Celebration of Diversity

Tenure group: 4 months

Prerequisites – Book 1 and 2

Duration: 2 days

Objectives:

- Participants should be able to understand the concept of diversity.
- Participants should be able to observe the benefit of celebration of diversity around them.
- Participants should be able to get the best out of the diversity at work.
### Celebration of Diversity: Define and Observe. Day 1

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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| 09:00am – 09:30am | **Introduction and welcome:** 30 Minutes (Buffer time can be used for the icebreaker)  
Introduce yourself and welcome the participants to the workshop. Share the objectives and the agenda.  
☑ Define and observe diversities. |
| 09:30am – 10:00am | **Icebreaker:** 30 minutes.  
Request the participants to create a name tent. Provide them with magazines with pictures, glue and sketch pens. These name tents should have everything except their names. They can have pictures and sayings that they can relate to. Pictures that depict their personalities can be placed on these name cards. Give the participants hints without influencing their ideas. Let them imagine and create whatever they like. Reiterate the fact that no one should mention their names on the tents. |
| 10:00am – 11:00am | **Discuss/Debrief:** 1 hour.  
Once the participants have made their name tents, request them to submit them to you. They can also paste them on the board. Take one card at a time and request the batch to figure out whose card that could be.  
Once the card owners have been recognized, ask the audience if there were certain surprised that appeared. Questions that you can ask are:  
☑ What led to your decision?  
☑ Whose description was most surprising?  
☑ Why was it surprising?  
Lead the discussion towards how we perceive ourselves and how others perceive us. |
| 11:00am – 11:15am | **Break**                                                                                                                                 |
| 11:15am – 12:15pm | **Who am I? (Card on the forehead):** 1 hour.  
☑ Distribute an A4 size sheet to all the participants and request them to write a name or a group on in. They should then flip it over and pass it to the person sitting next to them. The sheets could have movie stars, politicians, a group of people, etc. Give ideas without influencing them.  
☑ Then request them to lick the back of the paper in front of them and stick it on their foreheads.  
☑ Form pairs and let the participants find out who they are through questions.  
Alternatively, the facilitator should give a few names on post-its and the participants should be requested to stick in on their forehead. Run the
activity one participant at a time. At the end of the exercise, ask each trainee which of the hints were pure facts and which were opinions/ perceptions/ stereotypes. Also discuss which ones helped in getting the correct answer.

The objective is to get people to use stereotypes as hints. As the participants figure out who they are, they can take the sheet off their foreheads and wait for the others.

