the same activity will be going on in the other group.
4. Tell the participants to introduce each other to the group, telling at least one thing they have in common. When the other group members hear something they share, they are to call out the word "connection" and the recorder will connect any two of the dots on that group's flipchart.
5. Reconvene and have the entire group look at both flipcharts and discuss the connections on the flipcharts. For the discussion, the following questions can be used:

How many connections were made?

What did you learn about each other?

What did you learn from this activity?

How does this relate to diversity?

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Exploring Language: Definitions Activity

For this exercise, participants are asked to find definitions for prejudice, discrimination, racism, sexism, and homophobia. Definitions for each word should come from two sources: the person's opinion and a scholarly source. We often do this exercise in the third session, to begin the discussion of these issues in a bit of a controlled setting. These conversations set the stage for the rest of the activities and the discussion of multicultural issues.

Objectives:

1. To help participants understand the five words and be aware that different definitions exist for each word.
2. To facilitate effective communication between group members.
3. To help participants learn to appreciate the importance of language in discussing multicultural issues, and how the PROCESS of discussing the definitions adds to the understanding of the terms.

Activity Description:

The facilitators should divide the participants into groups of 6-10 to ensure that everyone will have ample chance to speak. Each group's facilitator will begin his/her session by having each person give her/his definitions for "prejudice". The group will then proceed with the rest of the definitions, attempting, if possible to agree on one definition for each word. (Rarely will the group agree on one definition.) All definitions should be discussed. When small groups are done, bring everyone back together for a final discussion.

Facilitator Notes:

(1) Definitions

- Prejudice--an attitude about another person or group of people based on stereotypes
- Discrimination--an action or behavior based on prejudice
- Racism--prejudice or discrimination based on race/ethnicity
- Sexism--prejudice or discrimination based on gender
- Homophobia--fear of homosexual people or homosexuality

(2) An issue that arises regularly is that prejudice and discrimination can be positive. (I am prejudice towards my children/I am a discriminating eater.) It is important to note that when these issues are discussed in to context of cultural diversity, they are generally considered negative.

(3) According to the definitions above, anyone can be racist or sexist. It is vital to bring the issue of **power** into the discussion. For example, a definition of racism might be "prejudice or discrimination based on race, plus the power to enforce it." In that case, in America, only men can be sexist, and only white people can be racist. This perspective has a major impact on people and some respond by insisting that the "other" group can be just as racist as her or his group. Remember you are talking about definitions, and their opinion is based on their definition, which

may be based on a lot of other factors. This discussion opens up the channels for discussing those other factors later.

(4) The reason for including "homophobia" instead of "heterosexism" is because it is used more frequently and often as a parallel term to racism and sexism. Obviously, it is not a parallel term, and this needs to be made clear. It is important to note that homophobia rarely appears in dictionaries. (Many dictionaries fail to include "sexism" as well.) This can lead to other strands of discussion, such as who has power over language, the evolution of language, etc.

(5) Spend a lot of time on power. Many participants will have a hard time understanding it. Talk about individual acts of racism, which may be done by anyone, as opposed to institutional acts of racism, which involve economic, class, and social factors which all add up to power. Some groups in America do not have the political, economic, or social power to be racist on an institutional level. It is important to acknowledge that we all have personal power and how we exercise it is very important. Do we stand up for the right things? Who gets to make the rules and who do those rules benefit (this is a question of institutional power)?

(6) The major point of this activity is to get people talking about these terms and realizing that different people mean different things even though they are using the same words. People must own their own definitions.

(7) Notice how emotional the discussion becomes at times. Previous activities should have set the stage for a respectful forum for this discussion. Revisit respect if necessary.

(8) Mention how, when we don't know the meaning of a word, we go to the dictionary and accept its definition as truth. Challenge people to look up definitions for "black" and "white" and notice the connotations.

(9) These terms have the power to push people's buttons. People do not like to be labeled racist or sexist. Some people will become defensive. This is an indication that they are thinking about the issues.

Helpful Websites:

<http://www.edchange.org/multicultural/activities/activity4.html>

<http://www.nwlink.com/~donclark/leader/leadtrn.html> (you must scroll down to XI. Diversity)

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Lemonheads and Whoppers: Is your everyday life *really* diverse?

Purpose

The purpose of this activity is to begin thinking about your level of interaction with people of different races and ethnicities. Additionally, this activity will create a visual image of how often you interact with people of different races and ethnicities.

