

## SUBJECT: UNDERSTANDING CULTURAL DIVERSITY IN MICRONESIA

## LESSON NAME: CIRCLES OF MY CULTURAL SELF

Overview	
Time Needed	30-45 minutes
Materials Needed	<ul style="list-style-type: none"> <li>Circles of My Multicultural Self handout</li> </ul>
Learning Objectives	<p>Participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify with their own culture and others</li> <li>2. Think and discuss different stereotypes</li> <li>3. Highlight dimensions of their own identities</li> </ol>
Common Core Standards Met	<p>Speaking &amp; Listening (Grade 7)</p> <p><a href="#">CCSS.ELA-Literacy.SL.7.1.c</a> 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><a href="#">CCSS.ELA-Literacy.SL.7.1.d</a> Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.7.2</a> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.7.4</a> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>History/Social Studies (Grade 6-8)</p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.3</a> Identify key steps in a text's description of a process related</p>

	to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Step By Step	
Anticipate	Pair off participants. Ensure they are partnered with a person they are not familiar with. Distribute the handouts to each participant.
Explain	Discuss with the participants to identify the culture they most identify with.
Discussion	<p>After completing the handout each participant will discuss their responses with their partners share their responses for questions 1 through 3.</p> <p>Note: Not all participants are comfortable sharing their personal stories so be open to sharing your own story first.</p>
Activity	<p>Invite them to introduce themselves to each other, and then follow these steps:</p> <ol style="list-style-type: none"> <li>1. Ask participants to write their name in the center circle. They should then fill in each satellite circle with a dimension of their identity: culture, position in their family (oldest, youngest, etc.), sibling/only child, and age. In their pairs, have participants share two stories with each other. <ol style="list-style-type: none"> <li>a) First, they should share a story about when they felt especially <u>proud</u>: <ol style="list-style-type: none"> <li>1. to be associated with their culture and</li> <li>2. with one of the identity dimensions.</li> </ol> </li> <li>b) Next, they should share a story about a time it was particularly painful to be: <ol style="list-style-type: none"> <li>1. associated with their culture and</li> <li>2. with one of the identity dimensions.</li> </ol> </li> </ol> </li> <li>2. The third step will be for participants to share a stereotype they have heard about their culture and another with one of the dimensions 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:</li> </ol>

- a) "I am (a/an) \_\_\_\_\_ but I am NOT (a/an) \_\_\_\_\_." (Example: I am the youngest child of 4 kids in my family, but I am not spoiled.")

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.

3. Probe the group for reactions to each other's cultural and other identity dimension 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.)**
4. 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.
5. Several questions can be used to process this activity:
  - a) How do the cultures and dimensions of your identity listed differ from the dimensions other people use to make judgments about you?
  - b) Did anybody hear somebody challenge a stereotype that you once bought into? If so, what?
  - c) How did it feel to be able to stand up and challenge your stereotype?
  - d) There is usually some laughter when somebody shares common stereotype such as: "I am the youngest but I am not the favorite child." Or I am 15 but I am not a kid." What was the laughter about and ask them why?
  - e) Where do cultural stereotypes come from? How are

	<p>they connected to the kinds of socialization that make us ok (or not ok) with cruel conditions? (For example: All Chamorro's are fat because they always like to eat and have fiestas.)</p> <p><b>Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>• Participants who need extra assistance may be given pre-made materials in which they only need to fill in certain pieces of missing information.</li> <li>• Participants who need to be challenged may be required to find additional information or be given a special project he/she can share with his peers.</li> <li>• Create lessons based on a child's Individualized Education Plan (IEP) or English Learner (EL) accommodations and modification checklist.</li> </ul> <p>** Lesson was adapted from Critical Multicultural Pavilion-Awareness Activities lesson: <i>Circles of My Multicultural Self</i> found at <a href="http://www.edchange.org/multicultural/activities/circlesofself.html">http://www.edchange.org/multicultural/activities/circlesofself.html</a></p>
Discussion	<p>During the activity the facilitator (or a volunteer recorder-participant) records the class's similarities and differences. The key to this activity is the process of examining one's own cultural identity and the stereotypes associated with that identity, then having one's own cultural 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.</p> <p>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.</p> <p>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. It is</p>

	<p>always highly encouraged to start by sharing another one about yourself.</p> <p>Note: When activities call for participants to share stories it helps that the Facilitator/Teacher share their story first. Participants can then share their own stories. This will require certain class rules to remind the group about active listening.</p>
Other Activity Ideas:	<p><b>Circles of My Cultural Friend:</b> Have the participants interview their classmates instead and gather the same information on the circle. This will allow the participant to identify more about their friend and the struggles they also go through.</p> <p><b>Circles of My Cultural Family:</b> Have Participants take home the Circles Handout and complete it with their families. This will allow the participant to identify more about their family and the struggles their families have gone through or still go through.</p>