



# *Diversity Training Modules for Pre-Service Training*

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## **Acknowledgments**

The *Diversity Training Modules for Pre-Service Training* evolved from diversity training materials that were originally written for the Peace Corps in 1992. Those materials were revised, condensed, and updated to create the current training modules. This kit provides clear and concrete strategies, resources, and session plans that support training on American diversity during pre-service training.

These modules were piloted at more than 15 training events including subregional conferences, all-staff trainings at post, and overseas staff training and as a part of a diversity training of trainers at headquarters. Feedback and suggestions were elicited and incorporated from programming and training officers, training managers, assistant Peace Corps directors, and Volunteers as well as from the offices of Diversity, Volunteer Recruitment and Selection, and the American Diversity program.

The Peace Corps expresses its gratitude to those who participated in the review and piloting of these modules.



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## **Preface**

### **Diversity Training in the Peace Corps**

#### **Goals and Key Questions**

*Note—Although diversity training is distinct from cross-cultural training, they do have some core concepts and methods in common. Diversity training in pre-service training focuses on understanding diverse groups within American society and how that diversity impacts Volunteer success and satisfaction. It increases understanding among diverse groups within the United States and helps Volunteers build respectful and effective relationships with each other, with Peace Corps staff, and with host country nationals (HCNs). In contrast, cross-cultural training may include information about the diversity within the local culture as well as information and skill building on topics such as culture shock, stress management and coping skills, and culture-general topics such as ways of thinking about and interpreting cultural differences.*

The goals of diversity training conducted during pre-service training are to:

1. Develop an awareness and appreciation of the diversity within the training group and how interaction within the group may be positively or negatively impacted.
2. Develop strategies for Volunteer and trainee mutual support and how to be allies for each other.
3. Identify how interaction with the community and project effectiveness might be affected by Volunteer diversity and develop appropriate coping strategies.
4. Identify the appropriate process to raise allegations of discrimination or sexual harassment.

In sessions, encourage participants to think deeply about such key questions as:

- What is diversity and how is it manifested in our training group?
- How does the diversity of the people in this group impact our interactions and our perceptions of each other?
- How does diversity impact individuals, organizations, and societies in hidden ways?
- How could various types of American diversity impact our interactions and effectiveness with people in our communities?
- How can we support each other and be allies for those who want an ally?
- What can I personally do to help people in my community know more about and better accept all types of Americans?



## Approach and Methods

Diversity training is best when:

- It is experiential and encourages participants to acknowledge their own cultural conditioning about people who are different from them.
- It is co-facilitated by a pair (or team) whose diversity reflects that of the participants for the training. This allows the co-facilitators to model effective attitudes and behaviors.
- It is facilitated by trainers who have previous experience in conducting diversity training; are skilled at handling emotions and potential conflicts brought up by the content of the training; and are well-versed in the history and current facts of diversity in the United States and in the Peace Corps.
- It does not focus solely on awareness, but fosters awareness as a means to building the skills needed to effectively interact with others and to accomplish goals.
- It is clearly linked to the issues Volunteers face at post—such as project success, program management, mutual support with other Volunteers, and effective interactions with HCNs.
- It addresses both similarities and differences among people. An overemphasis either way can lead to either a minimization of the real impact of differences or to divisiveness and hopelessness.
- It openly addresses issues of power and oppression and emphasizes responsibility for one's own conduct and attitudes.
- The agenda for each training is informed by data collected through the use of a needs assessment or diversity survey, and also includes core content and issues identified as essential to all such trainings.



## Frequently Asked Questions

### **Why were the diversity training modules developed?**

Peace Corps Director Gaddi Vasquez and the current leadership of the Peace Corps are committed to increasing diversity of Volunteers so that they reflect “the face of America.”

Results of the all Volunteer survey and training status reports show that American diversity issues impact Volunteer satisfaction and effectiveness and point out the key support Volunteers can provide to each other throughout their service (if equipped to do so). Ensuring that all Volunteers have at least a basic level of knowledge and awareness of their diversity (and the diversity in their group) will impact the consistency of that support for Volunteers of different races, sexes, ages, religions, abilities, and socioeconomic backgrounds. Additionally, in some countries, Volunteers’ diversity may expose them to particular safety and security concerns. The Volunteer, staff, and other Volunteers all benefit from knowing how to support Volunteers in this circumstance. This subject can be integrated with safety and security competency #1 “**Demonstrate an applied knowledge of a personal safety strategy**—examine how Volunteer characteristics, such as race, age, sexual orientation, ability, religion, etc., should inform a Volunteer’s personal safety strategy.”<sup>1</sup>

### **My pre-service training is very full of other topics, how long will it take to cover American diversity?**

The sessions within this kit are modular. Choose one or two sessions from each category and put together an agenda that is best tailored to your needs and circumstances. Sample agendas (page xiv) take as few as five hours to complete. Not all sessions need be delivered on the same day; they may be covered over a two- to three-week period.

### **How do I decide which sessions to use based on the diversity (or lack of it) among trainees?**

The kit is designed to help the diversity of any group. It sets forth a method and vocabulary for discussing whatever diversity issue the participants bring up.

It does not prescribe which aspects of diversity to address. It should be noted that there is always diversity within a group of trainees. Trainers should be aware of invisible diversity, such as religion, class, sexual orientation, and educational background. Also, trainers should consider gender as a key dimension of diversity and plan how to link diversity training with women in development (WID) and gender and development (GAD) training.

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<sup>1</sup> For a complete list of the pre-service training safety and security competencies, see the Intranet page: [http://inside.peacecorps.gov/index.cfm?viewDocument&document\\_id=3271](http://inside.peacecorps.gov/index.cfm?viewDocument&document_id=3271).





### **How were these sessions developed? Have they been piloted at posts?**

These sessions have been in development since 2002. They started as revisions of previous materials written for and used by the Peace Corps. These previous materials included *Shades* [ICE No. R0104] and the *American Cultural Diversity Training* materials developed for the Peace Corps in 1992. These materials were updated, improved, and condensed to create current, flexible, and practical training sessions for pre-service training.

These materials have been piloted at more than 15 posts worldwide and used in at least nine subregional or post-specific training of trainers. In addition, this material was reviewed by representatives from Peace Corps offices such as Volunteer Recruitment and Selection, Placement, the regions, American Diversity programs, Communications, and the Center for Field Assistance and Applied Research. Feedback was elicited from those who piloted the materials and improvements were incorporated in this final version. Some comments from those who used the draft versions include:

- “Activities in the *Diversity Training Modules* are excellent tools for training.” (Zambia, TSR 2004)
- “The *Diversity Training Modules* have contributed to improved training in the areas of diversity issues.” (Belize, TSR 2004)
- “The materials in the *Diversity Training Modules* are very useful.” (Cote d’Ivoire, 2003)
- “I thought your choices for exercises were excellent. I particularly liked the individual diversity mapping, the impact of exclusion exercise, and fishbowl exercises.” (Director of Diversity Recruitment, Peace Corps)



## **Trainer Preparation: Conducting Diversity Workshops**

Anyone considering conducting the sessions contained in this manual or any other diversity training should read this section first.

### **Are you ready?**

Conducting a diversity workshop may be unlike conducting most other workshops you have led. Unlike many other workshops, there are issues of power that are present, and strong emotions such as anger, defensiveness, and rigid denial can occur. Not every trainer, no matter how good, is suited to conduct a diversity workshop. This is not a commentary on someone's experience as a trainer. Rather, it is directly related to the person's ability to facilitate a productive and honest workshop that may be emotionally charged by using skills in group dynamics, conflict management, and strong support skills.

- Analyze your personality and your training style honestly. Due to the issues mentioned above, if you do not feel comfortable training without a script, discussing emotional issues, or conducting an interactive workshop, you may not be the best person to conduct a diversity session. While this training manual is largely scripted, effective diversity workshops should be driven by the participants. Trainers need to react to the input of the participants and relate their comments and experiences to the learning points. Trainers who are most comfortable when they are in control or who confront trainees rather than ask thoughtful questions may not create a safe space for diversity training. This sometimes causes participants to withdraw and shut down rather than open up and stretch their abilities.
- Reflect on and utilize your own diversity, your own experiences with others who are different than you, and your own hot button issues—issues that make you uncomfortable, defensive, or angry. As a diversity facilitator, speak from your own experiences, be aware of your shortcomings and know what issues and subjects cause an emotional reaction for you. For instance, someone of the Jewish faith may react strongly to anti-Semitic comments. Someone who is gay or lesbian (or has a close friend who is gay or lesbian) may be pulled into a one-on-one argument with someone who considers homosexuality sinful or offensive. White people may feel defensive or guilty about racism in the United States, or—on the other hand—might deeply resent the suggestion that they are privileged. Awareness and acknowledgement of these “hot buttons” will allow you to be prepared to handle such situations if they occur during the workshop.
- Attend a few diversity workshops as a participant. This provides some of the basic background information that everyone needs and it will also allow you to experience what your participants will go through and what their reactions may be. It will also give you firsthand knowledge of how a workshop is facilitated. If you have never facilitated a diversity workshop before, you should co-facilitate with a more experienced trainer the first few sessions.



### **Questions to ask yourself as you prepare to conduct a diversity workshop:**

- ❖ What are my stereotypes and fears of people in other identity groups?
- ❖ What are the statements and actions that make me angry or hurt me?
- ❖ Do I feel some personal guilt for some issues?
- ❖ Are there areas in which I feel my knowledge is weak?
- ❖ How do I avoid interjecting my own personal biases and fears into my facilitation?

Until you can answer these questions honestly and acknowledge your own biases and cultural filters, it will be very difficult to conduct an effective diversity workshop.

For an assessment tool that can be used to determine a diversity trainer's areas of strength and weakness, see Appendix A.

### **Facilitation and Training**

Diversity workshop leaders serve as a facilitator as opposed to a traditional trainer. Traditional trainers tend to impart specific knowledge or skills and are often viewed as experts. Facilitators, on the other hand, lead exercises and discussions to help make sure that certain content or ideas are covered. While they may share new information, a facilitator's primary role is to ask questions that make the participants look at subjects in a new way by provoking discussion and the sharing of experiences. Typically, a facilitator will not stand up and lecture to a group. As you look through the sessions and activities, you will notice that the few lectures are, in fact, called lecturettes and seldom last longer than 20 minutes. The sessions provide plenty of opportunity for the facilitator to ask the audience for input.

Facilitators help the participants share and process thoughts, experiences, and feelings. Ultimately, much of the learning will come from participant interaction and not lectures. It is the facilitator's job to listen and pull out facts and feelings as well as the unasked questions while maintaining neutrality.

#### **The role of a facilitator**

- Set norms for behavior and participation with the group's input.
- Establish and maintain a supportive group atmosphere.
- Create a safe environment for sharing and exploring ideas and feelings even if they are contradictory.
- Avoid sustained one-on-one individual interaction.



- Clarify points of view and points of agreement and disagreement.
- Observe and act on nonverbal behaviors.
- In difficult situations, handle the problem before it gets out of hand and without embarrassing people.
- Approach conflict in a firm, positive, and constructive way.
- Encourage participation from everyone.
- Ask open-ended questions.
- Encourage the group to ask questions of each other.
- Provide summaries, conclusions, and continuity throughout the course of the workshop.
- Relate comments and anecdotes to learning points.

## **Co-Facilitation**

Whenever possible, a diverse pair of people should co-facilitate diversity workshops. Co-facilitation means that neither individual is dominant. They work together and divide the material appropriately. Each supports the other by taking notes, catching raised hands that the other may not see, adding a different perspective when appropriate, and serving as a back-up. The use of two facilitators is especially encouraged if the workshop has more than 20 participants. Facilitators often model desired skills and behaviors. By working in tandem, co-facilitators can point out and reinforce desired behavior.

