

## Part of New Mentor Training

Objectives: To help mentors understand concepts of culture and cultural competence. Allow mentors a safe environment in which to confront any misperceptions or biases about cultures different from their own.

Discuss:

- Culture
  - Definitions
  - Factors that comprise culture
- Cultural Competence
  - Importance in a mentoring relationship
  - Current research supporting the need for cultural competence
  - Advantages of cultural competence
- Skills
  - Facilitate success in culturally diverse relationships

Materials:

Activities:

- A Cultural Autobiography
- Inclusion/Exclusion
- Face Game

**Activity:**

### A Cultural Autobiography

Instruct mentors to create an abbreviated autobiography. They should focus on four areas:

- Exposure to individuals of different cultural backgrounds
- Education
- Travel
- Personal experience with discrimination as a child or an adult

This autobiography should contain descriptions of people or situations that challenged the mentor's biases or perceptions. Mentors might also include a description of a situation in which they did not experience cultural competence within themselves or with other people. They

could discuss what they could have done differently to make the experience more successful. The purpose of this exercise is to cause mentors to examine their own cultural competence and to consider any biases they may hold and perhaps challenge those biases. (Smith, et al., 1997)

### **Activity:**

#### **Inclusion/Exclusion**

Group members will: 1) simulate the experiences of being included and excluded, 2) describe feelings associated with inclusion and exclusion, 3) identify benefits that can result from including others, and 4) specify ways to include others in their activities.

Place a colored dot on the forehead of each person and explain that the color of their dots will determine what groups they will join. However, they will not be able to see their own dots. In addition, there will be no talking during the activity. The students will form their groups through nonverbal interaction (facial expression, body language, gestures, etc.).

Rules of the game:

- No talking
- Use nonverbal behavior to discover the color of your dot
- Form a group with other students who are wearing the same color dot.

Signal the beginning of the .no talking. Period. Place a colored dot on the forehead of each student. (Do not allow the trainees to see their own dots.) Using only three colors, distribute the first two colors evenly throughout the room. Then place the third color on only one student. Instruct the students to stand, begin moving around, and silently form their groups. The students will quickly realize that one person has been left out and is not a part of any group. Call an end to the .no talking. period. Lead the students in a discussion, focusing on issues of inclusion, exclusion, and discrimination.

Questions

- How does it feel to be included? Excluded?
- What are some of the rationales upon which groups exclude

people?

- When specific people are always excluded, what kinds of problems can

result?

- What are some benefits of including others?  
(Elliot, 1994)

### **Activity:**

#### **Face Game**

Cut out pictures of faces from magazines. The faces should represent diverse cultures and ethnicities.

After passing the pictures out to the trainees in groups of two or three, ask them to study the picture and give a description of the person based on their perception. Include the following:

- Name
- Age
- Occupation
- Mood
- Family life
- Friends
- Educational background
- Socio-economic status
- Sexual Orientation\*
- Any religious beliefs

Have each trainee present their person to the rest of the class. They must explain how they derived their descriptions and whether they were based on physical appearance or personal experience.

## **Collage Construction**

**From Michele Wittig, from Jonathan Zeledon**

Small groups of four students each are formed. Each group is asked to make a collage using the materials they are given. Half the groups are given generous materials: colored paper, scissors, colored pens and stickers. The other groups are given only a brown paper bag. Groups can communicate. It has been observed that some ask to use materials from groups with greater resources; some of those with more resources offer to share with other less affluent groups. After about 15 minutes, there is a debriefing and discussion session.

## **The Herman Grid**

### **Goals**

To discover that first impressions of people are not always true.

### **Instructions**

Pass out copies of the Herman Grid to each learner. Ask them to share their impressions and if they see gray dots at the white intersections. Are the Gray spots really there? This is an example of how we sometimes see things that are not really there.

### **Discussion**

- Have you ever had a wrong first impression of someone who had a different background or came from another culture?
- Has someone from a different back--ground or another culture ever had the wrong first impression of you?

Ask participants to share and discuss their examples in the large group or in small groups.

<http://www.nwlink.com/~donclark/leader/hermangrid.html>

**Activity:****Guided Fantasy: A Personal Experience with Feeling Different****Materials:**

N/A

**Time**

15 minutes

**Objective:**

This activity is a guided fantasy in which a facilitator verbally guides participants, in a comfortable and relaxed environment, to personalize discrimination issues.

**Facilitator Script:**

“While we cannot fully appreciate what it is like to walk around in someone else’s shoes, I want to personalize the issues of discrimination so that you can partially experience that. In order for this activity to be successful, it will require a suspension of your current reality- try to feel the experience on an emotional level and not to intellectualize the issues.

