

Introduction:

This lesson plan will challenge participants to interrogate how stereotypes affect our first impressions and the value that we place on others. In this activity, participants will place one card from a deck of playing cards on their forehead. They will then interact with each other based on the values on their cards. They will then reflect on how they were treated and how they treated others based on those values. Additionally, they will relate these experiences to issues of diversity, inclusion, and cultural norms.

Objectives:

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

1. Discuss cultural norms, diversity, inclusion, and how we place value on others.
2. Analyze how stereotypes and first impressions inform perception and interactions.
3. Discuss how nonverbal communication (body language or facial expression) communicate meaning to others.

Time:

15 minutes.

Group Size:

Entire group.

Materials:

A deck of cards.

Intercultural Development Continuum Stages:

- Denial
- Polarization
- Minimization
- Acceptance

AAC&U Intercultural Knowledge and Competence Goals:

Verbal and Nonverbal Communication:

- To articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings).
- To skillfully negotiate a shared understanding based on these differences

Empathy



- To interpret intercultural experience from the perspectives of own and more than one worldview.
- To demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group

Knowledge of Cultural Worldview Frameworks:

- To demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.

Other Skills:

Mentorship & Leadership; Diversity, Equity, and Inclusion.

Activity Instructions:

1. Pass out one card from the deck to each participant and instruct them not to view it. Depending on the number of participants, adjust the deck to ensure there is a range of numbers represented in the cards you pass out.
2. Instruct participants to place their card on their forehead, facing out, still ensuring they are not able to view their own card.
3. Instruct participants to interact with each other according to the value they see on their peers' cards. Do not give any further instructions.
4. While participants are interacting, make observations to call upon in the debriefing discussion at the end.
5. You can give participants anywhere from 5 to 15 minutes to interact. Once participants have formed visible groups, you can announce the conclusion of the game.
6. Debrief with the following questions (and any others you would like to add):
 - How did this activity make you feel? What came up for you emotionally?
 - What were your observations throughout the activity? What reflections did this bring up for you?
 - How did you decide how to treat people? How were you treated?
 - What did you learn about how you perceive others and how you are perceived?
 - How did this activity reflect the real world and societal issues?
 - How did this activity inform how you conceptualize of cliques and groups?
 - What, if anything, does this activity inspire you to do or change in the future?