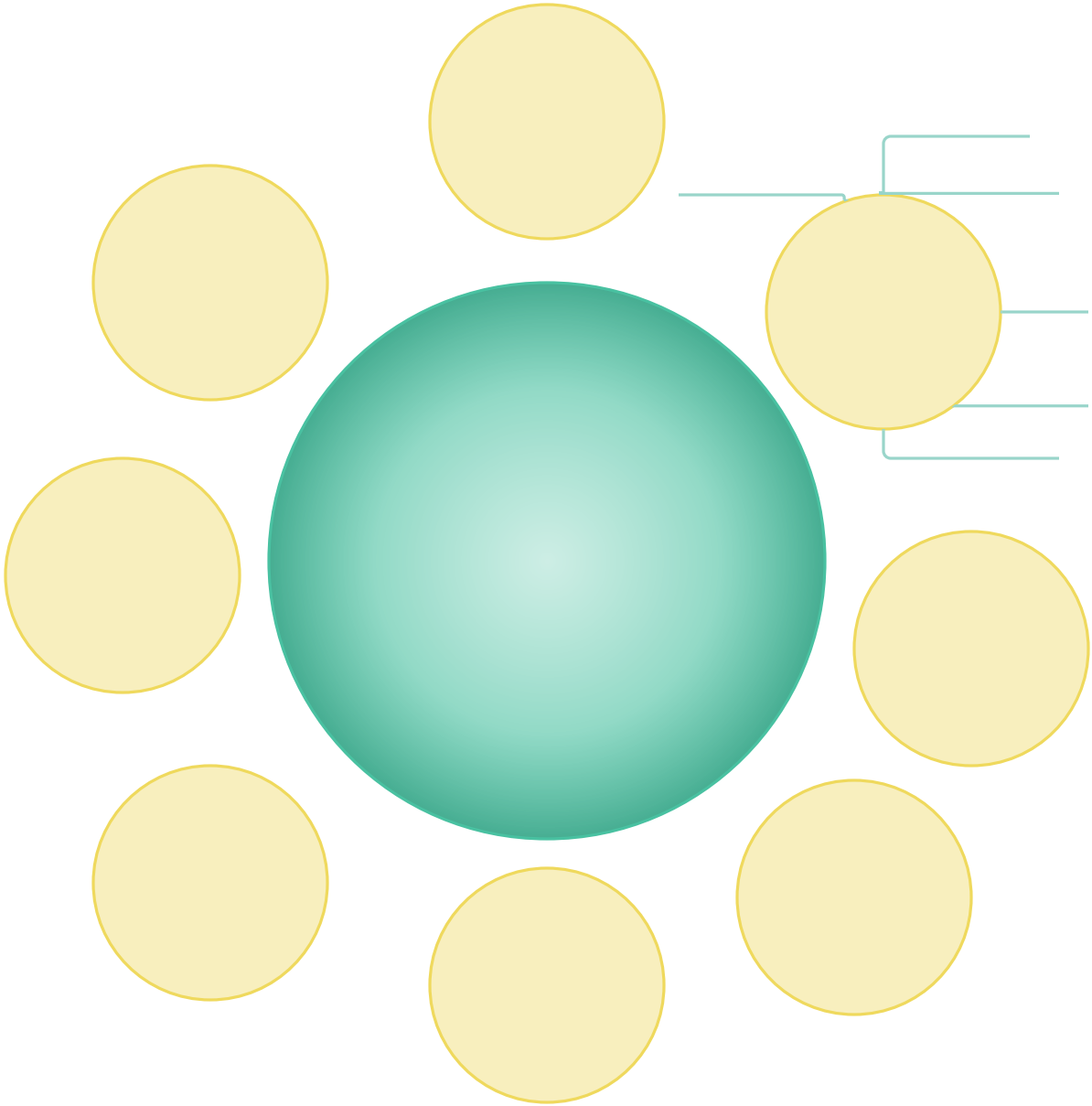
"IDENTITY: MY CULTURALLY DIVERSE HERITAGE"



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SOURCE: Unknown; various versions of this have been around for a long time: Michael Vande Berg developed this version

TIME: 50 minutes

MATERIALS:

- Flip chart and markers
- Watch or some other type of time-keeper
- Whistle, triangle and gong, or some other type of device to call participants' attention
- A small training table at the front of the room, where the training materials can be ranged.
- A blank piece of photocopy paper for each participant

LEARNING OUTCOMES: This activity is designed to provide participants with opportunities to:

- Increase awareness that our cultural identities find sources in a wide variety of cultural groups—"identity" and "heritage" are not restricted to a few cultural groups like "race," "ethnicity" and "gender," but include many other groups as well
- Identify eight specific cultural groups that have influenced/still influence the values and behavior associated with each of their particular cultural identities
- Increase awareness that their values and behavior can and sometimes do differ in different cultural contexts
- Increase awareness that, as they move among their different cultural groups and among cultural contexts whose values differ, they are, to some extent, learning and adapting across cultures

FACILITATION TIPS AND COMMENTS:

- Building on a critically important understanding that most participants will have gained through yesterday's "Toothpicks" activity, this activity asks participants to reflect on, and to become more aware of, some of the cultural groups that they have belonged to and/or belong to today, groups that have helped form their cultural identities.

FACILITATION STEPS:

- After giving participants a blank piece of photocopy paper, ask them to draw a smallish circle in the middle and to write their own name or nickname in the circle. Draw your own circle on the flipchart, with your name in it.
- Ask them to draw eight equidistant lines radiating outward from the circle, with smaller circles at the end of each line. (Draw this yourself while giving them this instruction.)

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- Tell them that each of the eight circles represents a cultural group that they have belonged to, or still belong to, one that continues to influence who they are today. Point out that a cultural group can be as small as an immediate family, or as large as a nation, or a region in a nation, or even a neighborhood in a city. It could be a profession, a religious group, an elementary school or a university, a civic organization, a school band or a professional orchestra, a social or economic class, a high school or college school sports team, or a more informal sports club.
- Follow this up by personalizing the activity, identifying two or three groups that have been/still are influential in your own identity: write these in two or three of your own cultural group circles, and then ask the group to come up with the names of some other possible examples of other types of cultural groups.
- After they've shouted out a few examples, tell them to work individually, writing the names of eight groups in each of the eight blank circles. (As they start to do this, write names of some of your own important cultural groups in your eight circles.) Specify that they're to identify groups, not individuals, that have influenced and/or still influence who they are.
- Walk around the room to help participants who are having trouble reflecting on and coming up with cultural groups important to them; refer as necessary to the circles you've identified yourself, in order to help stimulate reflection on their own cultural groups. Also ask other participants, as you walk around, to identify some of the groups that they've identified as influential in their own identities.
- On the flip chart, write the following questions:
    - What was very important to each of the eight groups you've identified? Write down at least one thing, next to each circle, that was very important to each group.
    - What sort of behavior was rewarded or punished? Write this down, next to each group.
    - What values did you learn from these groups—what did you learn from each that taught you that something was right or wrong, good or bad, etc.? Write at least five values that you learned from each of these groups.
- Ask them to review these values, and to see whether there are any conflicting values among the groups. How have you attempted to handle these conflicting values?
- Ask them whether they were "the same person" in each of these groups. Ask some participants to share any insights they have about their own contrasting behavior and priorities as they functioned, or function, in their various groups.
- Draw the activity to a close by making the point—one that some participants themselves may already have arrived at—that they are already, to some extent, shifting frames and adapting behavior as they move among cultural groups whose values may in important ways be quite different. It's important to make this point: it sets up one of the main learning points in the next activity.

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