Select a difference in an area which you would like to gain greater understanding- either gender differences, sexual orientation, race, or physical disability...

(dim lights and go through the following script very slowly, with pauses between each instruction)

- Please relax, get physically comfortable
- Close your eyes and keep them closed throughout the exercise
- Take a deep breath, then exhale very slowly
- Feel your whole body relax, release any tension you may be feeling
- Picture yourself asleep in your own bed... You are yourself
- Throughout the night you are transformed
- You change gender...or race...or your sexual orientation...or physical disability status
- Slowly wake up...but keep your eyes closed
- You get out of bed and look in the mirror...what do you see?
- What does your face look like, your features, skin, hair, eyes?
- What does your body look like?
- Go through your morning ritual...
- Is your grooming, cleaning, shaving, etc, any different?
- What clothes do you select to wear?
- If you live with others, who are they and what do they look like, how is your relationship with them? How is your morning routine with them different?
- What do you have for breakfast?
- Does your home look any different?
- Are you comfortable in your own home? In your neighborhood?
- Leave your home for class...is your method of transportation any different?

- You're out on the street walking to class...how do people look at you? What do they see?
- How do women of the same race react? ...men of the same race....women of another race...men of another race?
- You arrive at your class ...How do your fellow students react to you...what do you see...how do you respond...who greets you...who doesn't greet you...who do you sit next to in class...who sits next to you
- How does your professor react to you...does he or she call on you...what assumptions is he or she making about you?
- What assumptions are you making about other people... are they different than they were yesterday?
- Think about the rest of your day...are you given a different set of assignments or responsibilities?
- Does anyone invite you to have lunch with him or her? Do you invite anyone? Who is it, what do you talk about at lunch...or do you eat alone?
- Think about the rest of your day...pick several situations, such as shopping, working out, going to meetings, talking with friends, going to a bar, coffee shop, or party after work, meeting a group of people or an individual for the first time
- Everywhere you go, how do people react to you?
- What assumptions are they making about you? What assumptions are you making?
- Form clear, vivid pictures of your transformed self in a variety of situations...what are you doing...how do people react to you...how do you respond...what contact do you initiate with other people and with whom...what do you feel?
- It's the end of the day...you're going to bed
- Think about how the day has been...what have you experienced? What have you felt?
- You are finally falling asleep
- As you sleep, you're transformed back to the gender, skin color, sexual orientation or physical disability status you had a day ago
- Slowly wake up and open your eyes"

### **Debriefing:**

It is important to stress to students that this can be a very powerful, personal experience and sharing is optional but that insights from individuals can provide learning for all. Encourage participants to with the group who they became, their reactions to that change, the reactions of others to them, the situations in which they found themselves and any feelings they have about the experience.

1. What was your overwhelming personal concern with the change?
  2. When did you feel the loneliest?
3. What was it about you that you wanted other people to understand?
  4. What was the most positive aspect of the change?

5. What did you base your experience upon...stereotypes, friends' experiences, hunches?

# ***Cultural Competency Interactive Activities***

**1. Diversity Central Diversity Quiz:**

[http://www.diversitycentral.com/learning/diversity\\_quiz.html](http://www.diversitycentral.com/learning/diversity_quiz.html)

**2. Test Yourself for Hidden Bias:** [http://www.tolerance.org/hidden\\_bias/](http://www.tolerance.org/hidden_bias/)

**3. Multicultural, Cross-cultural & Intercultural Games & Activities**

<http://www.wilderdom.com/games/MulticulturalExperientialActivities.html>

<http://www.wilderdom.com/games/>

**4. Mega-List of Free On-line Games/Activities**

<http://www.wilderdom.com/games/index2.html>

**5. CambsEastGuides games database**

<http://www.cambseastguides.lunarpages.com/games/>

**6. Team-Building Exercises**

<http://www.wilderdom.com/games/InitiativeGames.html>

**7. Trust Building Exercises**

<http://www.wilderdom.com/games/TrustActivities.html>

**8. Ice Breaker Activities**

<http://www.wilderdom.com/games/Icebreakers.html>

**9. MERLOT Home Page** - is an online community of faculty who are collaborating to increase the quantity of high quality web-based, interactive teaching and learning materials. <http://www.merlot.org/Home.po>

**10. Quiz Your Religious IQ?** <http://www.bbc.co.uk/religion/tools/quizzes/>

**11. Newsroom Diversity Game-The Maynard Institute:** <http://mije.org/diversitygame>

**12. Minorities in the Media-Test Your Knowledge of the Timeline**

<http://mije.org/minoritiesinmedia>

**13. Tannebaum-Moving Beyond Differences Lesson Plans**

[http://www.tanenbaum.org/seasonal\\_lesson\\_plans.html](http://www.tanenbaum.org/seasonal_lesson_plans.html)