Materials Needed

- ▶ A clear container
- ▶ 15 lemonheads
- ▶ 15 whoppers

Each person will have a clear container and lemonheads and whoppers. After each question asked by the facilitator, the participants will answer the questions by placing either a lemonhead or whopper into their container. The lemonheads will represent members of the agent group and whoppers will represent members of the target group. If you are an international student, lemonheads will represent members of your native country and whoppers will represent members of the United States.

Preliminary questions before beginning the activity

Do you interact with people of different races/cultures?

Do you consider yourself an effective interracial/intercultural communicator? If so, why? If not, why not?

Questions the facilitator will ask for the activity

- Who was the last guest invited to your house for dinner?
- Who was the last person you went out with socially?
- Who is your family doctor?
- Who is your family dentist?
- Who makes up the majority of students in the classes you take?
- Who makes up the majority of students in the classes you teach? (If you have not yet taught, the majority of students at the current/last university you attended)
- Who is the professor that is your academic advisor or that you spend the most time with?
- Who is your closest friend?
- Who is your current or previous romantic partner?
- Who is your spiritual leader?
- Who is/was your employer at your current/last job?
- Who makes up the majority of people at your favorite club/local hangout spot?
- Who made up the majority of people in your childhood community?
- Who is your favorite actor/actress?
- Who is your favorite singer/group?

Debriefing

1. Did you ever stop to think of how often you communicate with people outside of your group?
2. Did you consider yourself to be someone who often interacted with others? Do you still?
3. What did your visual representation show you?
4. If you have little to no interaction with people outside of your group, how does that affect your ability to teach in a diverse classroom?
5. If you have little to no exposure to others, do you think you should make an effort to be more involved? If so, how?
6. Other questions or comments?

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My Personality Tree

- roots = their life influences and beliefs
- trunk = life structure and particularly aspects that are quite firm and fixed
- branches = relationships and connections, directions, interests, how they spend time
- leaves = information and knowledge - and sources thereof
- buds = their ideas and hopes for the future, and their potential
- fruit = their achievements
- flowers = what makes them special, their strengths
- thorns = challenges, threats and difficulties

SECTION 3



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Typesetting

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CROSSING THE LINE

This exercise is difficult, yet increases a great deal of awareness into self and others; about your identity and others. I will make a statement to indicate or call out specific categories/labels/descriptions that may represent you. I will ask that all those that the description applies to step across the line, turn and face the rest of the group. I will pause for a few seconds and then you will return to the rest of the group.

You will need to follow 2 critical rules in this exercise.

1. LISTENING: Let's have silence throughout the exercise – no giggling or talking. Silence will enable us to experience our personal thoughts and feelings more clearly.
2. RESPECT: It is imperative that we respect the dignity of everyone in the class. Everything shared should remain confidential. If you feel the need to talk about something that comes up in the workshop, talk to the person(s) it involves, not others.

Some guidelines are:

1. No pressure to respond
2. Each of the categories will have some “gray areas”. Define the terms used as YOU understand them. If you have serious reservations about the clarity or meaningfulness of a word then the best thing to do is not cross to the other side of the room.
3. Once we begin, there can be NO talking, No interruptions and please do not ask questions. There will be plenty of time at the end to ask questions or make comments.
4. It is important that you be as honest as you can, yet do not risk more than you feel comfortable sharing. You decide what to share and expose. Risk as much as you can. Exercise the option to pass if you wish.
5. If you cross the line notice who is with you, notice who is across from you, note your feelings and please cross back.

Statements:

Cross the line if...

- You are female
- You are male
- You are left-handed
- You are from a large city or town
- You know what you want to major in
- You have attended a ___ football game
- You took a family vacation this summer
- You saw Harry Potter over the last 2 weeks
- You are left handed
- You are an athlete
- You are the first one in your family to go to college
- You have cheated on a test
- You receive financial aid
- You are affiliated with a Greek Lettered Organization

- You were born outside of the United States
- You are over 21
- You are the oldest child in your family
- You are the youngest child in your family
- You are an only child
- Your parents are divorced or separated
- You are from a single parent household
- You grew up in a family where there was alcohol or drug abuse
- You are Native American or a member of an indigenous tribe of North America
- You are Chicano/a, Latino/a or Hispanic
- You are African American
- You are Haitian
- You are Jamaican
- You are Indian
- You are Asian, Asian American, Hawaiian or Pacific Islander
- You are White European or European American
- You are of mixed heritage
- You are a person of color
- You feel you know very little about your cultural heritage
- You practice a religion
- You are Catholic
- You are Protestant
- You are Jewish
- You are another religion other than those 3 major US religions
- You are of non-Jewish or non-Christian belief system
- You are atheist or agnostic
- You have at least one parent who did not complete high school
- You have at least one parent who graduated from college
- You or a family member has were/was/is incarcerated
- You consider your family as blue-collar or working class
- You consider your family as middle class
- You consider your family as upper class
- You have felt embarrassed about the economic class your family is in
- You were raised with less than enough resources or poor
- You live independently of your parents
- You have low self-esteem
- You or a family member has had an eating disorder
- You identify yourself as or have been identified as fat
- You would like to lose 10 or more pounds
- You feel lonely
- You consider yourself a Democrat
- You consider yourself a Republican
- You have a visible or non-visible physical or learning disability
- You have cried at least once this year