*(Trainer's note: See Appendix B for tips on co-facilitating diversity workshops.)*

## **Setting Ground Rules**

Diversity workshops deal with highly personal and emotional issues. Facilitators create a safe environment so that participants can share their feelings and experiences. Create this type of environment by setting group norms that will govern behavior during the sessions. To save time, write a few basic ground rules on a flip chart and post for all to see. Review each one at the start of the workshop and ask for other rules the group would like to add. After reading them and asking for other suggestions, ask for group agreement to the ground rules listed. Let them know that anyone can respectfully remind the group of the ground rules during the training session. You may wish to do this yourself at some point to show that it really is acceptable.



Choose a few of the following commonly used ground rules to write on a flip chart.

- Be open to new ideas.
- Everyone participates actively.
- No personal attacks.
- No blaming, dumping, or put-downs. (No blaming an entire group, dumping responsibility, or insults to others.)
- Maintain confidentiality (what we say here does not leave the room).
- Assume that others have good intentions.
- If something upsets you, say so.
- Put relationships first and being right second.
- Address comments and questions to the all the people in the workshop, not to specific individuals who are assumed to represent the views of his/her group (e.g., do not say: “Maria, why don’t you tell us how Hispanics view this?”).

## **Techniques and Tools**

All trainers have a bag of tools and techniques to successfully manage training sessions. Diversity training requires special attention in the following areas.

### **Establishing Rapport**

Create a positive and constructive relationship so that all participants feel comfortable. Start by considering your classroom setup carefully. Arrange chairs in a circle so that all participants are face to face and the facilitator can be part of the circle, thereby encouraging dialogue.

### **Difficult Questions**

At times, difficult questions will be asked that have no easy answers. It is acceptable for facilitators to admit not knowing all the answers. Take these opportunities to engage the group in brainstorming possible answers. First, paraphrase the question so that the question is understood. Ask the group: “What do you think about that?” Summarize responses and remind the group that there are no easy answers. Add questions to further the discussion or steer it in a new direction. Asking for the group’s input is a great way to deal with biased, destructive comments because it gets the group to take responsibility for its learning and produce an opportunity to practice speaking up against bias.



### **Silence**

Silence can be an effective tool for any facilitator. However, many people are uncomfortable with silence in a group. Don't worry if a group is slow to respond, silently count to 10 or 15. Someone is likely to speak up. Also, remember that diversity training raises emotional topics and it may take time for participants to put feelings into words.

### **Asking Questions**

Asking questions is at the heart of facilitation and asking the right questions is an art. While there is no magic formula for sculpting a good question, try to provoke discussion by asking an open-ended question as opposed to one that simply requires a yes or no answer. Ask questions one at a time. Don't forget to give people time to answer. If necessary, reword a question or give examples for clarity. Use follow-up questions to get participants to elaborate. Check for agreement. When charting information, use participants' own words or ask permission to reword.

Some great ways to facilitate a discussion.

- ❑ Ask: "Are there any last comments before we move on?" (Before we break? Before lunch?)
- ❑ Notice what is not being said and ask questions that pull those issues out.
- ❑ Don't be afraid to challenge the participants who are reluctant to consider new perspectives or ideas.
- ❑ Take general comments and bring them to the personal level and vice versa.
- ❑ Refer back to earlier comments and questions (jot them down to remind yourself).
- ❑ Draw parallels between comments.
- ❑ Invite feedback from specific individuals: "We haven't heard from you in a while, John, what do you think?"
- ❑ Most importantly, give positive feedback.

### **"Parking Lot"**

During the course of a discussion, interesting but off-topic issues and questions often arise. Sometimes participants bring up issues to be addressed in a different or later segment of the workshop. If this occurs, one solution is to post a piece of paper to "park" or write these questions and topics for later discussion. By using a parking lot, participants do not feel questions are being avoided or think that they or their concerns are unimportant. Review the list periodically, or at the end of the workshop, to see what was covered. For items that cannot be addressed, get participants' ideas about resources, possible training, or other ideas.

### **Using Humor**

While diversity workshops address serious topics it is okay to have fun! Injecting humor at the appropriate time can break tension. It can also encourage participation. If there is reluctance to answer a question and the silence continues, reminding the participants that, "This is the audience participation part of the day" or "Please, one



at a time” can work wonders. Just remember that in a cross-cultural setting humor does not always translate. Be careful that humor is not at anyone’s expense.

## Using This Manual

### Design

This manual contains information and exercises that can be put together to form workshops of varying lengths of time. Although many of the exercises can stand alone, they were designed to reinforce each other. In general, use an introductory activity to help set the tone of the workshop and follow with the simple format of “what, so what, now what”—in other words: knowledge, awareness, skills. The suggested debrief for each session also follows the “what, so what, now what” format. Strictly following this format will ensure that each session is processed using the experiential learning cycle and the content and lessons are brought to the hypothesis and application stages of the cycle.<sup>2</sup>

Include a variety of types of sessions. Use lecturettes, small group or pair work, as well as large group and individual activities, to provide a variety of ways for individuals to participate. This addresses different learning preferences in the group.

**Risk level** indicates the likelihood that people in that session might feel uncomfortable, emotional, angry, or defensive due to the topics covered or the way that the exercise is structured. When sequencing sessions, start at a low risk level and build up from there. Most sessions are either low or medium risk; a very substantial workshop can be organized with these sessions. Only two sessions included here are high risk, and those should only be used if you are very confident of your ability to work with participants who may become emotional. If the group needs to probe a subject in depth, request help from the field offices.

Always develop one or two clearly and simply stated objectives. Unless you are only using one exercise, these should not be the objectives stated for each session. The objectives should speak to the overriding goals of the workshop, whether they are to build awareness of diversity or to understand that everyone has biases and prejudices or to learn how to speak up in diversity-related situations.

### Ending on a Positive Note

While much of the day may focus on differences, remind participants that they also share many similarities and all human beings are deeply connected. Place such a sentiment at the wrap-up portion of the workshop to end the day on an encouraging note. Remind participants that it is okay if they are leaving the workshop with more questions than they started with because that means they are becoming more aware of the diversity around them.

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<sup>2</sup> For more details about the experiential learning cycle, see “Capacity Building Toolkit 1,” pages 4-5, in *Roles of the Volunteer in Development* [ICE No. T0005]; or pages 46-47 in the *Nonformal Education Manual* [ICE No. M0042].



## Manual Setup

While much of each session is scripted, do not read verbatim from the lesson plans. Become familiar with each activity so you can set up, conduct, and debrief the activity in your own words. Tie the sessions together and make references to what was brought up in each. Although suggestions are made, it is up to you to pull it together.

Each session plan has the following:

- A **session title** that includes a theme and a method. For example: *Barriers to Understanding: Perception Test*.
- An **overview** gives a brief description of the activity and the risk level.
- The **time** listed is an approximation of how long each session takes. It will vary according to the size, composition, and participation level of those attending.
- The **objectives** tell what the exercise should accomplish.
- **Materials** listed include any supplies that are needed, as well as handouts and flip charts to prepare.
- A **preparation** section is only included if a significant decision or preparation of materials is needed for the session.
- The **directions** include step-by-step instructions of how to set up and facilitate the activity followed by suggestions for debriefing the activity.
- **Trainer's notes** appear in italics whenever there are specific hints and warnings about what to expect.
- At the end of each session is a list of **learning points**. These are key points that should come up during the course of the discussion and need to be brought up if they have not occurred naturally.
- Finally, there is room for **notes**, thoughts, and comments. This is a good place to make remarks about the timing of the session, or ideas on how it might work better in future workshops.

### There are four appendices:

Appendix A: Diversity Trainer's Self-Assessment

Appendix B: Tips for Co-Facilitating Diversity Workshops

Appendix C: Processing Questions for Diversity Activities

Appendix D: Diversity Resources on the Web

## Concluding Thoughts

When planning and facilitating a diversity workshop, model the attitudes and behaviors participants should embrace. Accomplish this by creating an atmosphere that allows for the rich diversity of perspectives that are embodied in Peace Corps Volunteers to emerge from the discussion. Remember: this short workshop will not change anyone, but it will increase awareness, build skills, and begin an important dialogue on these issues that will continue long after the workshop.





## Sample Agendas

Here are a few ways to put together the tools in this publication to form a workshop:

<b>General Diversity</b>
Workshop Setup
Introductions: Counting Differences
What is Diversity: Personal Diversity Mapping
What is Diversity: Peace Corps' Three Goals and Diversity
Barriers to Understanding: Stereotype Lecturette
Barriers to Understanding: Perception Test
Building Understanding: Fishbowl Exercise
Building Understanding: Impact of Exclusion
Taking Action: Responding to Stereotypes
Taking Action: Action Planning and Closing Circle
<i>Total Approximate Time: 5.5 -7 hours</i>

<b>Race/Gender Issues</b>
Workshop Setup
Introductions: Find Your Match
What is Diversity: Lecturette
What is Diversity: Personal Diversity Mapping
Barriers to Understanding: Stereotype Lecturette
Barriers to Understanding: Conditioning
Building Understanding: Labeling Activity
Building Understanding: Fishbowl Exercise
Taking Action: Case Studies/Critical Incidents
Taking Action: Action Planning and Closing Circle
<i>Total Approximate Time: 5.5-7 hours</i>

<b>Sexual Orientation</b>
Workshop Setup
Introductions: Find Your Match
What is Diversity: Lecturette
Barriers to Understanding: Stereotype Lecturette
Building Understanding: Impact of Exclusion
Building Understanding: Reincarnation (“Notes” section)
Taking Action: Responding to Stereotypes
Taking Action: Case Studies/Critical Incidents
Taking Action: Action Planning and Closing Circle
<i>Total Approximate Time: 5-7 hours</i>



Begin each workshop with an opening to cover introductions, objectives, ground rules, and any other administrative details. Continue with an icebreaker activity to get the class interacting and to provide a segue into talking about differences or the assumptions we make about people (Definition or Stereotype Lecturette). The lecturette provides information that allows participants to explore their identity as diverse individuals or explore the impact of their diversity on their perceptions that, in turn, impact the people with whom they work. Each workshop gives participants the opportunity to put this information and awareness into practice.

When designing your own workshop or using only a few tools, remember to use a layered approach. First, provide a context for new information or new awareness. Then, allow the participants to experience that awareness. Finally, bring awareness into a practical application.

Prior to planning your workshop, read the *Trainer Preparation: Conducting Diversity Workshops*.





## Introductions: Find Your Match

### Overview

This icebreaker activity is designed to get participants interacting and feeling more comfortable with each other and the facilitator. It is a low-risk activity.

### Time

15 to 30 minutes (depending on the size of the group)

### Objectives

By the end of the session, participants will be able to:

1. Identify some of the similarities and differences among people in the training group.
2. Identify a few perceptions that they held about each other that may or may not be true.

### Materials

- Handout: Find Your Match

*(Trainer's note: If there are host country nationals participating in the workshop, adapt the handout to their cultural references.)*

- Pencils for participants
- Prize (optional)

### Directions

#### I. Activity (10-20 minutes)

- A. Explain that participants will be getting to know each other through this exercise.
- B. Distribute copies of the "Find Your Match" handout and ask participants to fill out the column that says "YOU." (Five minutes.)
- C. Once participants have filled out their column, ask them to mingle with fellow participants and compare answers with people until they have found a match for each one of the entries. For example, a participant who wrote "reading" as a hobby should try to find someone who also wrote "reading" as a hobby. Participants try to find as many matches as possible.
  1. When a match is found, ask the person to sign his first name in the appropriate blank.
  2. They are allowed only one match per person.
  3. They will have 10-15 minutes to try to meet each other and look for matches.