**14. Tannebaum: Moving Beyond Differences Tools/Resources/Books for Educators**

[http://www.tanenbaum.org/teachers\\_reading.html](http://www.tanenbaum.org/teachers_reading.html)

**15. Civil Rights Memorial Virtual Tour:** <http://www.splcenter.org/crm/memorial.jsp>

**16. Weight Bias & Prejudice at home, school, and in healthcare**

Rudd Center for Food Policy & Obesity::

[http://www.yaleruddcenter.org/what\\_we\\_do.aspx?id=254](http://www.yaleruddcenter.org/what_we_do.aspx?id=254)

Home and School: <http://www.youtube.com/watch?v=BxzejNE0RT8>

----Healthcare: <http://www.youtube.com/watch?v=lZLzHFgE0AQ>

----Weight Bias in Clinical Settings On-Line Course:

<http://learn.med.yale.edu/rudd/weightbias/>

**17. Pew Research Center Interactive: Migration Flows in the US; US Religious Landscape;**

**Latino Population Growth; Global Views About The US**

<http://pewresearch.org/interactive/>

**18. Take the Girl Child Interactive Quiz: Youthink Worldbank**

<http://youthink.worldbank.org/4kids/>

<http://youthink.worldbank.org/4kids/gender/index.php>

[http://www.unicef.org/voy/cgi-bin/zquiz.cgi?quiz=girl&lang=en&exit\\_url=/voy/index.html](http://www.unicef.org/voy/cgi-bin/zquiz.cgi?quiz=girl&lang=en&exit_url=/voy/index.html)

**19. Globalization 101--Cultural and Organizational Links:**

<http://www.globalization101.org/useful/>

<http://www.culturalsurvival.org/home>

**United Nations:** <http://www.un.org/en/index.shtml>

**UNESCO:** [www.unesco.org](http://www.unesco.org)

**National Geographic World-wise Quizzes:** <http://travel.nationalgeographic.com/places>

**Native American:** <http://www.nmai.si.edu/education/codetalkers/html/resources.html>

"Intercultural Conflict Management: A Mindful Approach."

<http://personal.anderson.ucla.edu/richard.goodman/c4web/Mindful.htm>

Western States Center Dismantling Racism Project, "Assessing Organizational Racism":

<http://www.westernstatescenter.org/resource/assessingorg racism.pdf>

-----"A History of the Construction of Race and Racism":

<http://www.westernstatescenter.org/resource/ScreenDRHistory.pdf>

Wise, Tim J. "[Is Sisterhood Conditional? White Women and the Rollback of Affirmative Action.](#)"

Available online at <http://www.mentalsatin.com/tim.htm>.

----. "Membership Has Its Privileges: Thoughts on Acknowledging and Challenging Whiteness,"

Available on-line at ZNet Daily Commentaries:

<http://www.zmag.org/sustainers/content/2003-03/20wise.cfm>. June 20, 2000.

----. "The Mother of All Racial Preferences." Available on-line at ZNet Daily Commentaries:

<http://www.zmag.org/sustainers/content/2003-03/20wise.cfm>. March 20, 2003.

Zhou, Min and James V. Gatewood. *Contemporary Asian America: A Multidisciplinary Reader*.

New York, NY: New York University Press, 2000.

AFSCME Labor Links-Diversity Resources: <http://www.afscme.org/otherlnk/weblnk22.htm>

AFS Culture Trek, Predeparture Orientation:

[http://www.fusiondesign.com/afs/web/final/predepart\\_1\\_intro.html](http://www.fusiondesign.com/afs/web/final/predepart_1_intro.html)

Affirmative Action and Diversity Project: <http://humanitas.ucsb.edu/aa.html>

American Association for Affirmative Action: <http://www.fga.com/aaaa>

Catalyst: Advancing Women in Business: <http://www.catalystwomen.org>

Center for the Study of White American Culture website: <http://www.euroamerican.org>

Cleveland State University Health and Culture Resource,  
<http://www.csuohio.edu/healthsci/cultdis/reso.htm>

DiversityInc.com: <http://www.diversityinc.com>

Equal Employment Opportunity Commission (Best Practices Study Results): <http://www.eeoc.gov>

National Center for Cultural Competence,  
<http://www.georgetown.edu/research/gucdc/nccc/index.html>

National Multicultural Institute: <http://www.nmci.org>

Primary Care Clinical Practice Guidelines, Cross Cultural Resources - Transcultural, Multicultural;  
Cultural Competency: <http://medicine.ucsf.edu/resources/guidelines/culture.html>

Management Sciences for Health, The Provider's Guide to Quality and Culture:  
<http://erc.msh.org/mainpage.cfm?file=1.0.htm&module=provider&language=English&group=&mgroup>

Racism Issues in Predominantly White Gay, Lesbian, and Bisexual Communities in the United States (Part 2), <http://www.virtualcity.com/youthsuicide/racism-gay-lesbian/2-white-racism-america.htm>

Society for Human Resource Management Diversity Forum: <http://www.shrm.org/diversity/>

Southern Poverty Law Center. "Dig Deeper: Test Yourself for Hidden Bias." Tolerance.org,  
[http://www.tolerance.org/hidden\\_bias/index.html](http://www.tolerance.org/hidden_bias/index.html), 2001.