- You know someone personally who has tested HIV positive
- You or a family member is HIV +
- You know someone who died from AIDS
- You or a family member has a terminal disease
- You know someone who is a survivor of sexual assault or abuse
- You are a survivor of sexual abuse or sexual assault
- You support pro-choice
- You support the right to die
- You support the death penalty
- You think the drinking age should be lowered to 18
- You think marijuana should be legalized
- You know someone who died in a car accident
- You or a friend or family member has attempted suicide
- You know someone who committed suicide
- You have driven a vehicle under the influence of alcohol or another drug
- You are comfortable with homosexuality
- You or someone you know is gay, lesbian, bisexual or transgender
- You believe that gay/lesbian couples should be allowed to marry
- You believe that gay/lesbian couples should be allowed to adopt
- You have participated in a racial, sexual, or cultural joke
- You don't like these jokes but you don't do anything to stop them
- You consider yourself a feminist
- You are uncomfortable with the way you look
- Your parents or grandparents might still have prejudicial thoughts
- You are prejudice
- You have been in love and been hurt
- You feel that you haven't formed a close friendship
- You would be involved in an interracial relationship given the right person
- You have been involved in an interracial relationship
- You hate yourself
- You feel unfairly treated
- You feel threatened
- You have had a person close to you pass away in the last year
- You want a hug right now

Discussion:

- How are you feeling right now?
- Is there anything you want to say about why you crossed for a particular question?
- How did you feel when you got to choose an answer (pro-choice, etc) vs. when you had no say in the answer (parents divorced, etc.)?
- Were there any questions difficult to choose an answer for?
- How did you feel when there were lots of people on your side of the line? How did you feel when there were few people on your side of the line?
- What do you think the purpose of this activity was?

ADA (Americans with Disabilities Act) and Reasonable Accommodations

Objective

Making reasonable accommodations.

Time

About 25 minutes.

Preclass Instructions

Gather about 20 current campus activities. The activities/events must be self explanatory or descriptions must be provided. Each activity/event needs to go on a separate sheet of paper.

Next, write a disability on a separate sheet of paper. Create as many disabilities as there are activities/events.

NOTE: The disabilities do not have to be all different, you can have 3 or 4 hearing impaired, 5 or 6 sight impaired, etc.

Instructions:

1. Divide the group into small groups - about 4 learners to a group.
2. Randomly issue (e.g. drawing out of a hat) each group a campus activity/event.
3. Next, randomly issue each group a disability.
4. The task is to come up with reasonable accommodations for a person with that disability to attend that campus activity or event. For example, if the activity is to attend a football game and the assigned disability is blindness, then the group needs to determine how they would accommodate a blind person attending a football game.
5. If there are only a couple of small groups, have each group perform 2 or 3 sets of the same activity (issue them different activities/events with different disabilities).
6. After the small groups have worked the activity for about 15 minutes, bring the groups together and have each group present their findings. It is important to then provide the group with appropriate resources on campus for disabilities. Point out some Residence Hall information as well.

Diversity Beans

Materials Needed:

One jar of jelly beans (Diversity Beans)

Purpose:

The purpose of the diversity beans activity is to encourage a discussion about stereotypes and diversity. They are intended to help people stop stereotyping based on appearance. The beans come in six different colors and six different flavors for a total of 36 different combinations. The trick is that you can bite into an orange diversity bean and in addition to it being orange flavored, it could also be cherry, lemon, lime, vanilla, or licorice. They provide a reminder that diversity means not judging people based on appearance or background.