*(Trainer's note: While the participants interact, observe the group dynamics—how they go about finding matches—and be ready to question the participants on this process.)*



D. Ask participants to return to their seats.

## II. Debrief (5-10 minutes)

A. Ask the participants who got 12 matches, 10-12, 8-10, etc. (Optional: Offer a prize like a candy bar to the person who gets the most matches.)

B. Reflection/discussion (What happened?)

1. “Which were the hardest to match? The easiest?”

2. “What did you notice about this process of finding matches?”

C. Generalization/Hypothesis (So what?)

1. “What surprised you about the group? What do you think is different about the group than when you first started, if anything?”

D. Applications (Now what?)

1. “How does this relate to the workplace?”

## Learning Points

(Points to be brought up if they do not occur naturally in the discussion.)

1. Our assumptions about what we may or may not have in common with another person can get in the way of getting to know a person.
2. When we perceive similarity with a person, we emphasize that similarity and ignore the differences. Conversely, when we perceive differences, we emphasize the differences and ignore the similarities.
3. There is a wealth of information in any room if you are open to finding it in new places and people.
4. In any organization or team there are people who are bridge builders—they initiate relationships despite the risk. For instance, they might speak up when they see someone else being judged unfairly or if they hear an offensive joke. Another example is a straight person who might join the gay and lesbian support group without fear of being labeled a homosexual.

## Notes



## Find Your Match

	<b>YOU</b>	<b>NAME OF YOUR MATCH</b>
1. Hobbies or interests		
2. Where were you born?		
3. Favorite type of music		
4. Favorite proverb/saying		
5. Favorite book		
6. Favorite movie		
7. Hidden talent		
8. Favorite food(s)		
9. Language(s) spoken		
10. What do you value most?		
11. Favorite place to vacation		
12. If you could be any place else today, where would you be?		





## **Introductions: Counting Differences**

### **Overview**

This icebreaker/introductory activity helps participants realize that we often focus on what we have in common and ignore our differences. This is a low-risk activity.

### **Time**

20 to 30 minutes

### **Objectives**

By the end of the session, participants will be able to:

1. Identify some of the similarities and differences among people in the training group.
2. Recognize ways that we overemphasize similarities when meeting people and list the possible impact of this tendency.
3. Identify a few perceptions that they held about each other that may or may not be true.

### **Materials**

- Paper and pencils
- Flip chart
- Prize (optional—can be a candy bar, piece of fruit, etc.)

### **Directions**

#### **I. Activity (10 minutes)**

- A. Have each participant pair up with someone new or unfamiliar.
- B. Tell the pairs they will have 10 minutes to make a list of as many differences between themselves as they can discover. (Optional: The team with the most differences will get a prize.)
- C. Facilitator tells them to begin. While the pairs are working, circulate around the room and eavesdrop on the conversations, reminding pairs to focus on differences as needed. (Part of the discussion afterwards will focus on how hard it was to stay on task and not start talking about what the participants had in common.)
- D. After 10 minutes, call time and bring the group back together—ask pairs to sit together.

#### **II. Debrief (10-20 minutes)**

- A. Reflection/discussion (What happened?)





1. Ask teams to raise their hands if they got 5 differences, 10, 15, 20, etc., until you identify the team with the most differences. Either award a prize or have the group give them a round of applause.
  2. “What were some of the differences you found?” Jot down on a chart (examples: where born, siblings, religion, education, native language, age, race, nationality, etc.).
  3. “What was the process like for you? Was it easy to find differences? Did you find yourselves distracted by similarities?”
  4. “What were some of the similarities that you found?”
  5. “Who had a different experience?”
  6. “Were there any surprises?”
- B. Generalization/hypothesis (So what?)
1. “What does this experience mean to you?”
  2. “Does it remind you of anything?”
  3. “How is this like a real-life situation that relates to diversity?”
  4. “What lessons or insights can you draw from this short experience?”
- C. Applications (Now what?)
1. “How can you apply or transfer those lessons or insights to your time here at post?”
  2. “What are the consequences for you of adjusting or not adjusting your behavior?”
  3. “What is worst/best thing that could happen?”

### **Learning Points**

(Points to be brought up if they do not occur naturally in the discussion.)

1. People are uncomfortable with differences and therefore seek to establish similarities.
2. In the effort to establish similarities, we overlook important differences that can be stumbling blocks in future communication. Why is it important to identify and look at differences? Sometimes differences turn us off because we don't know how to deal with them or are unsure what to say or how we are expected



to act. This can lead to fear and anxiety and may prevent close friendships and effective collaboration and lead to the fulfilling of the initial stereotype.

3. By overlooking or minimizing differences, we may fail to see the variety of strengths and life experiences in our group or team.

## **Notes**





## What is Diversity?: Definition Lecturette

### Overview

This session creates a common definition of diversity and explores how perceptions of diversity might be different in the United States and in the local culture. For example, participants may assume diversity is just about race and gender. Participants will leave this session with a broader definition of diversity. This is a low-risk activity.

### Time

30 to 45 minutes

### Objectives

By the end of the session, participants will be able to:

1. Define diversity in the broad terms currently used in the U.S. and describe how diversity is manifested in the training group and in local communities.
2. Contrast the most important types of diversity in American and local culture and discuss implications for interactions with each other and with the community.

### Materials

- Flip chart or chalk board
- Colored markers or chalk

### Directions

#### I. Activity (20-30 minutes)

##### A. Diversity factors

1. If you went through “Counting Differences” prior to this lecturette and recorded the areas where participants found differences, return to this list and say: “Let’s review where we found diversity in this room.” Read the list out loud.
2. If you did not use “Counting Differences,” ask: “What comes to your mind when you hear the word diversity?” If participants answer with ‘differences,’ ask: “What kind of differences?” in order to pull out more specific areas such as gender, age, race, physical characteristics, geographic location, work experience, education, work styles, thinking styles, parental status, marital status, etc. Write the responses on the flip chart and read them out loud when finished.

*(Trainer’s note: If someone calls out “sexual preference,” stop writing and ask for some alternate terms that could be used. Examples might include: sexual orientation, straight, gay, lesbian, bisexual, queer, and many more. Before writing any of these down ask the group which terms they want to use and why. Many people will say that “sexual orientation” is the term currently favored because “sexual preference” indicates a conscious*



*choice. Which sex a person is attracted to may not be a choice, it may have a biological basis. For instance, you can ask whether those in the room who are heterosexual ever made a conscious choice to be attracted to the opposite sex [as a rhetorical question]. Also note that this short conversation illustrates the power of words used to refer to different people and the importance of choosing your words carefully.)*

## B. Definition

1. “We could continue to come up with many more areas to put on this list because people differ in a many, many ways. One leading U.S. diversity author, Roosevelt Thomas, defines diversity as ‘the collective differences and similarities of a group—wherever you may find them.’”
2. “For our purposes we are going to use the following definition of diversity: All the human characteristics that make us unique and valuable as individuals. In other words, diversity is about us and includes all of us.”

*(Trainer’s note: You may want to have the definition written in advance on a flip chart so that you can reveal it and then post it for further reference.)*

## C. Cultural comparison

1. “Now, let’s take a look back at the types of differences that we brainstormed a minute ago. Are all of these important diversity factors in both U.S. culture and here in our local culture? Which ones are?”
2. “Which seem to be more important in the U.S. than they are here (race, sexual orientation, etc.)?” (Circle these with a colored marker.)
3. “Which seem to be more important in the local culture than in the U.S. (language groups, ethnic, religious, caste, etc.)? How do you know?” (Circle these with a different colored marker.)

## II. Debrief (10-15 minutes)

### A. Reflection/discussion (What happened?)

1. “What did you observe about the process of listing these items and charting their importance in each culture?”
2. “Was this task easy or hard? Why?”
3. “Do we all agree on all of these items? If not, why not?”

### B. Generalization/hypothesis (So what?)



1. “What do you notice about these two lists? Are they the same or different?”
2. “What do these similarities and differences say about the cultures? Can we gain any insights or form any hypotheses about the cultures by comparing these lists?” (For example: “This shows me how the history of this region affects people’s current stereotypes” or, “it looks like religion is of much more importance here than it was for me at home.”)
3. “What do you understand better about yourself or the group?”
4. “What does that help to explain?”

C. Applications (Now what?)

1. “How can you apply or transfer what you have learned to your time here at post?”
2. “What would you do differently if we repeated this exercise?”

**Learning Points**

(Points to be brought up if they do not occur naturally in the discussion.)

1. Diversity includes all of us.
2. Including diverse perspectives is important in order to get a more complete picture of a situation.

**Notes**





## What is Diversity?: Personal Diversity Mapping

### Overview

In this session, participants continue to explore their own identities as diverse individuals. It will also reveal what influences the way they react to different situations and individuals. This is a low-risk activity.

### Time

45 minutes

### Objectives

By the end of the session, participants will be able to:

1. Describe their own and each other's identities and how these are shaped by their personal diversity.
2. Discuss how the diversity of the people in this group impacts our perceptions of and interactions with each other.

### Materials

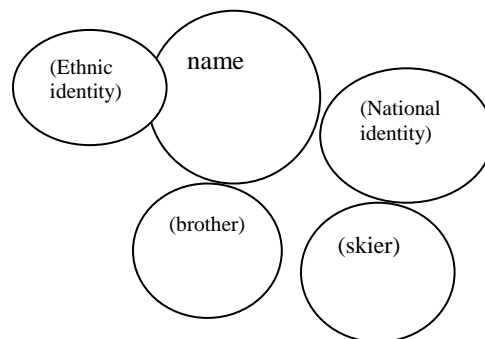
- Paper
- Pencils
- Flip chart with sample identities

### Directions

#### I. Activity (30 minutes)

A. "Before we can understand other people's diversity we must first seek to understand our own. To do this you are going to have the opportunity to explore what makes you a unique individual—how you identify yourself. For example, let's take me."

B. On a chart, draw a circle in the middle and put your name in it. Say: "This is me. When I think of myself the first thing that comes to mind is ...." (Whatever that might be for you, draw a circle with that identity close to the center circle and connect to that circle.) Give several examples from the flipchart list.







C. “I want you to do the same thing for yourself on your paper. Some of the areas you may want to include are (reveal the flip chart): cultural identities, national identities, other group identities, family roles, work roles, interests, experiences, things that are important to you, religious roles, education, communities, likes and dislikes, hopes and fears, travels, where you were born, etc.”

“The point is to really think about the things that have had an impact on how you see the world and perhaps how the world sees you. One of the categories I’d like you to include is a “surprise”—something other people would never guess about you. You have 10 minutes.”

*(Trainer’s note: While the participants are working, walk around the room answering any questions or asking questions to encourage those who may be “stuck.” Call time after 10 minutes or when the writing seems to have ceased.)*

D. “Now I’d like you to pair up with someone you do not know or do not know well and share a little bit of your diversity map. You will each have five minutes to do this.”

*(Trainer’s note: Walk around the room listening to the conversations, noting any interesting observations for later discussion. Announce when five minutes are up so the other person in the pair has a chance to talk.)*

## **II. Debrief (15 minutes)**

A. Bring the group back together.

B. Reflection/discussion (What happened?)

1. “Did you learn anything about yourself in the mapping exercise? What are a couple of examples?”
2. “When you shared your map with your partner were there any surprises?” (Question them about any observations you may have made.)

