

## 4.5 Diversity and Cultural Competence

**Related Areas:** *Interpersonal Skills*

**Lesson Objective(s):** Students will develop skills for interacting and working with people of cultures different from their own.

**Outcome Goal(s):** Students will develop a presentation about cultural diversity in the workplace to demonstrate cultural self-awareness.

### Instructor Preparation Checklist

☐	Supplies and Tasks	Materials and Resources
	Media & Audio	
	Websites	<a href="https://www.youtube.com/watch?v=Pn6WzHw7gHY">https://www.youtube.com/watch?v=Pn6WzHw7gHY</a> <a href="https://www.youtube.com/watch?v=XUO59Emi3eo">https://www.youtube.com/watch?v=XUO59Emi3eo</a> <a href="https://www.eeoc.gov/index.cfm">https://www.eeoc.gov/index.cfm</a> <a href="https://extension.psu.edu/more-diversity-activities-for-youth-and-adults">https://extension.psu.edu/more-diversity-activities-for-youth-and-adults</a>
	Read/Review	
	Field Trips/Co-op/Outings	
	Supplies Needed	Large sheets of paper, colored markers
	Print/Copy/Laminate	
	Miscellaneous	

#### Additional Notes:

### Warm Up- Similarities

#### Description:

1. Divide the class into groups of four or five.
2. Give each group a large sheet of paper and ask them to draw a flower with a center and as many petals as group members.



3. Through discussion with their group, the students are to find similarities they have with each other and add those items to the flower pedal. The flower center should have a similarity they all share.
4. At the tip of each petal they should add something that is unique about each of the members.
5. The class is to be instructed that they cannot use physical attributes such as hair or eye color, height etc.
6. Encourage the students to be creative in their drawings.

Ask the small groups to share their flower with everyone. They should discuss similarities and differences, if it was easy or difficult for them find similarities Discuss the importance of talking with others and the value in finding both similarities and differences with one another. \*\*\*

**Notes/Vocabulary:** Similarities, differences

**Materials:** Large sheets of paper, colored markers

## (1) What's wrong with this picture? Stereotypes!

**Description:**

<https://www.youtube.com/watch?v=XUO59Emi3eo>

<https://www.youtube.com/watch?v=hOchf1GchDc&t=41s>

Watch the Youtube video "Cultural Diversity Examples, Avoid Stereotypes while Communicating" and "Diversity: Face to Face". List on the white board, the stereotypes the class has observed in the videos.

Ask the questions to respond to the questions 4.5-1

1. What stereotypes do they face within their school?
2. Are stereotypes welcome in school and should they be welcome in the workplace?
3. How does culture play a role in the workplace?
4. Why do you think it is important for your boss to learn about every employees' cultural background?

**Purpose/Key Skills:** The purpose of this activity is to provide students with examples of stereotypes, so that they may discuss stereotypes within their own lives.

## Notes/Vocabulary: Stereotypes

**Materials:** internet connection

*Teamwork:* The ability to work as a team member is essential in today's workplace, whether it be with co-workers or those who come in contact with the organization.

## (2) Stereotyping

### Potato Activity

Select one potato for your demonstration and have a story in mind to describe your potato to the class. Hold up your potato in front of the class and say, "I have here a potato. I don't know about you, but I've never thought that much about potatoes. I've always taken them for granted. To me, potatoes are all pretty much alike. Sometimes I wonder if potatoes aren't a lot like people."

Pass around the bag of potatoes and ask each student to take one potato. Tell each student to "examine your potatoes, get to know its bumps, scars, and defects and make friends with it for about one minute or so in silence. Get to know your potato well enough to be able to introduce your 'friend' to the group."

After a few minutes, tell students that you'd like to start by introducing your "friend" to them. (Share a story about your potato and how it got its bumps.) Then tell students that the class would like to meet their friends. Ask who will introduce their friend first. (Ask for several, if not all, to tell the group about their potatoes.)

When enough students have introduced their "friends" to the class, take the bag around to each person. Ask them to please put their "friends" back into the bag.