Instructions:

1. Set up the chairs for the group members in a circle.
2. Pass around the jar of jelly beans and ask each group member to take 1-2 and not eat them.
3. Go around the circle and ask why each person chose the jelly beans that they chose.
4. Ask for people to identify what their least favorite jelly bean flavor is.
5. Ask everyone to eat their jelly bean.
6. Ask people to raise their hand if they tasted the flavor they expected.
7. Ask people to raise their hand if they tasted a different flavor than they expected.
8. Ask people if they liked what they tasted better than what they expected.
9. Ask everyone who had a red jelly bean to raise their hand and then discuss what they tasted, continue for each color (yellow, green, orange, black, and white)
10. Discuss how this is related to diversity.
11. Ask how staff may relay this information to their residents.
12. Give a card with the 6 beans attached to each person and ask them to share their 6 beans with five people over the first few days of classes and talk about their experience.

First Thoughts

Look at each of the words below and write down the first two or three adjectives which come to mind (your thoughts or traditional ideas). Positive or negative, just write down your first thoughts.

Disabled:

New Yorkers:

Californians:

Teachers:

Elderly:

Women:

Jews:

Caucasian:

American Indians:

Homosexual:

African American:

Men:

Police Officers:

Irishmen:

Managers:

Cadree:

Cadet:

Personal Reflections

Think of a time in your life when you were discriminated against or treated unfairly because of who you are:

Describe the situation:

What did you feel?

How did you cope?

What did you learn?

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Four Corners Exercise

Each corner represents "Agree", "Strongly Agree", "Disagree", and "Strongly Disagree". Once students hear the value statement, they are supposed to physically move to the corner of their choice. Facilitator then asks people why they chose that particular corner. People tend to be quiet at first, but when you get to a statement that people feel passionately about, watch out!

1. Sex without love is okay.
2. Specific gathering spaces in terms of race, gender, or special interest should be allowed on . (This one gets tricky for people. They tend to base their answer on race alone, so you also ask whether or not there should be international student center, LGBTQ+ center, honors student center, academic support center, etc.)
3. Role models are more effective if they are of the same race, gender, and sexual orientation.
4. Racially underrepresented people can be racist.
5. A homophobic joke can be funny. (After the students have made their decision for this one, I usually then ask whether or not a racist joke can be funny. Answers sometimes change then, which leads to great conversation about why they are different in the minds of cadets.)
6. A faculty advisor is more effective if he or she is of the same race or gender as the student.
7. It is okay to have different admission standards to allow for diversity in race, gender, and sexual orientation. After the students have made their decision for this one, I usually then ask whether it is okay to have different admission standards to allow for legacy students, i.e. students who have alumni parents. Answers sometimes change which leads to great conversation about why they are different in the minds of cadets.)
8. English should be mandatory for anyone who comes to live in the United States.
9. Everyone should get the same punishment for the same crime.
10. Police officers should be investigated by an independent group when there is a shooting of an unarmed person.
11. Women who dress provocatively, and or flirt are sending a message that they want sex.
12. People who are obese are too lazy to lose the weight.
13. People who are over 70 years of age should be forced to retire.
14. People who are addicted to drugs should go to jail. (After the students have made their decision for this one, I usually then ask whether people who are addicted to alcohol should go to jail. Again, sometimes the answer changes.)

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Journeys Privilege Exercise:

“The American Dream”

(Major Identity Markers)

Instructions:

- Get the group to stand in line in the middle of a large space.
- Practice baby steps so that everyone moves the same distance.
- Define “Major Identity Markers” (MIM’s) as others perceptions of your race, class, gender, sexualorientation, religion, and able-bodiness.
- Ask members to look around during this exercise and remember how they feel at certain times.
- Tell them they are to take one “baby-step” forward or backward at your direction.
- Tell the participants they may pass on a given question at anytime by standing still. They can stand still the entire time if they want.

Statements:

1. If your ancestors were forced against their will to come to the USA, step back.
2. If your primary ethnic identity is American, step forward.
3. If you were ever called hurtful names because of your MIM’s, step back.
4. If your family employed people in your household as domestic workers, step forward.
5. If they were people of color, step forward.
6. If you were often ashamed or embarrassed of your material possessions, step back.
7. If most of your family members worked in careers requiring a college education, step forward.
8. If you ever tried to change your appearance, behavior, or speech to avoid being judged on the basis of your MIM’s, step back.
9. If you regularly studied the cultures of your ancestors in elementary school, step forward.
10. If you started school speaking a language other than English, step back.
11. If there were more than 150 books in your home when you grew up, step forward.
12. 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, step back.
13. If your parents took you to art galleries, plays, or museums when you were growing up, step forward.
14. If at least one of your parents was ever unemployed, not by choice, step back.
15. If you have ever attended a summer camp, step forward.
16. If your family ever had to move because they could not afford the rent, step back.
17. If you ever attended private school, step forward.
18. If your family ever had to move because they could not afford the rent, step back.
19. If you were ever discouraged from academic or career paths because of your MIM’s, step back.
20. If you were encouraged to attend college by your parents, step forward.