C. Generalization/hypothesis (So what?)

1. “What does this activity suggest to you about yourself or the group?”
2. “What does that mean to you?”
3. “What lessons are there to be learned from this? What do they help to explain? Is anything clearer to you now?”

D. Applications (Now what?)



1. "How does this relate to other experiences you have had here or at home?"
2. "What modifications might you make to your behavior or thinking that will help you complete your Peace Corps service?"

### **Learning Points**

(Points to be brought up if they do not occur naturally in the discussion.)

1. The first step in understanding others is to understand ourselves and what influences our reactions to others.
2. There are many different components to every person's identity.

### **Notes**





## What is Diversity?: Diversity and Three Goals of the Peace Corps

### Overview

This activity allows participants to consider how issues of American diversity impact the goals of the Peace Corps and the programming, training, and planning efforts that support those goals. It demonstrates that diversity is a practical issue and directly relates to the achievement of the three goals of the Peace Corps. It is a low-risk activity.

*(Trainer's note: This session may also be used as part of staff training on American diversity. It is effective for use with staff who do not see diversity as an important issue in which they have a role.)*

### Time

30 to 45 minutes (depending on the size of the group)

### Objectives

By the end of the session, participants will be able to:

1. Identify the three goals of the Peace Corps.
2. Identify one way that diversity helps to achieve each goal of the Peace Corps.
3. Identify at least one practical way to strengthen each Peace Corps goal through supporting diversity.

### Materials

- Markers
- Flip charts
- Charts with goals of the Peace Corps

### Directions

#### I. Introduction (1 minute)

- A. Explain that now that we have discussed some definitions and examples of American diversity, this exercise will show how diversity training is practical and strategic as well as the “right thing to do.” In the Peace Corps, we support diversity for all these reasons, but in this session we will focus on the ways that diversity supports our organizational mission and goals.

#### II. Activity (20 minutes)

1. “What are three goals of the Peace Corps?” Ask participants to name them. (Make sure you know what they are.)

*Goal 1. Helping the people of interested countries in meeting their needs for trained men and women.*

*Goal 2. Helping promote a better understanding of Americans on the part of the peoples served.*



*Goal 3. Helping promote a better understanding of other peoples on the part of all Americans.*

2. Reveal three charts with the exact wording of each goal—one goal per chart.
  3. Form three groups and give each group five minutes to write on one of the charts all the ways that support and acknowledgment of American diversity helps to accomplish that goal.
  4. Rotate groups twice (after a group has 3-5 minutes at a chart) until each group has been at each chart and had a chance to write ideas on it.
  5. Ask people to take their seats.
  6. Stand by each chart and ask if there are any items on the chart that people want to highlight, any they have questions about, or any that surprised them.
- **For staff use only:** “We have seen many ways that American diversity supports the achievement of the three goals of the Peace Corps. Now, let’s start to think about some practical ways to incorporate these into your activities at post. Right now we will just brainstorm and begin to make connections.”

### **III. Debrief (20 minutes)**

#### **A. Reflection/discussion (What happened?)**

1. “What did you notice about this process of group brainstorming?”
2. “Which goal was easiest or hardest to connect to diversity? Why?”
3. “Did you see the goals in a new way as a result of this exercise? How?”

#### **B. Generalization/hypothesis (So what?)**

1. “What generalizations can you make about the relationship of diversity to the three goals of the Peace Corps?”
2. “Do you think connecting the three goals to diversity is more important now than 10 or 20 years ago? Why?”

#### **C. Applications (Now what?)**

1. Questions to ask with trainees and Volunteers
  - a. What are the implications of some of these items?
  - b. How might your work with counterparts be impacted?
  - c. How might your interactions with your community be impacted?



- d. How might your personal safety and security be affected?
2. Questions to ask staff
    - a. What are the implications of some of these items?
    - b. How might you conduct programming or training differently?
    - c. How might your work or training of counterparts be different?
    - d. How might site preparation or site placement be different?
    - e. How might your safety and security activities be affected?

#### **IV. Summary (4 minutes)**

Summarize by saying that it should be clear that diversity is linked to our core goals and that there are many ways that support of diversity can strengthen Peace Corps programming, training, and Volunteer support.

#### **Learning Points**

(Points to be brought up if they do not occur naturally in the discussion.)

1. Diversity has an impact on the accomplishment of all of the Peace Corps' organizational goals (goal one as well as goals two and three).
2. Everyone has a role to play in supporting diversity as a way to support our goals.

#### **Notes**





## Barriers to Understanding: Stereotypes Lecturette

### Overview

This lecturette covers what stereotypes are and where they originate. It sets the groundwork for dealing with specific “hot-button” issues such as racism, sexual orientation, and gender bias, or a more in-depth look at stereotypes and their impact. This is a low-risk activity.

If time permits, add in the “Impact of Conditioning” session.

### Time

Up to 30 minutes (depending whether additional exercises are added after II-C)

### Objectives

By the end of the session, participants will be able to:

1. Define stereotypes and discuss the relationship between stereotypes and prejudice.
2. Discuss the impact of stereotypes on others, including negative impacts of “positive” stereotypes.
3. Recognize ways to diminish stereotypical thoughts when they occur.

### Materials

- Flip chart
- Markers
- Flip chart prepared with the definition of stereotypes

### Directions

#### I. Activity (35 minutes)

##### A. Definition of stereotypes

1. “What are perceptions?” Write down participant responses on a flip chart.
2. “In essence, the way we see the world around us is filtered and influenced by our perceptions. Where do we—or how do we—acquire these perceptions?” Write down participant responses on a flip chart. (Answers may include parents, friends, communities, religious institutions, other group affiliations, and the media.)
3. “These perceptions become our reality. Because the world is so filled with information we use these perceptions to screen or simplify what enters our brains. If every detail that we perceive made it into our brains, our brains would overload. So basically we take in only part of the available information—not the whole picture.”





*(Trainer’s note: At this point, add any of the perceptual exercises in this section (e.g. “Counting Fs,” “Impact of Conditioning”) that will demonstrate this idea. After, return to this lecturette.)*

4. “If we don’t let information in that contradicts our simplified perceptions, what happens?” (Allow for responses.) “This is how stereotypes are created.”
5. Reveal the prepared flip chart. “For our purposes, stereotypes can be defined as **fixed generalizations about people in a given group. They are judgments that do not take into account the here and now.** They follow the pattern of: All \_\_\_\_\_ are \_\_\_\_\_.”

*(Trainer’s note: Sometimes the “All” is not said out loud, but it is still implied.)*

6. “We have all heard different stereotypes. For instance, if I were to say: ‘All Peace Corps Volunteers are \_\_\_\_\_.’ What are some of the stereotypes you have heard about Peace Corps Volunteers?” (*Other common stereotypes to use: politicians, Californians, college students, etc.*)
7. “What do we say if someone does not fit our stereotype? We say they are the exception to the stereotype rather than acknowledge that the stereotype is just that—a stereotype.”

#### B. Positive stereotypes?

1. “Are stereotypes always negative?” (*Participants probably will say no and cite what they see as positive stereotypes, such as all Asians are smart. Ask if everyone agrees.*)
2. “I think we can safely say that being smart is something good. But, what happens if we apply that good trait with a broad brush without taking into account a person as an individual? Can the good trait become negative?”
3. “Does anyone here have an older brother or sister who was a better student than you were?” If someone identifies with this situation, ask that person to talk about how it felt to have expectations created by the older sibling. If no one volunteers, give an example: “You may have walked into a classroom and had a teacher say: ‘Oh, it’s one of the Smith girls. You must be really smart!’ And for the rest of the year you had to live up to that expectation while the teacher may have ignored another talent.”
4. Ask again: “Is there any such thing as a positive stereotype? The answer is no. All stereotypes discount the individual and her or his unique talents and skills.”



### C. Prejudice

1. “Just like stereotypes evolve out of perceptions, prejudice evolves out of stereotypes. Prejudice begins when differences are viewed as weaknesses. One group is then viewed as less than another.”
2. “Why is this significant? Consciously we may not believe in these stereotypes but they play like a tape recorder in our subconscious and can have a subtle impact on our behavior—especially in times of stress or if we are dealing with people or events that are unfamiliar.”

“These perceptions lead us to make judgments—whom to ask questions, whom to include/exclude in discussions and activities, and so on.”

3. “The first step to getting rid of stereotypes is to hit the pause button in our minds when we start to react to people based on those recordings.”

*(Trainer’s note: Say the following if you are going to use the “Privacy Role-Play” or the “Critical Incidents.” “As we continue, let’s take a look at how stereotypes can impact others in the workplace—whether they are explicit or implicit.”)*

## II. Debrief (10 minutes)

### A. Reflection/discussion (What happened?)

1. “What are your reactions to this discussion?”

### B. Generalization/hypothesis (So what?)

1. “What bothers you most about stereotypes?”
2. “What do these responses suggest to you about yourself or the group?”
3. “Does this information help to explain anything (either here or at home)?”

### C. Applications (Now what?)

1. “Are you willing to try to change your behavior to avoid stereotypes?”
2. “What will you try to do differently in the future?”
3. “What can we, as a group, do?”



## **Learning Points**

(Points to be brought up if they do not occur naturally in the discussion.)

1. Stereotypes are fixed generalizations that often block new information.
2. There is no such thing as a positive stereotype.
3. We need to recognize when we fall into the stereotyping trap.

## **Notes**



## Barriers to Understanding: Impact of Conditioning

### Overview

Participants will recognize how quickly and easily they can become conditioned to respond to stereotypes. This is a low-risk activity.

### Time

15 to 20 minutes

### Objectives

By the end of the session, participants will be able to:

1. Recognize the process of social conditioning and describe how it can create and reinforce stereotypes.
2. Discuss the relationship between stereotypes and prejudice.
3. List two or three ways to diminish stereotypical thoughts when they occur.

### Materials

None

### Preparation

It is important to practice this so you don't stumble when doing it in the actual workshop. It is also important to pick variations that will work within your cultural context if there will be host country nationals participating. For instance, not all participants will be familiar with a toaster.

### Directions

#### I. Activity ( 10 minutes)

- A. "The information we gain through the people and experiences around us can condition us to react to situations automatically. Let's see how this can work."
  1. "Many people in the United States used to learn to read through a series of books about Dick and Jane. Dick and Jane had a dog, Spot. Let's pretend Spot has gotten lost and we are going to help Dick and Jane by calling his name 10 times. Ready—(*repeat SPOT 10 times*)."
  2. Without pausing, ask participants: "What do you do when you come to a green light?" (*Most will immediately respond "STOP" when the correct answer is "GO."*) Make a joke: "No wonder there are so many traffic accidents!"
  3. "Although this was a simulated exercise, mental conditioning occurs very easily. When we hear the same message over and over again, we can easily slip into automatic responses instead of thinking."
- B. Let's try this again.



1. “One of my favorite things to do when I travel is to collect folk tales from each country. Let’s repeat, ‘FOLK,’ 10 times.”
2. Without pausing ask participants: “What is the white part of an egg called?”  
*(Most participants will respond “YOLK,” which is actually the yellow part of the egg.)*

*(Trainer’s note: Repeat this type of activity three times. By the third time, some participants will figure out a way to actually give the correct response.*

*Other options: Participants repeat “ROAST” 10 times. Ask: “what do you put in the toaster?” The response will be TOAST when the answer is BREAD (toast is what comes out of the toaster). Or, repeat “TEN” 10 times and ask: “What is an aluminum can made out of?” The response will be “TIN” when the answer is aluminum. Or, ask what color the chart paper is (or anything else that is white) and repeat “WHITE” 10 times before asking: “What do cows drink?” The response will be “MILK” instead of “WATER.”)*

## **II. Debrief (10 minutes)**

### **A. Reflection/discussion (What happened?)**

1. “What happened during this exercise?”
2. “What did you observe about your own or other people’s reactions?”

