

Introduction:

This lesson plan challenges participants to consider how the Intercultural Development Continuum (IDC) stages function in real-life. In this activity, participants will read a *New York Times* article from 1996 about gay rights in a small city that has several passages underlined (see citation below). While they are reading, they will note which stage of the IDC that passage portrays.

Important Notes:

Only those very familiar with the Intercultural Development Continuum or the Developmental Model of Intercultural Sensitivity, for example, an Intercultural Development Inventory (IDI) Qualified Administrator, should use this exercise.

From this exercise alone, a facilitator will not be able to gauge participants' stages, but it is possible to learn about how they think and talk about difference.

It is also a useful exercise for IDI professionals to practice skills and needs-analysis.

Objectives:

As a result of this activity, participants will be able to:

1. Analyze passages for diversity and Intercultural Development Continuum stages.
2. Recognize and discuss Intercultural Development Continuum stages and views on gay rights.

Time:

30 minutes.

Group Size:

Small group.

Materials:

Handout; Answer key for the facilitator (both in [Downloads](#)).

Intercultural Development Continuum Stages:

- Denial
- Polarization
- Minimization
- Acceptance

AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Other Skills:

Friendship; Teamwork; Mentorship & Leadership; Diversity, Equity, and Inclusion.

Activity Instructions:

1. The facilitator should explain or review the Intercultural Development Continuum stages before distributing the article. The stages are Denial, Polarization, Minimization, Acceptance, and Adaptation.
2. Distribute the article to participants. Ask them to read silently. As they read, they should use the document's margins to label each underlined passage with the stage of the Intercultural Development Continuum that it portrays.
3. When they are finished, ask them to tally up the number of times they named each orientation.
4. The facilitator can go through each underlined passage and ask participants to identify the labeled orientation. You can find the answers on the Answer Key (in [Downloads](#)). Then engage in a group discussion, discussing the following questions:
 - How many times did you use each orientation?
 - How difficult was it to identify each orientation? Why?
 - How do the members of the communities treat difference?
 - Did any passages specifically stand out to you? Why?