21. If you were raised in a two parent household, step forward.
22. If you frequently saw characters who shared your MIM's portrayed in likable ways on TV and movies, step forward.
23. If you have felt that clerks watch you more than other customers in a store, step back.
24. If you were ever offered a job because of your association with a friend, mentor, or family member, step forward.
25. If you are a first generation college student, step back.
26. If your family ever had to change their last name due to mispronunciation, step back.
27. If you ever had your name mispronounced, step back.
28. If you have ever been afraid to walk alone at night, step back.
29. If you ever had an allowance during high school, step forward.
30. If you were ever accused of cheating or lying because of your MIM's, step back.
31. If you have ever inherited money or property, step forward.
32. If you've had to rely on public transportation, step back.
33. If you were ever stopped or questioned by the police because of your MIM's, step back.
34. If you have ever feared violence directed at you because of your MIM's, step back.
35. If you have been usually able to avoid places that are reputed as dangerous, step forward.
36. If you have ever felt uncomfortable about a joke related to your MIM's, but not able to confront the situation, step back.
37. If you or someone you know were ever the victim of violence related to your MIM's, step back.
38. If at least one of your parents did not grow up in the USA, step back.
39. If your parents told you that you could be anything you wanted to be, step forward.
40. If you have ever been whistled at, step back.
41. If you have traveled overseas, step forward.

Note:

- a. Remain in position, notice the change from before.
- b. Say: "If I had a \$20 bill in my hand, and told you to compete for this prize. All of you can run, and the first person here gets the prize." Who do you think will get it?
- c. Wait and see how many people react.

Processing questions:

Pair up with someone who ended up in a different position than you did. Or gather as a small group and discuss these questions:

1. How did you feel doing this?
2. Were some steps easier or harder to take than others?
3. What did it feel like to the people at the front of the line?
4. What did it feel like to the people at the back of the line?
5. What surprises you about the feelings people are expressing?
6. Does achieving the *American Dream* mean being at the front of the line?
7. Does this exercise include everything that is important to your *American Dream*?
8. Would you give up some of your privileges so that others could catch up?
9. What did you learn from this exercise?

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Target/Non-Target

Target/Non-Target is a program that addresses the many stereotypes that exist in our society in a manner that is powerful and personal. It is a program that requires those involved to participate by placing themselves in cultural or ethnic groups to which they feel they belong. A group will be announced by the facilitator, participants will self identify as a member of the Target group, cross a line and face the people who do not self identify as members of the target group (the Non Target group), and the facilitator will read a list of stereotyped attributes of the Target group. At the end, there will be conversations facilitated. This is a powerful program and all are encouraged to participate.

Outline

- Welcome to Target/Non-Target
- Rules of the activity
 - No Talking. This is a silent activity.
 - No Laughing. I, as a facilitator will not be saying anything that is funny. Laughing is a defense mechanism and laughing could offend somebody in the room and make them not identify with a Target Group. (You may want to allow the group the laugh now and get it out of their system).
 - The Room is divided into two halves by a line of tape on the middle of the floor. One side of the room is the “Target Area” and the other side of the room is the “Non-Target Area.”
 - At the beginning, everyone should be standing in the Non Target Area.
 - When I read the name of a group, the people who self identify as members of that group are to leave the Non Target Area and enter the Target Area. The people who enter the Target Area should turn around and face the people in the Non-Target Area.
 - People must SELF IDENTIFY – please don’t tell people that they belong to a certain group. It is up to them!
 - Maintain eye contact with participants at all times
 - Once the group has self identified and walked to the Target Area, I will begin reading about this group.
 - I will then ask the Targets to look at the Non Targets, the Non Targets to look at the Targets, and I will have the Target cross back over into the Non Target Area.

Script EXAMPLE (for facilitator):

“Could all “Vegetarians” please enter the Target Area?” After people who identify as being Vegetarian enter and face the Non-Targets you will read the words, putting them into sentences for a more powerful effect. “Vegetarians are hippies. Vegetarians are fakers and hypocrites. People who are Vegetarian are hyper-sensitive and over-sensitive. They think that everything should adjust to them. Targets look at your non-targets. Non-targets look at your targets.” Pause for a second so people can make eye contact. “You may cross back.” Then call your next group and do the same thing.