### **B. Generalization/hypothesis (So what?)**

1. “What strategies might help you to do better next time?”
2. “What does this simulation demonstrate?”

### **C. Applications (Now what?)**

1. “How does this relate to our social conditioning about people who are different from us?”
2. “What advice would you give yourself or others based on this exercise?”



## **Learning Points**

(Points to be brought up if they do not come up in the discussion.)

1. Conditioning is very easy.
2. Repeated messages tend to make us react automatically and without thinking first.
3. Despite knowledge to the contrary, many people gave the wrong answer after only a few seconds of conditioning. Imagine how you are conditioned to see certain people in certain ways over a period of months or years.
4. If you slowed down and thought about your responses, you were more likely to give an accurate response.

## **Notes**





## Barriers to Understanding: Perception Test

### Overview

This exercise highlights the fact that everyone does not see things in the same way even when they appear to be in black and white. This is a low-risk activity.

### Time

20 minutes

### Materials

- Copies of the handout copied in four different colors if possible (reproduce the words written in lines exactly as they are shown on the model)
- Prepared flip chart with message on it (reproduce the words written in lines exactly as they are shown on the model)

### Objectives

By the end of the session, participants will be able to:

1. Recognize that objective reality is interpreted through our lenses and perceptions.
2. Examine how our interactions with each other are shaped by our perceptions.
3. Propose ways that a diverse team can benefit from the different perceptions and ways of looking at common situations.

### Directions

#### I. Activity (10 minutes)

- A. Hand out the multicolored paper randomly, folded so that no one sees the message.
- B. Ask participants to unfold their paper and quickly count the number of “Fs” in their message. (Have them do this *quickly*.)
- C. Ask those who found three “Fs” to go to one corner, four “Fs” to another, five “Fs” to a third, and six “Fs” to the fourth corner.
- D. Once in a corner, ask them to re-read their message and move to the appropriate corner if they see a different number of “Fs.”
- E. Next, ask participants to consult with one person in their group and recount. If they feel they are in the wrong corner, they should move to the right corner.
- F. Finally, ask participants to team up with members of another group and recount. Move to the corner where they think they belong now.





*(Trainer's note: Participants typically see from three to six "Fs." The correct number is six.)*

- G. Ask them to reassemble as a total group.
- H. Reveal the message on the flip chart. Ask someone to underline all the "Fs." Point out that they all had the same message.
- I. Emphasize that this exercise had nothing to do with intelligence; it was about perception.

## **II. Debrief (10 minutes)**

- A. Reflection/discussion (What happened?)
  - 1. "What happened during this exercise?"
  - 2. "What did you observe about your own or other people's reactions?"
  - 3. "When you got into your first groups, did you feel more or less confident about your answers? Why? Second groups? Third groups?"
- B. Generalization/hypothesis (So what?)
  - 1. "What strategies might help you to do better next time?"
  - 2. "What does this simulation demonstrate?"
- C. Applications (Now what?)
  - 1. "How does this relate to our perceptions about people in other groups?"
  - 2. "What advice would you give yourself based on this exercise?"

## **Learning Points**

(Points to be brought up if they do not occur naturally in the discussion.)

- 1. This exercise demonstrates how easy it is to look at a situation and, depending on our personal perspectives (filters), see very different things.
- 2. We need to listen to other perspectives even if we can't "see" it at first.
- 3. We can't assume that everyone sees things the same way and we should be open to listening to different perspectives.
- 4. Sometimes getting together with people who share our same (mis)perceptions only serves to reinforce them and make us more closed-minded.

## **Notes**



Text for handout and flip chart

**FEATURE FILMS ARE THE RESULT OF YEARS OF  
SCIENTIFIC STUDY COMBINED WITH YEARS OF  
EXPERIENCE.**





## Building Understanding: Labeling Activity

### Overview

This activity demonstrates the power of stereotypes in an immediate, personal, and irrefutable way. The debrief links that immediate experience to prejudice and discrimination as they exist in American society today. This is a high-risk activity.

### Time

60 to 75 minutes

### Objectives

By the end of the session, participants will be able to:

1. Identify some commonly held stereotypes about different groups of people in the United States.
2. Recognize the subtle ways that prejudice and privilege are manifested in individual interactions as well as on organizational and societal levels.
3. Describe the impact these stereotypes can have on people.
4. Develop strategies that minimize unconscious prejudice among trainees, Volunteers, and Peace Corps staff.

### Materials

- Chairs in a circle
- Flip charts with categories on them (see below)
- Headbands with labels on them (see below)
- Lots of markers (place one or two under each chart)
- Directions

### Preparation

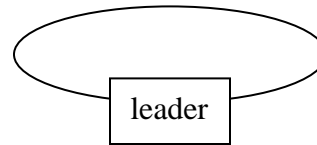
1. Choose five to seven groups from the list below and post sheets of flip chart paper around the room with one group written on each chart. Be sure to provide a variety of groups: gender, ethnicity, privileged vs. underprivileged, religious, etc.

Black/African American	Upper Class	Over 45
Native American/American Indian	Middle Class	Under 25
Hispanic	Lower Class	Buddhist
Asian	Gay	Mormon
Caucasian	Lesbian	Jewish
Male	Persons with Disabilities	Muslim
Female	Overweight persons	Christian
Military Veteran		
Pacific Islander		



2. Prepare headbands by stapling strips of paper into circles large enough to go around a person's head—like a hatband. Put one of the following labels on each of the headbands:

Leader  
Follower  
Stupid  
Militant  
Invisible  
Joker



3. Choose a topic of conversation for the small group labeling activity. Choose any topic that is easy for the participants to talk about. The point of the exercise is the way they interact so the topic is not important, but it should be something that they do not have to think too hard about. Suggested topics might be:
  - How to redesign pre-service training to improve it next year
  - Ideas for a new Peace Corps recruitment and ad campaign
  - The future of international development in this country
  - How to increase trainee morale and satisfaction
  - Any other engaging and current topic

## Directions

### I. Activity (55 minutes)

#### A. Messages

*(Trainer's note: Avoid giving away the point of the exercise in your explanation—stick closely to the script given here. Specifically, don't use the word "stereotype" in your explanation of the activity. If a participant asks: "Do you mean stereotypes?" Reply: "I mean the messages that are in our society about these various groups of people." If a participant asks: "Negative or positive?" reply: "Whatever you have heard.")*

1. Say: "This activity is to capture the messages that exist about the groups of people listed on the sheets that are posted around the room.

"In a few minutes, I want you to write one thing—one descriptive word or phrase—that you have heard about each group listed on the flip charts. You do not have to personally believe what you write; we are simply interested in what messages you have heard about various groups."



“Please write one message per sheet. Start at any one category and go around the room. When you are finished, please take a seat, so that we can move on to the next phase of the activity.”

“This is a silent activity. Resist any temptation to talk about or laugh at the things that have been written.”

2. Have participants move around the room, writing on the charts.
3. After everyone has written on all of the sheets and is seated, direct participants to walk silently around the room to read all of the sheets. After they have reviewed all of the sheets, they should again take their seats. Note that discussion of this activity will occur *after* the next step.

#### B. Role-plays

1. Ask for six volunteers for the next part of the activity. If no one volunteers or not enough people volunteer, pick participants yourself. Explain that the following activity will be a role-play.
2. Ask the six volunteers to sit in a circle of chairs inside the main circle, facing each other. The rest of the participants are to observe the activity.
3. Explain the activity:
  - a. “The next activity is about the power of messages or labels that we apply to people. We have seen that we all know some of the labels that are applied to certain groups of people. We will now explore the effect that living with a label has on both individuals and on the entire group.”
  - b. Explain that all participants in the small circle will wear a label but will not know what their own label says.

As the group interacts, they will treat each other as they would normally treat a person they believe to be in the category (listed on the band), without referring to the label.

“For example, if a wealthy-looking customer comes into a store, the sales people might drop other customers, rush over to see what is wanted, take the customer to the best and most expensive merchandise, suggest that they will special order what is needed, etc., all without referring to the fact that the customer is wealthy.”

“In the same way, you won’t hint to each other about your labels, and won’t use the label as you refer to each other, but you will, *by your actions*, treat each person in accordance with the label.”



- c. Explain that they will engage in a conversation for approximately five minutes. “Here is the scenario for your discussion:”

“You are an expert task force and have been called together to come up with some ideas on a topic that I will give you in a moment. You will have several minutes to discuss this topic. During that time you will interact with each other based on the labels you see on each other’s foreheads.”

4. Let each volunteer select a headband, and *without looking at the label*, put it on. Ask the observers to help adjust the bands, if necessary. Ask the observers to make sure that they see each of the labels; they might need to walk around the outside of the small group to see all of the labels.

*(Trainer’s note: Check to make sure that the role-players understand the directions. If they are not sure, repeat the instructions.)*

Ask observers to note how each person is treated by the others.

5. Tell the small group what its topic is, that they have five minutes to discuss, and that they should begin.

*(Trainer’s note: As they converse and interact, pay special attention to the remarks made by Joker and Stupid, so you can refer to these during the debriefing. Notice when Invisible drops out. Usually, remarks made by these three are ridiculed or ignored, regardless of their inherent value.*

*Many major learning points come up during this activity. For example, a participant may resist or refuse to accept the label and the treatment received from others during the exercise. If so, make note of this in the debriefing and point out that doing so may have earned this participant another label: Rebel.*

*Be on the lookout for learning opportunities that may occur and be ready to weave them into the debriefing.)*

6. At the end of the five minutes, ask role-players to continue wearing the headband and describe how they feel at that moment.

If they start trying to guess what their labels are, say: “Hold on, we’ll get to that. At the moment, I’d like to know what feelings this experience left you with.”

Ask the group how much progress they made discussing the topic.



7. Then ask each role-player to look around at the headings of the charts hanging on the walls of the room.
  - a. Ask participants to find a category that, based on how they were just treated, they think they may be in.
  - b. Ask participants to go stand by that category. If more than one person stands by a particular category, that is fine.
  - c. One by one, ask the role-players why they selected that particular category with these questions:

“I see that you are standing in front of the category \_\_\_\_\_ . What was it about the way you were treated that led you to choose that category?”

*Allow for a response.*

“What label do you think you are wearing on your forehead?”

*Allow for a guess.*

“Would you like to see what the label is? Go ahead and look.”
  - d. Ask the next role-player the same series of questions. Continue until you have debriefed all of the role-players.
8. After you have debriefed all six role-players, ask them to move their chairs back into the main circle. Thank them and emphasize that they are no longer in their roles, and should be themselves from now on.

*(Trainer’s note: To emphasize that they are out of role, collect the headbands.)*

## **II. Debrief (20 minutes)**

### **A. Reflection/discussion (What happened?)**

1. Ask the observers what they saw happen among the role-players.
  - a. “Now I would like to hear from the observer circle. What things did you notice? What did you see happen?”





Encourage the participants to talk about what they saw and to comment on the dynamics of the group.

