

Facilitator's Guidebook

Session Two

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Session Two:

Overview:

In Session Two, participants will gain a deeper understanding of Multicultural Education as a result of learning to encourage the development of three identities: cultural, national and global. Through the process of identifying what they consider to be the most important dimensions of their own identity, the participants will acquire an in depth knowledge of the importance of attaining a positive cultural, national, and global identity in effectively functioning in an increasingly diverse community.

Agenda:

1. Do Now: Video – In The Classroom and Reflection
2. Participants prepare a step-by-step action plan of rectification
3. Activity: Circles of My Multicultural Self and Share
4. Instructional Portion- Overview of the 3 identities
5. Jigsaw Activity
6. Exit Ticket: Replay the video, reflect and share

Session Outline:

1. Begin the session by playing the “Session Two” video clip, found under the Session Two tab on the website, which gives participants instructions on what to do.
2. Following the video, students will take a few minutes and prepare a step-by-step action plan on how they as educators would help to rectify the misunderstandings.
3. Ask a few teachers to share their thoughts.
4. Pass out the “Circles of My Multicultural Self” activity found in the “Session Two Materials” section of the guidebook.
5. Use the “Circles of My Multicultural Self” facilitator’s instructions below to guide you through this activity.
6. Teach the 3 Identities using the “Developing the Three Identities” Power Point Slide under the Session Two tab on the website.
7. Split the class into four groups and assign different portions of the “Developing the Three Identities” article to several groups and have them do the Jigsaw Activity. Instructions found under “Session Two Materials”.

8. Replay the “In the Classroom” video and ask students to reflect on their previous answers and share how they have changed.

Circles of My Multicultural Self

Purpose:

The Circles activity engages participants in a process of identifying what they consider to be the most important dimensions of their own identities. Stereotypes are examined as participants share stories about when they were proud to be part of a particular group and when it was especially hurtful to be associated with a particular group.

Preparation:

Distribute copies of the Circles handout.

Instructions:

Ask participants to pair up with somebody they do not know very well. Invite them to introduce themselves to each other, then follow these steps:

1. Ask participants to write their names in the center circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Give them several examples of dimensions that might fit into the satellite circles: female, athlete, Jewish, brother, educator, Asian American, middle class, and so on.
2. In their pairs, have participants share two stories with each other. First, they should share stories about when they felt especially proud to be associated with one of the identifiers they selected. Next, they should share a story about a time it was particularly painful to be associated with one of the identity dimensions they chose.
3. The third step will be for participants to share a stereotype they have heard about one dimension of their identity that fails to describe them accurately. Ask them to complete the sentence at the bottom of the handout by filling in the blanks: "I am (a/an) _____ but I am NOT (a/an) _____." Provide your own example, such as "I am a Christian, but I am NOT a radical right Republican." Instructions for steps 1, 2, and 3 should be given at once. Allow 8-10 minutes for participants to complete all three steps, but remind them with 2 minutes remaining that they must fill in the stereotype sentence.
4. Probe the group for reactions to each other's stories. Ask whether anyone heard a story she or he would like to share with the group. (Make sure the person who originally told the story has granted permission to share it with the entire group.)
5. Advise participants that the next step will involve individuals standing up and reading their stereotype statements. You can simply go around the room or have people randomly stand up and read their statements. Make sure that participants are respectful and listening actively for this step, as individuals are making themselves vulnerable by participating. Start by reading your

own statement. This part of the activity can be extremely powerful if you introduce it energetically. It may take a few moments to start the flow of sharing, so allow for silent moments.

6. Several questions can be used to process this activity:
 1. How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?
 2. Did anybody hear somebody challenge a stereotype that you once bought into? If so, what?
 3. How did it feel to be able to stand up and challenge your stereotype?
 4. (There is usually some laughter when somebody shares common stereotype such as "I may be Arab, but I am not a terrorist" or "I may be a teacher, but I do have a social life.") I heard several moments of laughter. What was that about?
 5. Where do stereotypes come from? How are they connected to the kinds of socialization that make us complicit with oppressive conditions?

Facilitator Notes:

The key to this activity is the process of examining one's own identity and the stereotypes associated with that identity, then having one's own stereotypes challenged through others' stories and stereotype challenges. Encourage participants to think about the stereotypes they apply to people and to make a conscious effort to think more deeply about them, eventually eliminating them.

As with most activities, it can be especially effective if you participate while you facilitate. If you are willing to share your own experiences, participants are more likely to feel open to share their own.

It is crucial, especially for the final part of the activity when participants are sharing their stereotypes, to allow for silences. People will be hesitant to share initially, but once the ball starts rolling, the activity carries a lot of energy. Allow time at the end for participants to talk more about whatever stereotype they shared.

After everyone has shared their stereotype challenge, announce that anyone who would like to share another one can do so. Model by sharing another one about yourself.