Group Discussion (after activity)

- When the activity is complete, Facilitators facilitate discussion.
- Questions to ask:
 - How did it feel to stand in the Target Area?
 - How did it feel to stand in the Non-Target Area?
 - Out of all the times you entered the Target Area, which time did you feel the most uncomfortable?
 - Was there ever a time that you stayed in the Non-Target Area, even though you felt that you belonged in the Target Area?
 - Were there times when you were not sure whether or not you belonged?
 - When you looked over into the Target area and made eye contact with someone you know, and the narrator was reading all those stereotypes about your friend, - How did that make you feel
 - How can we recognize when our brain is giving us stereotypes?
 - Why is it important to recognize and understand that we are using stereotypes?

Vegetarians

- hippies
- fakers
- hypocrites
- hyper-sensitive
- (over-sensitive) think that everything should adjust to them

People from the Country

- dumb
- hick
- uneducated
- speak with a tweak
- all have gunracks in their trucks
- huge families
- racists
- dip or chew tobacco

RA's

- on power trips
- don't really care about students, just want free room
- play favorites
- don't have friends to live with
- only hang out with other RA's
- are watching to make sure no one has fun
- don't make mistakes
- don't know how to relax
- don't have a social life

Southerners

- don't talk properly
- uneducated
- uncultured
- racist/all are KKK members
- all are Baptists
- hate the north an yankees
- marry within the family
- chew tobacco
- stupid and slow
- all have vehicles with gun racks
- all are from the country

Smokers

- dirty
- inconsiderate
- stinky
- polluters

Red Heads

- Sexy
- hot headed
- emotional
- strong willied
- harsh/abrasive personalities

Extremely Thin People

- don't take care of themselves
- must be anorexic or bulimic
- are sick
- malnourished
- lucky
- exercise freaks

Latin Americans

- thieves
- loud and hang out in cliques
- speak Spanish in front of others to make them feel uncomfortable
- good dressers
- good dancers
- come from large families
- woman are promiscuous sex objects
- men are love Gods

Jews

- stingy or tight with w/money
- always look for a good deal
- going to hell (for killing Jesus)
- oppress women
- have big noses/dark hair
- elitists

Native Americans

- alcoholics
- drug abusers
- lazy
- take advantage of government funds
- milk past oppression to gain favors
- claim the land was stolen from them and now buy into the American mentality of money making by building casinos
- can't be trusted, thieves

Sorority Members

- snobs
- only priority is to find a man to marry
- excessive drinkers that shout rape if they are sexually active while drunk
- are all popular
- have to pay for their friends
- all rich
- are bitter to their rival sororities and are back-stabbing to each other

Wealthy People

- spoiled snobs
- racist & superficial
- lazy/have no work ethic
- treat everyone like they work for them
- they expect to buy their way out

People who went to or go to State Colleges or Universities

- are all from (whatever state your college is in)
- they all have jobs outside of school
- all on Financial Aid
- poor or come from low income families
- low SAT scores or low grades in high school
- low academic standards
- only care about getting a diploma and not an education

Exchange Students

- think that the system of education they are exchanging from is superior
- think that Americans are stupid and lazy
- pretend to not understand English
- exclude others and only hang out with other exchange students
- constantly talk about how much better things are in their country

Education Majors

- take easy loads
- put little or no effort into their course work
- learning to become educated baby sitters
- afraid of the hard work of another degree
- take easy A classes
- have homework assignments that consist of cutting out bulletin board letters and learning how to have kids stand in lines and stay seated

Tattooed or Body Pierced

- trashy
- head-bangers
- druggies
- sexually deviant
- smokers
- low class

Environmentalists

- tree hugging hippies
- vegetarians
- young extremists
- hypocrites
- pushy and/or critical

Women

- only good for sex
- too emotional
- can't keep secrets
- use sex to manipulate men
- shallow, airy
- giggly and immature
- materialistic
- insincere and gossipy
- whores and sluts if they have several sexual partners
- weak and need men to take care of them
- % battered by husbands/partners
- caretakers to children
- bad drivers
- less interested in sex than men

People with learning disabilities or ADD

- really just lazy
- stupid
- have no social skills
- hyper
- on medication
- just don't study
- are failing out of school
- blame everything that happens to them on their disability

Black People

- loud and obnoxious
- evangelical Christians
- criminals
- violent
- very emotional
- all come from single parent homes
- have poor role models
- on scholarship
- racists
- lazy
- % on welfare

Fraternity Members

- only join to have a place to drink
- don't care about school, just here to party
- pay for friends
- slobs
- think that they are more attractive to women because they are members
- all haze their pledges
- don't have a true brotherhood because most members don't buy into it

