

Dealing with Diversity
11th Grade Advisement Activity
Estimated time: 30 Minutes (will take every minute)

Georgia's Teachers-As-Advisors Framework

Goal 11-3.2 - Develop positive, highly-developed interpersonal skills

g. Recognize that one should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity

Objectives: Students will recognize common prejudice and how their prejudices can impact their work.

Materials:

- List of improvisations; OR the advisor can cut out the improvisations and distribute to groups
- Geometric shapes and a basket, box or bag; enough for each group of three or four students

Activity:

1. *Say:* Good morning. Welcome to advisement. Today we are going learn how to recognize common prejudice and how your prejudices can impact your relationships and perhaps your future work.
2. *Ask:* Can anyone define the word prejudice? (*Webster definition below in #4*) *Say:* Yes, there are many parts to that definition. Brainstorm the ways we are different:
 - Moral or spiritual beliefs
 - Cultural background
 - Intellectual strengths and weaknesses (e.g. being better at languages or math)
 - Social skills and preferences (e.g. being shy instead of outgoing)
 - Tastes, interests and hobbies (e.g. liking sports or music)
 - Physical features (e.g. sex, size, skin color, body shape)
 - Sexual and/or gender orientation or preferences
3. *Ask:* What kind of prejudices might you find in the work place? *Brainstorm and list on the board or flip chart.*
4. *Say:* Webster defines it as: 1. judgment or opinion formed before the facts are known: esp., an unfavorable, irrational opinion; 2. the act or state of holding preconceived irrational opinions; 3. Hatred of/or dislike for a particular groups, race, religion, etc.

We all, in our lifetime, seek the perfect job for ourselves. Money, location, and the environment of the job are things we have a limited amount of control over. What about the factors we can't control---like the people we are asked to work with daily? To keep our jobs, we have to learn to get along with everyone, whether we like them or not, in a professional, healthy atmosphere.

5. *Say:* I am going to put you into groups of 3-4, and I will give you a situation of prejudice in the work place along with a geometric shape. I want you to come up with a skit to

show the prejudice and how we should handle it peacefully and professionally. Try to keep your skits short and to the point. Remember to present the problem and a solution. *(NOTE: Only the students with the same geometric pattern may participate—one student should have a different pattern and will not be allowed to participate. This person is being made to feel the groups prejudice.)* Say: The person that draws the round geometric shape will not be allowed to participate. You can sit here away from the group. *Provide a place for these students.*

6. Distribute the improvisations—one per group. *Allow students about 5-8 minutes to create their skit. Call time and allow each group to perform their skit. Debrief with the following questions:*

- a. Did any of these improvisations both you? Why?
- b. Can you think of any other way these could have been settled?
- c. Where do you think prejudices come from?
- d. Are children prejudiced? How?
- e. Do you know anyone who is prejudice? About what?
- f. How does that make you feel when you feel when you are around it?
- g. Have you been in a situation of prejudice? How have you handled the situation?
- h. Are there any other ways we could handle prejudice?
- i. How did you feel about the person left out of the activities?
- j. (ask the person left out) How did it make you feel?

7. *Dismiss:* I hope you didn't feel too uncomfortable with today's activity. Prejudice can really make you uncomfortable, especially when individual people are involved. Remember, we are alike in many, many ways. Focus on likenesses rather than the differences and make a real effort to get to know a person before you make unfounded judgments. See you the next time we meet. Those of you looking for postsecondary educational opportunities let me know if I can help. Don't wait! Start your search if you haven't. You should have a plan and be ready! Your senior year will be busy----so don't wait!!!!

For additional information:

http://www.kidshelpphone.ca/en/informed/sub_prejudices.asp?sec=3&sb=2 This site offers an overview of the issue.

IMPROVISATIONS-cut out to distribute

- 1. Everything is built for tall people.**
- 2. We feel a man would be better for this job.**
- 3. I just can't understand a person with an accent.**
- 4. We only hire the beautiful/attractive people.**
- 5. People who dress differently are not right for this job.**

Geometric Shapes for each GROUP