University of Maryland Diversity Web Page: <http://www.inform.umd.edu/diversity>

White Privilege Conference, The. An annual conference held in the Midwest that brings together scholars and activists from around the country. For more information:  
<http://www.whiteprivilegeconference.com>

WhitePrivilege.com: An anti-racist resource: <http://www.whiteprivilege.com>

## **Life Happens: A Work, Class, & Access to Resources Exercise**<sup>□</sup>

**Created by:** Tracy E. Ore

*Professor, St. Cloud State University, Department of  
Sociology & Anthropology*

### **The Objectives:**

1. For families to provide their members with the basic necessities of:
  - Food
  - Clothing
  - Shelter
  - Taxes
2. For families to provide their children with the best possible education.
3. To maintain the physical and mental well being of each family member by providing:
  - Health care
  - Entertainment
  - Vacations

### **The Equipment:**

- Family Descriptions
- Cost of Living Sheets
- Life Happens Cards

### **Preparation:**

Have class members count off from 1-7. After counting off, class members should then divide into seven groups according to their respective numbers.

Each group is then given a Family Profile that indicates the make-up of the family (e.g., how many adults, children, etc.), the household income, the amount of assets, as well as any special circumstances.

### **During the Exercise:**

Each family must meet the needs of each member and develop and maintain the budget of the household. Families should calculate a monthly budget.

The instructor periodically distributes *Life Happens* cards that indicate an event or circumstance that will impact the family. Members of that particular family will have to make attempts to accommodate the events and circumstances of these cards.

The instructor acts as the government/state/and any other institution that has the responsibility of insuring the welfare and safety of children. Due to the lack of response or the irresponsibility of particular families, it may be necessary to take children into protective custody.

### **Ending the Exercise:**

The game ends after each family has had adequate time to manage their budgets, deal with their particular life circumstances (as determined by their profile and *Life Happens* cards), etc.

Each family should give an oral report describing their family (how many members, what kind of housing they live in, what their jobs are, etc.) and what an average week day and an average weekend looks like

- 
- More information about this exercise, as well as copies of *Life Happens* cards can be found at:  
<http://web.stcloudstate.edu/teore/life>

for their family. They should then explain what happened to them by way of life events, how they dealt with those events, and what the impact was on their family. The class will then discuss how well they think each family dealt with their particular situations.

### **FAMILY DESCRIPTIONS**

**A Note About the Families:** Income levels of the families below are based on data from the 2012 Current Populations Report. The income levels of the families essentially represent median incomes in the different income quintiles and are “typical” for the occupations described. It is important to note that none of the families meet official definitions of poor or marginally poor. As a result, they do not qualify for any social services.

**Family Profile #1 After Tax Annual Income:** \$25,100.00

**Assets:** \$0.00

**Family Members:** 1 Adult Female

1 Adult Male

1 female child age 6

1 male child age 7

**Description:** Your family lives in an apartment in a small town outside a large metropolitan area. Both adults work full-time for minimum wage (\$6.15/hour). Your employers provide no health benefits or vacation time. There is no mass transit available. The youngest child has a learning disability and requires additional tutoring outside of the public school she attends.

**Family Profile #2 After Tax Annual Income:** \$28,800.00

**Assets:** \$0.00

**Family Members:** 2 Adult Females

1 male child age 6 months

1 male teenager age 18

**Description:** Your family lives in an apartment in a large metropolitan area. One adult works as a teacher of pre-school in the public schools. She and one child are covered under her employer's insurance program. The other adult recently lost her job as an employee at a major appliance company. There is a metropolitan bus service available. The teenager is applying to go to college.

**Family Profile #3**

**After Tax Annual Income:** \$50,000.00

**Assets:** \$5,000.00 (Non-liquid)

**Family Members:** 1 Adult Female

1 Adult Male

3 Teenagers age 13-17

**Description:** Your family lives in a (not-yet-paid-for) house in a small town outside a large metropolitan area. One adult works full-time at a refrigerator plant. The other adult works part-time at a catalog warehouse. There is a metropolitan bus service available. The youngest child is autistic and requires an adult be home with him.