Fine Arts Majors (music, art, voice)

- can't cut it academically
- have an easy load
- aren't serious about life/can't make a career choice
- only social involvement is their field (how many hard science majors act the same way>)
- lazy
- dreamers, and aren't realistic

Students on Financial Aid

- are taking away from everyone else's education
- don't have to be as academically sound as others as long as they are needy
- are lazy and should just work their way through school
- get their aid because of their race, gender, or athletic ability
- don't appreciate their education because they don't have to think about the hardships of paying for it or working for it

People who went to or go to Private Colleges or Universities

- their parents pay their way
- think they are better than everyone
- drive expensive cars
- rich
- snotty
- don't have a job because they still get allowance
- sheltered
- go to school because they knew someone

Blondes

- have more fun
- manipulate men
- stupid or air-headed
- pre-occupied w/appearance
- teases
- sexy
- get what they want because of good looks

People who Wear Glasses

- smart
- understand computers
- read all the time
- teacher's pets
- 4 eyes
- have little or no social skills
- nerds

Children of Divorce

- can't maintain a significant or long term relationship
- have low self esteem
- don't have stable role models
- have a hard time making a commitment to a decision
- % have their own marriages end in divorce
- feel that the divorce is their fault
- accustomed to getting what they want by manipulating the situation

Athletes

- only at college because of athletic scholarships
- get special privileges and a better deal
- need tutoring
- winning is everything
- heavy parties off season
- only care about training and are only at school for sports
- are not career oriented
- obsessed with good health
- on steroids
- males are oversexed
- females are asexual or lesbians
- have eating disorders

Fat People

- lazy
- are not physically capable of taking care of themselves
- slobs/pigs
- eat more than other people
- can't handle high pressure jobs
- don't care about themselves
- over compensate for their weight by being too loud or too quiet
- have very low self esteem
- have never had a loving relationship because they are not attractive to other people or because their self esteem is so low that they are afraid of physical contact.

People with Physical Disabilities

- use their disabilities to gain favors
- are not as bad off as they make it seem
- % on welfare or government aid
- are not normal
- are angry at people who are not disabled
- are not productive
- bitter and have a bad attitude

Administrators

- are afraid of change
- power hungry
- looking out for their own good and not students'
- can't relate to students
- more concerned with how things "look" than how they actually are
- patronize students
- control all the money
- make every decision based on what alumni and parents will think and mask it under "student concern"
- controlling and judgmental
- more concerned with the retention of students than being an educational institution
- think that they should act in the place of the students
- parents and tell them what is best for them

People who are Pro-Life

- Religious fanatics
- just looking for a cause to fight
- living in the dark ages
- believe that killing unborn babies is wrong but killing abortion doctors is okay
- will not listen
- want to push their values on everyone else
- Anti-feminist
- all men, or they are women who are controlled by a man

Men

- the only social interaction they are comfortable with is sports talk
- insensitive
- considered macho if they have several sexual partners
- believe women are good for only one thing
- feel that women are incompetent
- bad communicators
- afraid to express emotions other than anger
- obsessed with control (self control as well as control over situations)

Asian Americans

- over-achievers
- they push their children too far
- quiet and reserved
- arranged marriages
- trying to take over the U.S. economy
- eat rice with every meal
- either extremely rich or work as servants
- Karate experts
- wise

People who are Pro-Choice

- baby killers
- selfish
- uncaring
- have no morals
- don't listen
- radical feminists
- all women

White Men

- believe that equality and diversity in the work place only takes jobs from qualified people (ie white men) and gives them to others based solely on their race/gender
- they have dominant control over politics and big business and work to maintain that control
- they believe they should be the "head of the house" based solely on their gender
- they believe that a woman who has had several sexual partners is a whore
- % beat their wives or partners
- homophobic
- sexist
- racist
- insecure

Children of Alcoholics

- abused mentally and physically
- % become alcoholics themselves
- have no good role models
- ashamed of their home and family
- care givers and martyrs
- attention getters (to cover up or hide what is really going on)
- easy to manipulate (vulnerable)
- low self esteem
- perfectionists and try to bring order to all the groups and events they are involved in

Black Men

- are all athletes
- irresponsible
- they are not smart academically so they have to rely on others to pass their classes
- they are late
- % abandon their children
- violent
- lazy
- materialistic

Catholics

- believe that all others are going to hell
- girls are a tease
- worship ideals (Pope and Mother Mary)
- are told what to believe and don't think for themselves
- are elitists (stick with their own)
- don't sing

