

**Diversity**  
**12th Grade Advisement Activity**  
**Estimated time: 30 Minutes**

**Georgia’s Teachers-As-Advisors Framework**

**Goal: 12 –**

**Objectives:** Participants will:

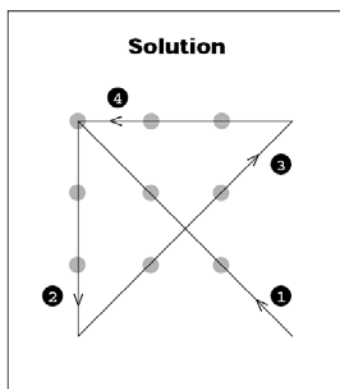
- discover that their first impressions of people are not always true;
- experience the fact that we often unconsciously limit our perspectives and
- will recognize the widespread use of stereotypes.

**Materials:** copies of “Connect the Dots”; copies of the “Herman Grid” (copy “Connect the Dots” and “Herman Grid” on the front and back to save paper; large sheets of newsprint, tape, markers/crayons, and wall space or other surfaces to which newsprint may be taped

**Activity:**

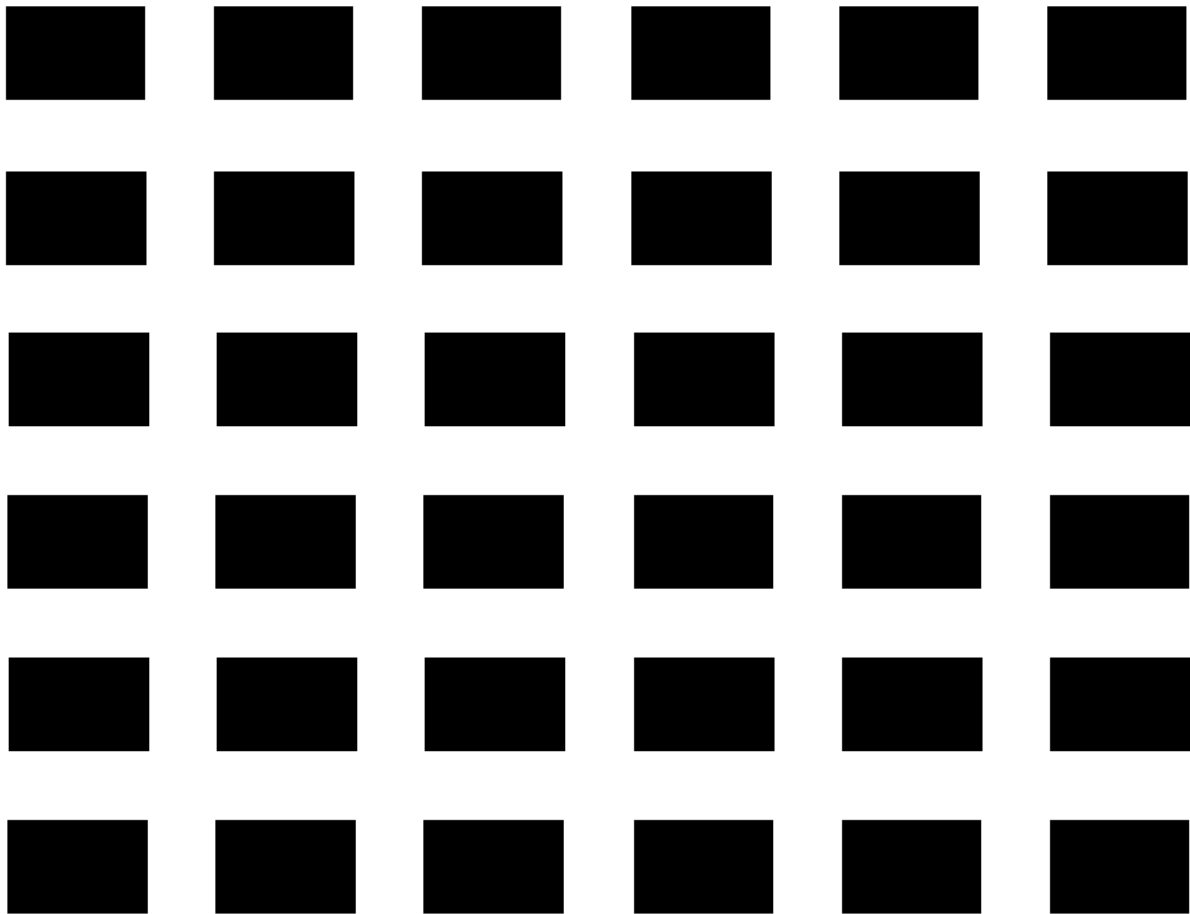
1. *Say:* Welcome to advisement. I am so glad to see you. I hope all is going well with you and your family. This is one of the last times we will meet together. I am going to miss each and every one of you. I will be so proud of you when you get your diploma! Please be sure you are taking care of any debts you may have presently. Don’t wait until the last minute to take care of your obligations. Today in advisement we are going to discuss DIVERSITY! *Write the word on the board or flip chart. Ask students to discuss what the term means to them. List their answers on the board. Say:* We will work through several activities, then draw some conclusions from your experiences.
2. *Handout “Connect the Dots”.* Ask participants to try to complete the puzzle following the directions on the handout. Ask participants who already know the solution or figure out the solution before time is called to please turn their paper over and allow the others to figure out the solution themselves. Give participants three to five minutes to work on the problem. At the end of that time, have participants put down their pencils. Ask if anyone has found the solution. If so, ask that person to come to the board or flip chart and demonstrate the solution for the group. If no one has found the solution, draw the correct solution for the group.
3. *Ask:* Why is it that most of us did not think of going outside the boundaries to solve the problem? *Say:* To solve the problem, we had to get outside of our usual way of thinking— outside of the box we put ourselves in. We had to literally draw outside the lines. This is what is required of us when we interact with people who are different from us. We have to look at other ways of “thinking about thinking.” Drawing outside the lines is very difficult because we are so used to our own way of thinking and our own point of view that it is hard to see other points of view. To successfully interact with people from different backgrounds and different cultures, we must learn to look at the world from many points of view. Ask participants to share examples of situations when finding a good solution to a problem required thinking “outside of the box. Allow students to share. Take only a few minutes to share.