Jigsaw Activity Instructions

Purpose:

By completing this activity, teachers will become experts in one area of student identification and its importance to student development and learning. Each student's part is essential for the completion and full understanding of the final product. After becoming an "expert," teachers will then share what they have found with other members of the larger group.

Materials:

1. Developing the Three Identities Article (included in *Session Two Materials*)
2. Chart Paper
3. Pens
4. Highlighters
5. Markers
6. Index Cards (optional)

Directions:

1. Facilitator splits up the class into four groups.
2. Pass out the articles and assign each group a portion (identity, cultural identity, national identity, or global identity).
3. Each group has the responsibility to become and "expert" of their given topic. They are to talk amongst themselves to learn and come up with a general understanding of their topic.
4. After about five minutes, assign the students to different groups where they are now one of the only experts of their topic and must portray an understanding of their topic to the rest of the students in the group who are "experts" of different topics.
5. Once all of the students have shared in their jigsaw group, test for understanding by asking for a volunteer to share a brief overview of each topic as they have learned in the session.

Session Two Materials

Developing Cultural, National and Global Identities



Identity is a concept that relates to all that we are. Individuals who have positive cultural, national, and global identifications evaluate their CN&G communities highly and are proud of these identifications. They have both the desire and competencies needed to take actions that will support and reinforce the values and norms of their CN&G communities. Not only should schools be concerned about helping students develop reflective CN&G identifications; it should also help them acquire the cross-cultural competencies (which consist of knowledge, attitudes, and skills) needed to function effectively within their CN&G communities.

Three Identifications

Cultural Identification

Schools should help all students:

- develop an understanding of their ethnic and cultural group identifications
- objectively examine their ethnic and cultural groups
- better understand the relationship between their ethnic and cultural groups and others

A positive and clarified cultural identification is of primary importance to students in their first years of life. However, rather than help students develop positive and reflective ethnic and cultural identifications, historically the school and other social institutions have taught students from various ethnic and cultural groups to be ashamed of their ethnic and cultural affiliations and characteristics (experiencing self-alienation and rejection of family heritages, cultures and languages).

National identification

Schools should help students:

- develop a commitment to democratic ideals (human dignity, justice, and quality)
- acquire the attitudes, beliefs, and skills they need to become effective participants in nation-state and the civic culture
- develop social participation skills and activities
- be provided with opportunities for social participation activities where they can take action on issues and problems that are consistent with democratic values
- help students understand the wide discrepancy that exists between the democratic ideals within nation-states and practices such as racial discrimination and inequality that exists in all nations
- help students to develop a commitment to take civic action to help close the gap between a nation's ideal and its realities should be an important goal of citizenship education

Patriotism- a love and devotion to ones country



Global Identification

Schools should help students:

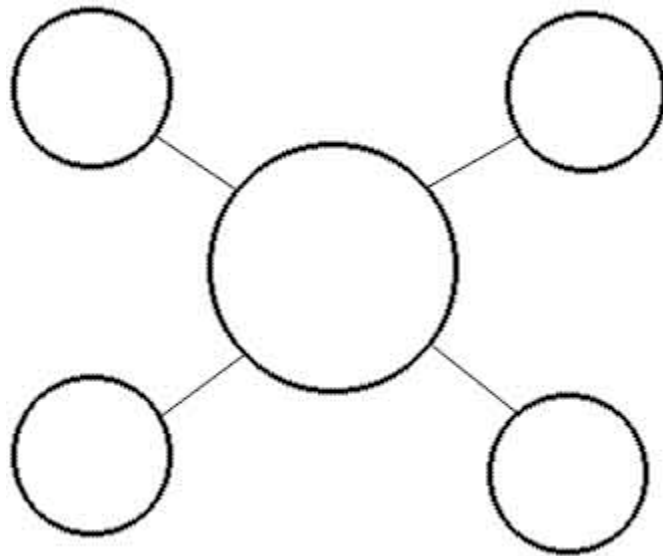
- understand that solutions to the world's problems require the cooperation of all the nation's in the world, but they need the knowledge, attitudes and skills to become effective and influential citizens in the world community
- become aware of their status as world citizens
- gain knowledge about 'world leaders'
- understand how life in their communities influences other nations and the cogent influences that international events have on their daily lives



Circles of My Multicultural Self

This activity highlights the multiple dimensions of our identities. It addresses the relationships between our desires to self-define our identities and the social constructions that label us regardless of how we define ourselves.

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, Taoist, scientist, or any descriptor with which you identify.



1. Share a story about a time you were especially proud to identify with one of the descriptors you used above.
2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.
3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are. Fill in the following sentence:

I am (a/an) _____ but I am NOT (a/an)_____.

(So if one of my identifiers was "Christian," and I thought a stereotype was that all Christians are radical right Republicans, my sentence would be:

I am a Christian, but I am NOT a radical rightwing Republican.