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<td>12:15pm – 01:00pm</td>
<td>Cultural Iceberg: 1 hour. The objective is to sensitize participants to different cultures.</td>
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<td>- Ask participants what comes to mind when they think of the word “American.”</td>
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<td>- Write the responses on the board. Keep the superficial responses (Way they look, way they dress, etc) at the top and the more underlying concepts of culture (religion, politics, family, etc) in the lower segment.</td>
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<td>- Draw an iceberg around the responses to show what is visible and what is not.</td>
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<td>- Discuss and debate how things can be different from what they appear to be.</td>
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<td>- Next, draw a similar iceberg. This time use the word “Indian.”</td>
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<td>- Discuss how icebergs meet at the bottom. We don’t have to mimic icebergs but we need to understand them.</td>
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<td>- Introduce stereotypes and generalizations.</td>
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<td>01:00pm – 01:30pm</td>
<td>Lunch</td>
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<td>01:30pm – 02:30pm</td>
<td>This is why I am different: 1 hour</td>
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<td>- Request everyone to talk about one thing that makes them different from the others. Ask them to add information about why they think that is different about them. Also ask for stories where they have used that difference in a positive way.</td>
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<td>- Encourage stories from everyone so that they realize that their diversity is an asset.</td>
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<td>- You can also ask the participants to choose from all the diverse characters that they would like to adopt, in addition to the one they already have. (optional)</td>
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<td>02:30pm – 04:00pm</td>
<td>Video 2 <a href="http://www.youtube.com/watch?v=VgLAzwgizdk">http://www.youtube.com/watch?v=VgLAzwgizdk</a> Speaker: Reza Aslan. (Unity in Diversity)</td>
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<td>- Discuss: How successful are we as a country when it comes to being diverse? Ask participants to share examples. Let them give as many details as possible.</td>
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<td>- Discuss the importance of education.</td>
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<td>- Discuss the importance of relationships.</td>
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<td>- Discuss the importance of sensitivity.</td>
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<td>04:00pm – 04:15pm</td>
<td>Break</td>
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| 04:15pm – 04:30pm | Akon “Chammak Challo making”  
[http://www.youtube.com/watch?v=CAHagot7RIQ](http://www.youtube.com/watch?v=CAHagot7RIQ)  
Bhangra.  
[http://www.youtube.com/watch?v=jPpHc7WYJXU](http://www.youtube.com/watch?v=jPpHc7WYJXU)  
Discuss how diversity functions.  
How the results are surprisingly amazing.  
Take more examples from the participants. The more they think, the more they will understand and tolerate. |
| 04:30pm – 05:00pm | My circle. Closing activity.  
Objective: To create a supportive environment in which the learners can disclose their group memberships and to allow them to experience what it is like to be part of a minority group. It is alright to be different.  
Have the learners form a large circle. As you call out different group names, the members are to go inside of each successive circle as they identify with the group.  
Begin with "low-risk" groups (e.g. brown hair, large family, group of professions you are working with such as manager or production associate) and work up to groups that are typically discriminated against or under represented (e.g. African American, Asian, female, gay, person with disabilities). Applause as each group forms in the middle  
As each group of learners move towards the center of the circle, ask them what they think is the most positive thing about being a member of this group.  
○ How did it feel to be in the center of the circle? (Were you comfortable being stared at?)  
○ How did it feel to be on the outside of the circle?  
○ How did you feel about those with you in the center of the circle or about those in the outer circle?  
○ Did anyone not make any trip into the circle? How did that feel? |
| 05:00pm – 06:00pm | Power Hour  
**Reconstruct:** 30 minutes.  
- Define diversity  
- Acknowledge and question beliefs and stereotypes |
## Celebration of Diversity:
### Celebrate. Day 2

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| 09:00am – 10:00am | **Seating plan:** Mammals, reptiles and birds.  
Before the participants step in for the workshop, prepare the room, clearly forming three groups. Mammals, reptiles and birds. Request participants to sit in the section that they relate to the most. Most ladies may pick birds. Avoid influencing the choices the participants make. The objective is to form natural homogeneous groups for the next activity.  
Once the participants have taken their place, take a few views on why they selected the group that they selected. Allow participants to swap groups if they want to during the course of the discussion. Take reasons as well. |
| 10:00am – 10:30am | **Power hour**  
Task 1: 20 minutes (Activity) 10 minutes (Debrief)  
Provide three Sudoku charts to each team and give them the time limit. If participants are not aware of the game, take some time to explain it to them. If one of the participants is aware of the game, request him/her to explain it to the group.  
Make it a healthy competition and see how the teams function to achieve the task.  
Once the activity is over, acknowledge the effort and ask what challenges they faced during the task.  
Drive the discussion towards the importance of Diversity. |
| 10:30am – 11:00am | **Activity: 1 hour 30 minutes (Buffer time)**  
Provide each group a large sheet of flip chart paper and markers. Have them draw a large flower with a center and an equal number of petals to the number of learners in their group. Through discussion with their group members, have them find their similarities and differences. They should fill in the center of the flower with something they all have in common.  
Each member should then fill in his or her petal with something about them that is unique - unlike any other member in their group. Students should be instructed that they cannot use physical attributes such as hair color, weight |
etc. This encourages them to have more meaningful discussions with their group members.

They should be encouraged to be creative in their ideas and drawings.

After the small group activity, have them share with the large group, about similarities and differences.

The objective is to be able to observe diversity within homogeneous groups as well. If you observe that the groups are not diverse enough, you can also make some swaps to ensure that there are diverse groups that are created after this exercise. People don’t need to change, they just need to look at and celebrate the diversity within the group. *(This exercise should help facilitators understand each other’s abilities and knowledge base)*

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<th>11:00am – 11:15am</th>
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<td>11:15am – 11:45am</td>
<td>Task 3: Connect the dots. 30 minutes. (Buffer time for the next activity)</td>
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Give them about **5 minutes** to work on the puzzle. At the end of the time period, ask if anyone has found the solution.