**Solution:**

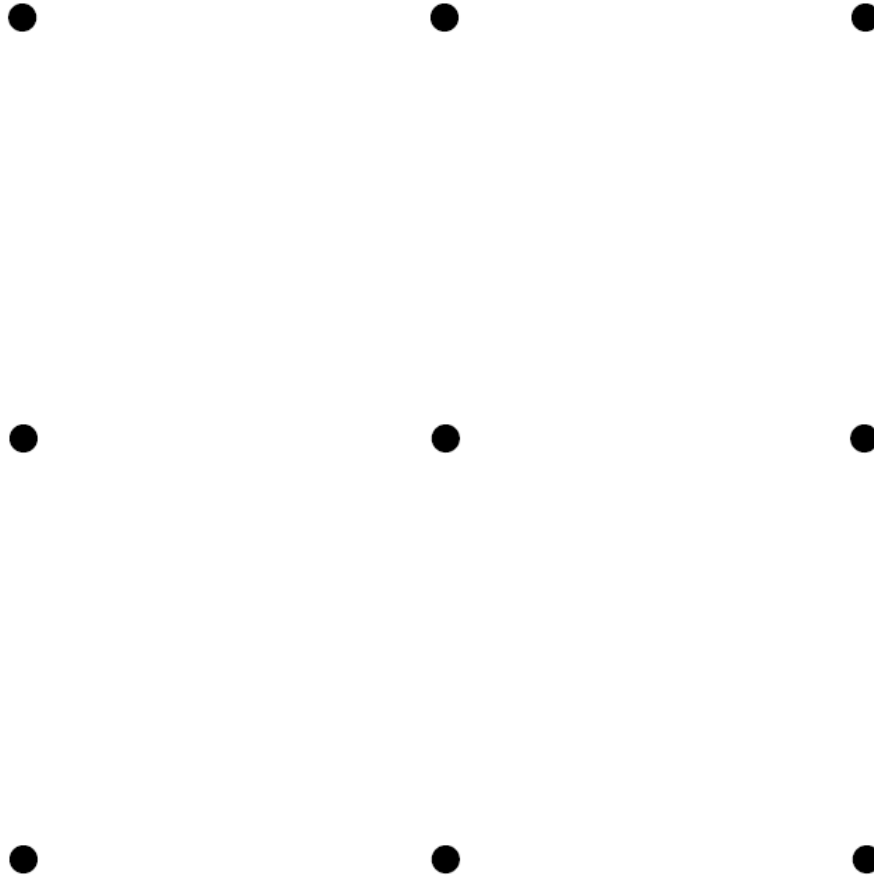


4. *Pass out copies of “The Herman Grid.” Ask participants to share their first impression of this image. Ask if they see gray dots in the white spaces. Are the gray dots really there? Say: This is an example of how we sometimes see things that do not exist. Sometimes this happens when we see people, too. Ask students to think about the following questions:*
  - Have you ever had a wrong first impression of someone who had a different background or came from another culture?
  - Has someone from a different background or another culture ever had the wrong first impression of you? Ask if someone would share and discuss their examples in the large group. *It is okay if no one volunteers.*
5. *For the next activity the advisor should, label the top of sheets of newsprint with the name of a different type of person or group. Try to include a variety of dimensions of diversity. Examples may include Women, Men, Teenagers, African American Males, Asian Americans, Latino Americans, Catholics, Christians, Jews, Arabs, Moslems, Amish People, Wealthy People, Poor People, The Homeless, People on Welfare, People with a Physical Challenge, Californians, Southerners, People 75 Years and Older, People Who Live in the Country, People Who Live in the City, and others. Fold each sheet and tape the sheets on the walls or other surfaces in a manner that does not reveal the label. Leave enough space between them so that small groups can form around each sheet.*
6. *Introduce this activity with a brief discussion about culture and its impact on our behavior. Be sure to point out that culture is something we begin learning as very young children; that the rules of our culture are often not written but are learned from those around us; and that as children we generally accept these rules without question.*
7. *Say: We are going to engage in an activity called “What Do You Know or What Have You Heard?” Tell students to circulate around the room to each sheet of newsprint and, with a marker/crayon, write one thing that they either “know” or that they have heard about the people or group identified by the label. Emphasize that what they write can be something that they “know” or something they have heard. Allow enough time for each participant to add a thought to each list. Then invite participants to take a few minutes to observe the completed lists.*
8. *Ask students the following questions:*
  - What do many of the comments we have written on the lists represent?
  - Are they all true?
  - Where did they come from? (Responses might include parents, friends, teachers, books, the media, and others.)
9. *Lead a discussion about stereotypes and the fact that we become conditioned to think about stereotypes on an almost automatic basis when we see or hear about someone whose background is different from our own. We all use stereotypes at one point or another. The important thing is that we begin to become more conscious of the fact that we are often thinking “on automatic.” We must stop to ask ourselves if what we are thinking is a fact or a stereotype.*
10. *Say: I hope you have learned something about stereotyping and about yourself! See you next time we meet. It will be the last time! Stay safe!*

# The Herman Grid



# Connect the Dots



**Directions:**

Connect all of the dots with four straight lines. Do not lift your pencil off the paper. Do not retrace any line. Lines may cross if necessary.