White People

- have power and use it to oppress others
- have never been effected by discrimination and therefor are against equal opportunity employment
- racist
- rich
- are all afraid if they look the wrong way they will be perceived as racist
- % on welfare
- Don't have strong female role modes compared to other ethnic groups

Northerners

- rude, inconsiderate
- talk too fast
- better educated
- superior attitude
- no manners
- impatient
- think all southerners are racist, and that they have moved past racism
- uptight
- no hospitality

Confident Women

- aggressive
- man haters
- over compensate, assuming that everyone around them is looking down
- lesbians
- think they are a man and need to be in charge
- feminist
- want to run everything and tell everyone what their business should be

Christians

- condemning/judgmental
- fundamentalists
- fanatics
- intolerant
- close-minded
- Bible-bangers

Agnostics "those who do not believe in a 'God'"

- Evil, Devil Worshipers
- Going to Hell
- Don't have any sense of spirituality
- have no ethics
- were raised in a bad home
- have no morals or role models

Feminists

- man haters
- can't get a man
- separatists
- trouble makers
- members of militant equal rights groups
- think that everything is in some way sexist
- bitchy
- have no sense of humor
- Nazi feminists
- single or divorced

African Americans

- militant "back to Africa" Advocates
- milk the oppression of their ancestors
- rebel against Christianity and turn to Islam because they believe Christianity is holding back the black race
- racist
- wear loud bright orange/yellow and green clothing in order to draw attention to themselves
- form black focus groups in order to separate themselves from others
- they call attention to everything that is not calling attention to black culture, racist

Gays, Lesbians & Bisexuals

- promiscuous
- molesters (or have been molested themselves)
- sexually deviant
- butch and fag
- carry, spread and are responsible for AIDS
- should not be parents
- do not have significant or long relationships
- they choose to be this way
- want special rights
- bisexuals are not able to make up their mind

The Complexity of Sexual Orientation

Goal

To show that sexual orientation is far more complex and varied than the four categories "heterosexual," "lesbian," "gay," and "bisexual."

Activity

1. Distribute copies of the [Sexual Orientation Identification](#) sheet and ask students to complete the 10 items silently.
2. Once students have had a chance to answer all questions, ask them to call out the answer to item #1. Most students will have answered "lesbian."
3. Next, ask students to call out their answer to item #2. Most will have answered "bisexual."
4. Then ask students for their answer to item #3, at which point disagreements will probably begin to surface.
5. Discuss the remaining items, most of which will provoke differences of opinion as to whether sexual orientation should be defined by behavior, desire, self-identification, or some combination of the three.

Discussion Questions

Here are some questions sure to provoke a lively discussion:

- If students argue that sexual orientation is defined exclusively by behavior, ask whether virgins have a sexual orientation.
- If students argue that sexual orientation is defined exclusively by self-identification, ask whether a rapist who sees himself as a nice guy should be categorized that way by others.
- If students argue that sexual experimentation should not be considered, ask how much experimentation is permitted before it "counts" (e.g., 6.5 sex acts?).

You might also point out that these questions are difficult to answer not only for the class, but for the people described on the sheet and for researchers who study sexual orientation.

Source

Adapted from Madson, L. (2001). A classroom activity exploring the complexity of sexual orientation. [*Teaching of Psychology*](#), 28, 32-35.

DRAFT

SECTION 4



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Use the Lessons

BREAKING DOWN THE BARRIERS

Worksheet

Individual ACTIONS I can take to break down the barriers to creating diverse community are:

A few sample action ideas could be...

- Talk to someone you've never talked to before.
- Fight stereotypes by getting to know different kinds of people.
- Reach out to people who are alone.
- Volunteer with a community organization.
- Mentor younger children; give them a hand or advice when they need it.
- Join a new club or organization. Get to know different kinds of people.
- Speak up when you hear someone make a put-down or unfair remark.

Staff Group ACTIONS we can take to break down the barriers to creating diverse community are:

A few sample action ideas could be...

- Start a floor/hall club that brings together people from different groups.
- Work with Area Government to sponsor a community night each week, with sports, homework help or other activities.
- On your floor, replicate some of these dialogues or activities as a part of your floor meetings to address all kinds of issues.
- Get other RAs involved in co-programming to mix up communities.
- Get clubs and organizations to co-sponsor projects and events in the halls.
- As a staff group, create or join a "campus climate" committee that includes both students and administrators (e.g. LGBT Concerns Committee, Alcohol Task Force, etc)

Excerpted from "Mix It Up" Handbook published by tolerance.org