![Solution](image)

**Discuss:**

- Why is it that most of us do not think about going out of the boundaries?
- We had to draw outside of the lines. This is what is required of us when we interact with others as every thinks differently (outside of our boundaries or "box").
### Why is it so hard to see others' point of views?
- We often get so busy thinking about our point of view that we fail to see others' point of views.

### 11:45am – 01:00pm
**Kinds of learners and cultural diversity:** Get participants to work in groups. 

- Jigsaw as springboard.
- Discuss kinds of learners.
  - Auditory, kinesthetic, visual and multimodal.
- Baggage activity as springboard into this discussion.
- Discuss cultural diversity.
  - Religion, societal hierarchies, values, family etc.

Request participants to make a chart as a team that displays the kinds of learners and cultural diversity post discussion. These are some of the things you are looking for:

- What are the characteristics of a certain kind of learner and how do you figure that out?
- What are the methods that you will employ to teach/train such a student?
- How he/she is relevant as far as his/her contribution to the class is concerned.
- Keep it as relevant to their job as possible. Real life experiences can be used as well.
- How can you spot cultural diversities?
- What are the benefits of cultural diversities?
- How can different abilities be used positively?
- How would you keep the student interested in his/her own growth?

While participants come up with methods that they would employ to teach/train the students, request them to think out of the box.

### 01:00pm – 01:30pm
**Lunch**

### 01:30pm – 02:30pm
**Kinds of learners and cultural diversity (contd)**

- Request participants to present their charts to the rest of the group. Each presentation will be followed by a discussion.
- Debrief: Once the discussions are over, discuss additional methods to handle/tackle different learners.
- When you discuss kinds of learners and what they bring to the table, also discuss kinds of cultural backgrounds and knowledge base that can be positively used.

### 02:30pm – 04:00pm
**Task 4: Lights! Camera! Action! (buffer time for the action plan)**

- This activity will work as the post assessment for the entire workshop. It will test the understanding of the concept, celebration of diversity.

- Request each group to come up with a movie using their mobile phones and anything else that they might have. They can give the title to the movie. The topic will be “Celebration of diversity.” Let the participants discuss and
The movie should include the following.
- Where have they observed diversity at their workplace?
- How have they used it to their advantage? (Share examples keeping in mind different kinds of culture and knowledge base that students bring to the workplace)
- Has there been a time when they overlooked a possible opportunity as far as diversity is concerned?
- What are the things that they are going to take back from this workshop?
- How is diversity relevant to their job?

Assist when and where required. Answer all questions that they might have. This will encourage innovative thinking and also force them to use and display the new value that they have acquired.

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| 04:15pm – 05:15pm | Screen the movies that were created by the participants. Each screening will be followed by a discussion.  
- Was the topic dealt with in detail?  
- Was something missed out?  
- Did the movie bring the message out correctly?  
- Can the movie be used to train others on the concept of Celebration of Diversity?  
- How was the available knowledge base of the group used?  

(This is where we can revisit the importance of being able to link the entire workshop to what they do in their personal and professional spheres. I think a movie is going to be a really good activity. It should work as their ‘take away’. Once they discuss and create it, they will come across various ideas and will be able to put things in perspective. We could possibly upload the best one on the website)  

Use the discussion to close the session. Check for understanding through the discussion. Ensure to link the discussion to how it is relevant to them at work and at home. |
| 05:15pm – 06:00pm | Action plan: 45 minutes.  
Continue/ Stop/ Doubt.  
Request participants to make an action plan for themselves, based on everything that has been discussed. This will make it more relevant for them. Ensure that a few questions are answered.  
- What do you bring to the table?  
- What can you do for the organization/ students?  
- What are a few things that you will do in your center after having gone through the workshop?  

Once they have made their action plans, request participants to share their action plans with the larger audience.  

Closing video. [http://www.youtube.com/watch?v=jOwQysP-vN8](http://www.youtube.com/watch?v=jOwQysP-vN8) (if time permits) |