Ask the class, "Would you agree with the statement 'all potatoes are the same'? Why or why not?"

Ask them to try to pick out their "friend." Mix up the potatoes and roll them out onto a table. Ask everyone to come up and pick out their potatoes.

After everyone has their potatoes and you have your "friend" back, say, "Well, perhaps potatoes are a little like people. Sometimes, we lump people of a group all together. When we think, 'They're all alike,' we are really saying that we haven't taken the time or thought it important enough to get to know the person. When we do, we find out everyone is different and special in some way, just like our potato friends."

Discussion

Ask students to think about groups at school or in the community that we tend to lump together. If they have trouble thinking of groups, you may want to prompt them with some of the following groups:

- kids in band
- kids who live in the trailer park
- kids of a certain religion
- kids in the gifted class
- kids in special education classes
- kids from a certain racial or ethnic group
- kids who live in rural settings
- kids who live in the city
- all of the girls
- all of the boys

Use groups that are relevant and meaningful to the students.

Discuss answers to the following questions:

1. When we lump everyone from the same group together and assume they all have the same characteristics, what are we doing? What is this called?
2. Do you know a lot of people from the groups we tend to lump together? Do they all fit the stereotype?
3. Why are stereotypes dangerous?

**Purpose/Key Skills:** The purpose of this activity is for students to determine how easy it is to stereotype people.

**Notes/Vocabulary:** stereotyping

**Materials:** Brown paper bags, one potato for each student and teacher

## (2) What is Diversity in the Workplace?

Description: Provide students with Information sheet A Diversity and ask them to review the definition. Ask students to write their own definition

Explain that Diversity within a workplace encompasses race, gender, ethnic groups, age, religion, sexual orientation, citizenship status, military service and mental and physical conditions, as well as other distinct differences between people. Discuss examples of diversity that the students have noticed around them. Have the students watch the video “The Importance of Diversity in the Workplace”

<https://www.youtube.com/watch?v=YzqNgyqUYso>

After watching the video ask the following questions:

1. How do businesses benefit from diversity in the workplace? (list on white board)
2. Why will businesses grow because of having a diverse employee base? (list on white board)

**Purpose/Key Skills:** Provide students with the benefits and reasons for growth within a business when diversity is embraced.

**Notes/Vocabulary:** Diversity

**Materials:** white board

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### (3) Lecture/Activity- Diversity Matters

**Description:** Have students silently read the article “Why does Workplace Diversity Matter?” Information Sheet B Diversity, and ask them to discuss with a partner the questions on worksheet 2 diversity. Discuss the responses from the groups noting the similarities and differences.

**Purpose/Key Skills:** The purpose of this activity is for student to identify the benefits of diversity in the workplace.

**Notes/Vocabulary:** Diversity

**Materials:** news article

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### (4) Diversity Project

**Description:** Divide the student into groups of two or three and explain they will have the opportunity to develop materials promoting diversity in the workplace. The project could be acting out a scenario, developing a Power Point presentation, making a brochure, poster, or a project of their choosing. Give the groups 15 to 20 minutes to brainstorm and as the groups are ready, preview and approve each groups’ project ideas. Give the students class time to work on their projects. Provide them with material and the presentation explanation and rubric. Develop a schedule for the project presentations.

**Purpose/Key Skills:** The purpose of this activity is for students to interpret and communication how diversity can be promoted in the workplace.

**Notes/Vocabulary:** promotion

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**Materials:** As requested by the students.

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### Formative Assessment

□	Skill Description and Assessment	Notes- Student Presentation Components
	<ul style="list-style-type: none"><li>a. Include an introduction</li><li>b. Include a minimum of 3 sources</li><li>c. Include a minimum of 5 facts about the topic</li><li>d. Be at least 3 but no more than five minutes in length</li><li>e. Have each group member speak during the presentation.</li><li>f. Include a conclusion</li></ul>	

### Reteach and Supplemental Materials

Concept	Lecture/Activity
	<a href="https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf">https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf</a>

### References: