

SUBJECT: UNDERSTANDING CULTURAL DIVERSITY IN MICRONESIA

LESSON NAME: KNOWING THE COMMUNITY: ETHNICITY EXERCISE

Overview	
Time Needed	60 minutes
Materials Needed	<ul style="list-style-type: none"> List of items to share with the group List may include the following items: <ol style="list-style-type: none"> 1. Name/nick names 2. Ethnic background 3. Where they are from & where their parents are born 4. Which generation they represent in the U.S and for their family 5. What custom or tradition their family practices
Learning Objectives	<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Learn participants names and something about their background 2. Gain a greater understanding and appreciation for other cultures represented in the group 3. Learn commonalities within diverse populations
Common Core Standards Met	<p>English Language Arts (Grades 6-8)</p> <p>Speaking & Listening</p> <p>www.corestandards.org/read-the-standards/</p> <p>CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>

	<p>CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>CCSS.ELA-Literacy.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>CCSS.ELA-Literacy.SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
Step By Step	
Anticipate	This activity may be emotional for some participants. The participants who find this emotional are often those who don't know a lot about their heritage, including those who have been adopted. If someone seems to be getting emotional remind them that they only have to reveal what they feel comfortable revealing. If this doesn't come up organically in the conversation, raise it as an example of "privilege"--that the ability to trace one's ancestry is an example of privilege and the inability to do so often is a reflection of repression, oppression, or more systemically, imperialism.
Explain	Explain to the class that this activity is geared towards learning about ethnicity and the people that are a part of their community. Through this exercise, participants understand and appreciate diversity among their group and others around them.
Discussion	Begin by instructing the participants to identify one or two people in the group who they do not know and to anticipate what answers they would expect from those individuals. This part is not to be shared among group members, but can help people realize how they formulate ideas about people based on

	appearance.
Activity	<ul style="list-style-type: none"> • Facilitator should begin this exercise in order to model the kind of information that should be shared • Participants should sit in a circle for this exercise • Facilitator should hand out a list of items for each participant to share with the group • Give participants time to record some of their initial thoughts on the items on the list • Inform the group that each person will be limited to about two minutes in order for everyone's voice to be heard • Once everyone has had an opportunity to share their information, ask the group to discuss what they have learned from the exercise <p>** Lesson was adapted from Critical Multicultural Pavilion-Awareness Activities lesson: Knowing Our Community found at http://www.edchange.org/multicultural/activities/activity2.html</p>
Discussion	Ask participants why this is an important activity
Close	This activity is an icebreaker