Make sure the following points are discussed, asking questions as necessary to introduce the points into the discussion:

- How quickly and clearly the role-players communicated their expectations of each other.
  - How quickly people begin to act like their labels, living up to or down to others' expectations of them and proving that they are indeed what the label says. For example, Leader almost always accepts responsibility and begins to direct the group, and Invisible typically gives up.
  - Discuss the body language of Invisible, Joker, Militant, and Stupid.
  - Point out any insights or useful comments made by Stupid and Joker that were ignored by the group. Ask if anyone noticed how players reacted to Militant's comments.
2. Explain that when people stop trying, the resources and knowledge that this person could bring to a problem or a decision is lost. Most importantly, a powerful negative message is sent about an individual's worth as a person.
  3. Call the attention of the group to the lists on the walls and explain that sometimes a label influences a person to such an extent that the person ends up believing it and acting like the label.

B. Generalization/hypothesis (So what?)

1. "Now let's look at the stereotypes on the wall. What have we experienced that speaks to these lists?" (If you treat people the same as the stereotype, they may soon start acting like the stereotype, and you will have your stereotype confirmed.)
2. "Can you see why some people simply give up trying to disprove the stereotype?"
3. "Can you see how labels may cause a person to be less effective?"
4. "Notice how much pressure we place on people to live up to those labels. In men, for example, this pressure shows up in decreased life expectancy, ulcers, and heart attacks."



5. “It shows up in women, people with disabilities, men and women of color, and other disadvantaged groups as self-doubt, discouragement, withdrawal and other self-defeating behaviors.”
6. “We all have stereotypical messages in our heads. We grew up taking in the messages that are widely held in our society about certain groups. The challenge now is to recognize the stereotypical messages that we have and counteract them before we act on them.”

C. Applications (Now what?)

1. “What is the impact of these stereotypes—these labels—on you or on people that you love, today and, if they persist, the rest of your lives?”
2. “In what ways might these messages and stereotypes impact the interaction among your fellow trainees and Volunteers?”
3. “In what ways might these messages and stereotypes impact your service in the Peace Corps?”

*(Trainer’s note: Allow some discussion of this, if you have time. If not, make it a question for the participants to think about, but not answer, at this time. Alternatively, trainees could spend some time journaling or writing a self-reflection letter on this subject.)*

4. Close the activity by asking each person to think quietly for two minutes about how they can apply what they have learned during this activity to their Peace Corps Volunteer service. What will they try to do differently now?

At the end of two minutes ask if a few people would like to share one thing they will try to do differently.

**Notes**





## Building Understanding: Fishbowl Exercise

### Overview

Participants hear what the Peace Corps experience is like for different kinds of people. This session facilitates a dialogue on how to support fellow Volunteers. This is a medium-risk activity.

*(Trainer's note: Consider asking current Volunteers to participate in the fishbowl. If you do not use current Volunteers, then you might run this fishbowl later in pre-service training (or even during in-service training), after trainees have interacted enough with locals and others Volunteers to have experiences to share.)*

### Time

60 to 75 minutes

### Objectives

By the end of the session, participants will be able to:

1. Describe how diversity impacts the effectiveness, satisfaction, and life of some trainees/Volunteers.
2. Identify how interaction with the community and project effectiveness might be affected by Volunteer diversity and develop appropriate coping strategies.
3. Develop strategies for Volunteer and trainee mutual support including how to be allies for each other.

### Materials

- Flip chart
- Handout "How to Be an Ally"

### Directions

#### I. Activity (35-45 minutes)

- A. "We have tendency to think that everyone experiences events in a similar way when, in truth, any experience is filtered through each individual's lens. Similarly, host country nationals (HCNs) use their own individual lenses to view Volunteers, and will behave toward Volunteers accordingly. In order to understand how someone else perceives an experience and how HCN's treatment of Volunteers can differ, we need to share those interactions.
- B. "In order to do that, we are going to do an activity called a fishbowl. Anyone who sees him or herself as diverse within this group can join me in the center of the circle. While in the circle, we will discuss your experiences and the issues that have come up for you. During the discussion, those sitting on the outside will listen to what the group says. Please refrain from side conversation and/or asking questions. There will be an opportunity to respond later."



- C. Ask participants to join you in the center, introduce themselves to the group, and identify in what way(s) they are diverse.

*(Trainer's note: It is important to let people self-select into these groups. Do not impose your assumptions on them.)*

- D. Once the group is assembled, explain that they will talk about what their trainee or Volunteer experience has been like. This is an opportunity to share with their fellow trainees what they may not "see." The discussion is not about blaming, but about describing what they may have experienced and felt.

- E. Ask if anyone would like to start. If there is reluctance to begin, ask any of the following questions to start the discussion, or use them as follow-up questions. Remind the group in the middle that this is an opportunity to get things out in the open and help those on the outside of the circle learn.

1. What are some of the barriers you have encountered as a (female, black, Jewish, older, gay, lesbian, Hispanic, Asian, etc.) Volunteer?
2. What are some of the assumptions that have been made about you based on stereotypes?
3. What are some of your biggest frustrations?
4. How have you dealt with these frustrations/barriers/assumptions?
5. Has your diversity ever been an asset to you in accomplishing a task or goal or in forming important relationships here?

*(Trainer's note: As a facilitator, you want to get the inside group to talk about specific personal experiences and feelings. Try and get everyone in the circle to share something or participate in some way. Not every person has to answer each question.)*

- F. After 30-45 minutes, or as the discussion begins to slow, and after everyone has had a chance to talk, ask each person in the fishbowl.

1. "What can your fellow trainees and Volunteers do to be allies?"
2. "How can Peace Corps staff best support you?"
3. "Were there any surprises?"
4. "Does any person in the fishbowl wish to briefly add to earlier comments?"

- G. "Does anyone have any clarifying questions for a member of the group in the fishbowl?" (Allow this Q&A section to go on for a while.)

- H. Thank the group in the center and ask them to return to the larger circle.



## II. Debrief (25 minutes)

### A. Reflection/discussion (What happened?)

1. “Who will volunteer to share reactions to what you have heard? Who else?”
2. “Were there any surprises?”

### B. Generalization/hypothesis (So what?)

1. “How do the challenges and solutions offered in the trainees’/Volunteers’ experiences compare with your preconceptions?”
2. “How might that have been different?”
3. “How would you ever know if something like this were happening and you were missing it?”
4. “What did you learn or relearn?”
5. “What does that help to explain?”

### C. Applications (Now what?)

1. “Are there any strategies mentioned by the fishbowl group that you, personally, could support?”
2. “Based on what you have heard on this panel, what modifications will you make to your behavior or thinking to better support your fellow Volunteers (or trainees)?”
3. Distribute the “How to Be an Ally” handout. Give participants in the pre-service training about 5-10 minutes to fill it out. Afterwards, ask a few people to share answers to questions 1 and 2 on the worksheet.
4. Closure
  - a. Ask if there are any final comments or questions.
  - b. Let the whole group know that the purpose of this exercise was to share perspectives on the Volunteer experience and how we can all support each other. Unless we are willing to talk about these issues, others may not be aware that they exist and therefore unwittingly isolate other Volunteers.

## Learning Points

(Points to be brought up if they do not occur naturally in the discussion.)

1. We all have stereotypes and assumptions about different parts of the American
2. population—not just the HCN staff or counterparts, but all of us.



3. Stereotypes and assumptions can serve as obstacles for Volunteers trying to do their job and to us in learning to support each other well.
4. We need to be aware of when this dynamic occurs and serve as allies for our colleagues.

## Notes



Handout

## How to Be an Ally...

**Definition: An ALLY is a person who supports and honors diversity and acts accordingly to interrupt and challenge prejudice and exclusion, and who is willing to explore his/her own biases.**

- 1. How can we be ALLIES for each other?**
  
  
  
  
  
  
  
  
  
  
- 2. What qualities or skills would you want in an ALLY?**
  
  
  
  
  
  
  
  
  
  
- 3. How can you develop these qualities or skills in yourself?**







## Building Understanding: Impact of Exclusion

### Overview

This quick, energizing exercise has a large impact. Participants feel what it is like to be an outsider and then learn to identify ways that groups reinforce who is an outsider and who is an insider. This is a medium-risk activity.

### Time

45 to 60 minutes (depending on the size of the group)

### Objectives

By the end of the session, participants will be able to:

1. Recognize and interpret ways that groups keep others out or fail to welcome them in.
2. Assess the costs and negative consequences when people feel excluded and/or minimized.
3. Describe how diversity impacts individuals, organizations, and societies in hidden ways.

### Materials

- ☑ Stickers in several different colors (or pieces of paper cut into shapes such as circles, squares, triangles, rectangles, pentagons, stars, and abstract) that can be taped onto participants' backs. Have enough stickers (or shapes) to make two to four different groups, some larger than others, as well as three unique stickers or shapes.

For example:

- 6 squares, 6 triangles, 4 stars, 3 circles, and 1 each: rectangle, pentagon, abstract shape; or
- 7 happy faces, 8 flowers, 3 fish, 4 dogs, and 1 each: apple, house, boat.

### Directions

#### I. Activity (15 minutes)

- A. Have all the participants stand in a circle facing outward. Facilitator goes around the inside of the circle, placing a sticker (or taping a shape) on each back.

*(Trainer's note: Facilitator should select one to three participants who will get unique stickers, thus creating one or more groups of one. Be careful whom you choose to be unique (to exclude) in this exercise. If they are members of a minority group, be sure that they will not feel like they have been used to make a point. In general, it is good to choose people who are opinionated and/or self-assured who will not be too offended and who will express their feelings.)*



- B. Instruct the participants to get into groups of matching stickers/shapes in any way they can—**without speaking**. (Strictly enforce this rule.)
- C. After all the groups have formed (and the unique stickers have been left out, been adopted by other groups, have formed their own group or done something else), ask each group to sit together and start the debrief.

## II. Debrief (30-45 minutes)

### A. Reflection/discussion (What happened?)

1. Ask each group to stand together and describe in what way they are matching.
2. Ask if any of the people with unique stickers formed groups. Have these groups describe how they saw themselves matching.
3. Ask each group how they managed to find their group.
4. Ask each group how it felt to have a found a group. How did members feel when they were rejected by a group?
5. For people in the larger groups, did anyone try to join your group who did not belong? If so, describe what happened and what people in your group did.

*(Trainer's note: The instructions do not forbid people from forming groups with others whose stickers do not match exactly. So, how similar does a person have to be before he or she is considered "inside" the group?)*

6. Ask if anyone considered inviting one of the individuals to join your group. Did they? Why, or why not?
7. Ask people with unique stickers how they felt about the way the others treated them? Give an example.

### B. Generalization/hypothesis (So what?)

1. "How does this relate to how groups or cliques are formed and reinforced in real life? At school? In the workplace?"
2. "How does this relate to stereotypes and other ways of excluding people?"
3. "What could you have done differently to include others?"

### C. Applications (Now what?)



1. “Considering the feelings that resulted from this short exercise, what would be the consequence of this occurring during pre-service training or during your service?”
2. “What does that suggest to you about yourself or the group?”
3. “What will you do differently next time a similar situation happens?”

### **Learning Points**

(Points to be brought up if they do not occur naturally in the discussion.)

1. Most people have a need for membership in a group with which they can identify and in which they feel welcomed.
2. When people are excluded from a group, they may feel alienation, resentment, and a lack of self-esteem or self-confidence.
3. These feelings may result in a sense of loss or loss of hope for a successful future with the organization and ultimately a loss of motivation and organizational loyalty.
4. There are ways that we can re-think how groups are formed and broaden groups when desired.

