Introduction:

A Street Dog's Life is based on former CILMAR staff member Florence Adibu's activity Danger of a Single Story, which uses Chimamanda Ngozi Adichie's TEDTalk of the same name.

This activity prompts participants to explore and challenge stereotypes and prejudices that encourage dangerous single-story narratives.

Objectives:

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

1. Understand the ways in which narratives and stories can create stereotypes about people and places.
2. Analyze a "single story" about a specific group of people or culture.
3. Demonstrate how "single stories" influence bias and stereotypes in order to complicate and grow out of these viewpoints.
4. Recognize the importance of thinking critically on global issues related to veterinary medicine.
5. Apply the "Danger of a Single Story" to new contexts.

Time:

45 minutes.

Group Size:

Entire Group.

Materials:

Access to the internet to watch and display videos (in Links); Participant Instructions (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).

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.

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.

Openness

- To initiate and develop interactions with culturally different others.
- To suspend judgment in valuing interactions with culturally different others.

Other Skills:

Mentorship & Leadership; Diversity, Equity, & Inclusion; Emotional Resilience.

Activity Instructions:

1. Talk with students about the importance of and their responsibility to using their education as a tool to address issues we all face in this world (2 mins).

2. Discuss the importance of thinking critically on global issues related to veterinary medicine.

3. Play #AStreetDog'sLife YouTube video, set in Mumbai (World For All Animal Care & Adoptions, 2015).

   Note: The facilitator should warn students that this video is graphic.

4. Ask the students how they feel after watching the video (5 mins).

5. Play The Danger of a Single Story TEDTalk (Adichie, 2009).

6. Share with students some overall information on Mumbai (addressing its beauty, rich history, culture, etc., as well as issues – overpopulation, lack of access to resources, lack of sanitation resources, etc.).

   Facilitator note: Ensure that you paint a holistic and multicultural perspective – pre-reading, self-education, speaking with people from the local culture is advised prior to facilitating this activity.

   Consider speaking about other cities' issues with relation to sanitation and veterinary medicine in your home country as well to acknowledge world-wide universality of issues (i.e., while specific issues may be location-specific, issues in general are universal).

7. Discuss the #AStreetDog'sLife video with the information we now know of the location and resources:

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- What is this video leaving out of the overall narrative?
- What is the danger of this "single story" presented in the video?
- How might this video contribute to bias or stereotypes against the city of Mumbai and the people who live there?
- How do you view the video with this new perspective?