### **Notes**





## Building Understanding: Reincarnation

### Overview

In this exercise, participants reflect on personal achievements and failures. They imagine that, through chance, a major aspect of their life is changed, and think about how the change would have affected their past. They examine which differences play a significant role in people's triumphs and traumas. This exercise can be structured and debriefed in such a way to highlight issues of sexual orientation, sex roles, or gender issues. This is a medium-risk activity.

*(Trainer's note: To highlight sexual orientation, sex roles, or gender issues, see the Notes section at the end of this session. Some changes would need to be made in the preparation of the activity. This exercise may NOT be appropriate in cultures where the participants view card playing as inappropriate, sinful, or related to illegal activities.)*

### Time

30-45 minutes (depending on which debrief option is chosen)

### Objectives

By the end of the sessions, participants will be able to:

1. Examine which differences play a significant role in people's triumphs and traumas.
2. Empathize with groups whose differences are ignored or attacked.

### Materials

- A deck of playing cards
- Paper
- Pencils
- Chart with what each suit means:
  - ♥ (heart)—sex is different
  - ♦ (diamond)—sexual orientation is different
  - ♣ (club)—race is different
  - ♠ (spade)—physically challenged

### Directions

#### I. Activity (20-30 minutes)

- A. Explain to the participants that this is a personal introspection exercise that includes imagining responses to what-if scenarios related to their lives. No person will be asked to share his or her thoughts. If anyone feels uncomfortable in the middle of the exercise, he or she can stop participating and do something else.



B. Ask the participants to seat themselves comfortably, away from each other. They may use a piece of paper for responding to the first couple of questions.

C. Use the following script (modified to fit your personal style).

1. “Beginning with this year, look back on your life. Think of your successes personally and professionally. Take a couple of minutes to make a list of five things you have achieved—accomplishments of which you are proud.”

*(Pause for an appropriate period of time.)*

“It does not matter if you don’t have exactly five achievements listed. Any number will do.”

2. “Now look back on your past and make a list of five failures in your personal or professional life. Take a couple of minutes to think about (or list) things that you wish had not happened.”

*(Pause for an appropriate period of time.)*

“Once again, the exact number of items does not matter. The important thing is for you to think about your past triumphs and traumas.”

3. Shuffle a deck of playing cards and give it to one of the participants. Say: “I am sending a deck of playing cards around. Take any card, and give the rest of the deck to the next person.”

*(Trainer’s note: At this point you could also form small groups of four people and hand out four cards to each group—one from each suit. You would then do some initial debriefing in these small groups using the questions in the “reflection/discussion” and “generalization/hypothesis” sections below. Come back together as a large group for highlights from the small groups and to discuss the questions in the “applications” section. This may allow for more self-disclosure of reactions in the small groups then you would get in the larger group discussion.)*

“Does everyone have a card? Look at it and note the suit: spades, hearts, clubs, or diamonds.”

4. “We are now going to construct a science-fiction scenario and ask you to imagine certain things. You may close your eyes if it helps you to relax and to imagine.”

5. “Think how your life would be different if you were born in an alternate universe. On this planet everything is exactly the same as on Earth. You are also



the same except for one difference. This is the difference.” (Post chart in the front of the room.)

“If you picked a **heart**, your sex will be different. If you are a man, you will be a woman in your alternate life. If you are a woman, you will be a man in your alternate life. Other than this difference, everything else will remain the same.”

“If you picked a **diamond**, your **sexual orientation** will be different. If you are straight, you will be a gay or a lesbian in your alternate life. If you are a gay or a lesbian, you will be a straight person in your alternate life. Other than this sexual orientation difference, everything else will remain the same.”

“If you picked a **club**, your **race** will be different. If you are Caucasian, you will be an African American in your alternate life. If you are not Caucasian, you will be Caucasian in your alternate life. Other than this racial difference, everything else will remain the same.”

“If you picked a **spade**, you will be **physically challenged** in your alternate life. You will be a wheelchair-user from your early childhood.”

6. “Take a few minutes to imagine how your life would be different in this situation. Think of the different successes and failures on your list and imagine how this difference would have influenced these events.”

*(Allow for time to reflect—three minutes or so.)*

- a. “Do you feel your life would have been easier or more difficult because of this single difference?”

*(Allow for time to reflect—three minutes or so.)*

- b. “What changes would you face in your personal and professional life?”

*(Allow for time to reflect—three minutes or so.)*

## II. Debrief (in larger group)

### A. Reflection/discussion (What happened?)

1. Some of our accomplishments are due, in part, to opportunities we had because of our sex, race, physical abilities or sexual orientation.
2. Some of our disappointments are due, in part, to opportunities we DID NOT have because of our sex, race, physical abilities or sexual orientation.





3. Privilege does exist and it can impact people's lives in profound ways.
4. We can learn to have some empathy for others by mentally "walking in their shoes" even for just a short period of time.

B. Generalization/hypothesis (So what?)

1. "Did the difference make you more successful or less successful?"
2. "Which of these differences do you think would have the most significant impact on your successes and failures: race, religion, gender, sexual orientation, physical ability, educational level, personality type, social class, or thinking style?"

C. Applications (Now what?)

1. "Some people find this activity extremely discomforting. What would you say to someone who has problems getting into this activity?"
2. "Which of the differences would have been the most difficult one for you to think about?"
3. "What would have happened if we had changed several factors simultaneously? For example, what would have happened if you had a change of both race and sex?"
4. "It is said: 'In the United States, anyone can achieve the American Dream without regard to such factors as his or her race, gender, physical abilities, or sexual orientation.' Do you agree or disagree with this statement? Why or why not?"
5. "If you were to talk about this activity with your significant other, what would be the first thing you would say?"
6. "How would you collect realistic data about the impact of these differences?"

### **Learning Points**

(Points to be brought up if they do not occur naturally in the discussion.)

1. Some of our accomplishments are due, in part, to opportunities we had because of our sex, race, physical abilities or sexual orientation.
2. Some of our disappointments are due, in part, to opportunities we DID NOT have because of our sex, race, physical abilities or sexual orientation.
3. Privilege does exist and it can impact people's lives in profound ways.
4. We can learn to have some empathy for others by mentally "walking in their shoes" even for just a short period of time.



## Notes

### Adaptations to focus on sex and gender roles or sexual orientation

This exercise may be run with a focus on a specific set of issues such as sexual orientation and/or sex and gender roles. To accomplish this, make the card suits equal the following:

- “If you picked a **heart**, your sex will be different. If you are a man, you will be a woman in your alternate life. If you are a woman, you will be a man in your alternate life. Other than this difference, everything else will remain the same.
- If you picked a **diamond**, your **sexual orientation** will be different. If you are straight, you will be a gay or a lesbian in your alternate life. If you are a gay or a lesbian, you will be a straight person in your alternate life. Other than this sexual orientation difference, everything else will remain the same.
- If you picked a **club**, your sex will stay the same.
- If you picked a **spade**, your sexual orientation will stay the same.

Some people may be “relieved” that they did not have to change while others did. Make sure to explore this dynamic by asking questions such as the following during the debrief.

- “What was your reaction when you found out that you had to change your sex or sexual orientation?”
- “What was your reaction when you found out that you DID NOT have to change your sex or sexual orientation?”
- “What does this say about the opportunities and choices available to women, men, homosexual people and heterosexual people?”
- “What are these opportunities based on? Physical ability? Social roles? Stereotypes?”

Adapted with permission from Sivasailam Thiagarajan. “Reincarnation Exercise” from *Diversity Simulation Games*, Amherst, MA: Human Resources Development Press, 1995, pages 44-52.





## Taking Action: Responding to Stereotypes

### Overview

Many people are at a loss when they hear an offensive stereotype—whether they are the target or a witness. They want to say something or take action, but do not know how to go about addressing it in a diplomatic way. This session will provide strategies that work and give the participants an opportunity to practice them. This is a medium-risk activity.

### Time

60 to 75 minutes

### Objectives

By the end of the session, participants will be able to:

1. Identify stereotypes and how they are created and reinforced.
2. Learn and practice strategies for responding to stereotypes.
3. Develop plans for what each person can do to help community members know more about and better accept all types of Americans.

### Materials

Handout “Ways to Respond to Stereotypes”

### Preparation

Identify a stereotype that has been encountered by Volunteers and develop an example of how to use each strategy (on the handout) to respond to it. (See C-3)

### Directions

#### I. Activity

##### A. Introduction

1. “When confronted with stereotypical behavior, the majority of people fall into a pattern of behavior that **avoids** taking action. Why do you think this is the case?” Chart responses. (Possible answers include: it’s easier, don’t want to “rock the boat,” fear of becoming more of a target or the new target, tired of being the only one speaking out, don’t want to take a risk, not aware that what was said/done was biased, don’t know how to speak out, etc.)
2. “What kind of impact or cost does avoidance have on the group or an individual?” (Responses should include: silence implies tacit agreement or support, individual targeted can feel excluded/not supported, early return home, can fracture the group and destroy team morale, perpetuates stereotypes, legal ramifications, etc.)



3. “Given the costs of remaining silent, can we really afford to let the behavior persist?”
4. “The focus of this session is how to confront stereotypes—whether they are blatant or more subtle. You will learn some effective methods and then have an opportunity to practice them.”

#### B. Definitions

1. “First we need to understand two types of offenders. The first type is not aware that certain statements or behaviors could be offensive to another. This individual does not intend to hurt or exclude anyone but often doesn’t know any better due to a limited point of view. This can occur more often when someone is crossing cultures but is not limited to these incidents.”
2. “The second type of offender is aware of the bias in certain statements or behavior and the intent is to perpetuate the bias in a hurtful manner.”
3. “How can you tell the difference between these two types? At first, you cannot. The behavior and its impact can look identical—the difference is in the intent. As a result, reacting to this behavior needs to be diplomatic at first or you can create a difficult situation.”

#### C. Balancing stereotypes

1. “The first step in responding to stereotypes is to “balance” the stereotype in a non-confrontational way. Education needs to be the focus because we are not always aware of what we don’t know. If the person was not aware of the impact of the behavior, the reaction to this diplomatic education will most likely be apologetic—again, the intent was not to hurt and most likely this person will make every effort to change the behavior.”
2. “Please take a minute to read the handout ‘Ways to Respond to Stereotypes.’ We will work through a few examples and then you will have a chance to practice these by developing role-plays.”
  - a. Distribute the handout.
  - b. Give two to three minutes for participants to read the handout.
3. “Now let’s take a real life example and see how you could use these strategies to respond to a stereotype.” (Use stereotype selected during preparation.)
4. Ask if there are any questions about these strategies and have the group help answer them.



#### D. Role-plays

1. Divide people into four to five groups with equal numbers in each.
2. Each group is to develop a short two- to three-minute skit based on a stereotype that locals have about Americans using as many of the strategies as they can in that time. Facilitator should make sure that not all groups are working on the same issues or stereotype. This is not a contest, but should show a variety of different situations and a variety of ways to respond.
3. After each group performs its skit, ask the audience which strategies were used in the skit. Note any additional strategies that were not on the handout and ask participants to add them to their papers.
4. Suggest: “In cases like these, we need to be allies to each other and speak up for others who, for whatever reason, may not feel comfortable doing so. Not only does this serve as an example to the offender, but it also sends a message to the targeted individual that he or she is valued and supported.”

For instance, in many countries, men are not accustomed to taking direction from a woman, so they will not go to a female Peace Corps worker who may be the expert but rather to her male colleague. In this case, the male colleague could model the behavior he wants the host country national to use by taking him to the female expert and asking the question, or directing all the questions to her. While you are not focused on changing the society’s cultural values, you are sending a message.

## II. Debrief

### A. Reflection/discussion (What happened?)

1. “Who will volunteer to share reactions? Who else?”
2. “What did you observe about the role-plays? Was there a lot of laughing or a playful feeling? Why? Sometimes we do this when we are uncomfortable or learning new skills and feel uncertain.”
3. “Was it easy or hard? Why?” (Acknowledge that these may seem like artificial and contrived situations, but that we are practicing new skills and it takes time to get good at it and have it feel natural.)
4. “Which strategies were used most often? Why? Were they seen as the easiest or most familiar?”

### B. Generalization/hypothesis (So what?)



1. “If this exercise was hard, do you think it would be easier or harder to speak up in a real situation? Why?”
2. “What might you or others have done differently in the role-plays? How could you have done it better?”
3. “Do you think you showed courage or compassion for the person or people who were stereotyped?”
4. “Could you say that you were a good ally for the person or people who were stereotyped?”

C. Applications (Now what?)

1. “What do the strategies suggest to you about yourself or the group?”
2. “What are the consequences of failing to speak up—for you and for the person stereotyped?”
3. “What concrete actions will you take to be allies for each other?”

**Learning Points**

(Points to be brought up if they do not occur naturally in the discussion.)

1. Our intent can differ from the impact of our actions.
2. Not everyone is aware of the impact of his or her behavior.
3. Speaking up can be hard, but is worth the energy.
4. Avoiding a situation does have an impact on others and yourself.

**Notes**



**Handout**

## **Ways to Respond to Stereotypes**

Staff, trainees, and Volunteers can act to compensate for and to help defeat stereotypes—both their own and those of other people. These are called “balancing actions.”

- 1) Think about or share an example that counters a stereotype about people from a certain group.
- 2) Point out positive aspects of that group or person.
- 3) Rely on more specific adjectives to describe a person or group of people—not just ethnic or racial labels.
- 4) Watch language patterns to avoid saying things like: “they all...” or “they always...”
- 5) Actively question (maybe even yourself) the reliability of the source.
- 6) Politely disagree based on your own experience.
- 7) Point out how easy it is to see only the extremes and to stereotype from them, rather than to see all the cases that are less extreme.
- 8) Challenge a possible judgment or false interpretation by pointing out that these may be based on one’s own cultural filters and may not hold true for others.







## **Taking Action: Case Studies/Critical Incidents**

### **Overview**

Participants have the opportunity to practice/discuss different ways of handling diversity situations. This is a medium-risk activity.

### **Time**

45 to 60 minutes

### **Objectives**

By the end of the session, participants will be able to:

1. Identify diversity issues at play in a given situation.
2. Develop recommendations that apply knowledge of diversity and “ally behavior” to case studies of actual Volunteer experiences.
3. Evaluate recommended actions and prioritize among them based on strengths and weaknesses.

### **Materials**

- Handouts: “Critical Incidents and Case Studies”
- Flip chart paper
- Markers

### **Directions**

#### **I. Activity**

##### **A. Introduction**

1. “In this session, we will be working with critical incidents related to diversity.”
2. “Each group will have a different situation, but all will have the same analysis questions.”
3. “Once you get into groups, select one person to be a scribe and take notes and another participant to be a spokesperson who will report out to the whole group. When you report out, you will need to read your incident, as only your group has it. You can make notes on the flip chart for the analysis questions, which will help as you report out. Report outs will be limited to five minutes per group.”

##### **B. Small group work**

1. Divide the group into small groups of at least three and preferably no more than five by counting off.
2. Distribute the critical incident handouts. Provide each group with chart paper and marker(s). Give groups 15 minutes to work.



3. After 15 minutes of small group time, participants have five minutes to prepare a summary to report out to the large group.

### C. Report outs

1. Call all groups back to the central meeting area.
2. Each group will have five minutes to present. Remind everyone that there are no wrong answers or questions and that they will discuss all the presentations after everyone has finished.
3. Ask for a group to volunteer to go first.
4. After each presentation, give each group a round of applause to acknowledge its work.
5. Ask if anyone in the small group has any additional comments.
6. Repeat the process with each group.
7. Thank all of the groups for their participation and great ideas. Remind them that they can all serve as sounding boards for each other.

*(Trainer's note: For more information, refer participants to the Peace Corps' publication: **The Roles of the Volunteer in Development**, "Toolkit 4—Volunteer as Co-Facilitator," pages 13-14, [ICE No. T0005].)*

## II. Debrief

### A. Reflection/discussion (What happened?)

1. "When you heard the recommendations presented, were there any surprises?"
2. "Do you have any recommendations to add to any of the critical incidents?"

### B. Generalization/hypothesis (So what?)

1. "Did you hear any common themes among the recommendations?"
2. "Did you hear any apparent contradictions? If so, how would you change those?"
3. "Can you think of ways that any of the recommendations could be strengthened?"



C. Applications (Now what?)

1. “What practical lessons or insights did you hear in the recommendations?”
2. “What barriers are there to implementing these?”
3. “What benefits are there to implementing these?”
4. “Which one would you start with first? Why?” (Point out it is good to start with one that is within your control ... one that you can use to set a role model, be a change agent, etc.)

**Notes**





## Diversity Critical Incidents and Case Studies

### Case 1

While many of my in-country misunderstandings have been annoying to one degree or another, many of them have been rather humorous. However, the most confusing incident did not involve idiosyncrasies among host country nationals; it involved a fellow Volunteer. Upon learning of my selection to participate in a trainee pre-departure staging event, he informed me that our APCD explained that the selection criteria called for “a minority woman.” The insinuation that my dual minority status was my “ticket” rather than my work record was not only appalling but hardly expected of a fellow Volunteer. My work speaks for itself. I have been termed as a highly successful Volunteer by the senior management and was approved for an extension-transfer to another African country, a fairly good indicator of the caliber of my Peace Corps contribution. The irony of the whole thing is that later I discovered that I had replaced a young non-minority woman who had been unable to make the trip! When I brought up the minority selection issue with my APCD, he neither confirmed nor denied it. If it is indeed policy and billed as such, then it is a disservice to minority Volunteers who will suffer some unfair insinuations as I did. My APCD seemed ambivalent to my concern.

### Questions

1. What diversity issues are at play in this situation?
2. What stereotypes are being acted upon?
3. How could you be an ally\* or change agent\*\* in this situation?

\* An **ally** is a person who supports and honors diversity and acts accordingly to interrupt and challenge prejudice and exclusion, and who is willing to explore his or her own biases.

\*\*A **change agent** is someone who generates new ideas, promotes new practices, models healthy behaviors, draws attention to opportunities, and encourages networking to help people move toward their goals. Change agents do not impose their ideas on others, but rather help people see possibilities they might otherwise miss.



## Diversity Critical Incidents and Case Studies

### Case 2

I am an Asian-American Volunteer. Since my arrival at my site, I've been going through the usual frustrations new Volunteers experience: being stared at; having difficulty with the language; adjusting to new surroundings, etc. When I talk to the other Volunteers in my site, we discuss all of the usual ups and downs. But when I mention that I'm getting a bit tired of being called "\_\_\_\_\_" and "\_\_\_\_\_" the other Volunteers become silent. It's an uncomfortable silence so, rather than dwell on the fact, I put it to the side and talk about only those frustrations that are common to all of us Volunteers. After all, I think to myself, I'm probably being overly sensitive. And the people here certainly don't exhibit any hatred or malice towards me. Still, the laughs and taunts cause the hairs on my neck to prick up and I try to ignore it as best I can. As a Volunteer in this country, I have gotten used to being the subject of laughter. When I try to say something and it comes out all wrong or I misinterpret what somebody says, we usually end up laughing together at my sometimes futile attempts to pronounce something correctly. But being laughed at because of the color of my skin makes me feel uncomfortable.

### Questions

1. What diversity issues are at play in this situation?
2. What stereotypes are being acted upon?
3. How could you be an ally\* or change agent\*\* in this situation?

\* An **ally** is a person who supports and honors diversity and acts accordingly to interrupt and challenge prejudice and exclusion, and who is willing to explore his or her own biases.

\*\*A **change agent** is someone who generates new ideas, promotes new practices, models healthy behaviors, draws attention to opportunities, and encourages networking to help people move toward their goals. Change agents do not impose their ideas on others, but rather help people see possibilities they might otherwise miss.



## Diversity Critical Incidents and Case Studies

### Case 3

Betty, an African American, and several of her fellow Volunteers were taking a bus to the capital to attend a Peace Corps conference. Betty was particularly glad to be with her American friends for the first time in three months. Being black in an Asian culture was an extra burden that she had not expected to be so heavy nor as intrusive into her daily life. She had experienced prejudice before but never like this; some people would not even shake her hand. Moreover, not being recognized as an American was particularly annoying. At one stop, a local group of young people got on the bus and sat in the back having their own party. After a while they began to berate Betty:

“Negro, negro, where is Michael Jackson?”

“Negro, negro, your hair is very kinky.”

“Say, didn’t we see you on the street last night?”

All the Volunteers were shocked. No one spoke. No one moved. A few of the Volunteers glanced at Betty and then looked away—hoping that the locals would just let up. The bus stopped at a food market and Betty rushed off the bus. Soon everyone was off the bus but Betty was nowhere in sight.

### Questions

1. What diversity issues are at play in this situation?
2. What stereotypes are being acted upon?
3. How could you be an ally\* or change agent\*\* in this situation?

\* An **ally** is a person who supports and honors diversity and acts accordingly to interrupt and challenge prejudice and exclusion, and who is willing to explore his or her own biases.

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## Diversity Critical Incidents and Case Studies

### Case 4

The Peace Corps is a wonderfully unique experience and there is no better opportunity to learn about a host country and, ironically, to learn about the diversity of Americans. There are many frustrations, disappointments, and obstacles that we all have to overcome. This is true of all Americans who come here. However, being African American has added new twists to the curiosity that host country nationals have about me. On many occasions, I've had to actually try and convince people that I really am an American. Upon first arriving in my office, people seemed disappointed because they thought they were getting an "American Volunteer," which they did, of course, but it was just that I didn't fit the image that they had in their minds as to how an "American" should look.

### Questions

1. What diversity issues are at play in this situation?
2. What stereotypes are being acted upon?
3. How could you be an ally\* or change agent\*\* in this situation?

\* An **ally** is a person who supports and honors diversity and acts accordingly to interrupt and challenge prejudice and exclusion, and who is willing to explore his or her own biases.

\*\*A **change agent** is someone who generates new ideas, promotes new practices, models healthy behaviors, draws attention to opportunities, and encourages networking to help people move toward their goals. Change agents do not impose their ideas on others, but rather help people see possibilities they might otherwise miss.



## Diversity Critical Incidents and Case Studies

### Case 5

During the last pre-service training, there were 30 trainees between the ages of 25 to 35 and one senior trainee who was 70 years old. He had a habit of addressing the younger Volunteer women as “girls” and the men as “boys.” At times, he would also speak to the other trainees in a grandfatherly tone of voice that irritated many of them. This senior trainee had a slight hearing problem and was very concerned about learning the local language. As the language classes became more complex and the technical and behavioral expectations became more specific, the senior trainee demanded more support from the language and technical instructors. The rest of the trainees began to resent the special interventions that the staff had to develop to address the senior trainee’s needs. They thought that these interventions slowed down their learning process.

### Questions

1. What diversity issues are at play in this situation?
2. What stereotypes are being acted upon?
3. How could you be an ally\* or change agent\*\* in this situation?

\* An **ally** is a person who supports and honors diversity and acts accordingly to interrupt and challenge prejudice and exclusion, and who is willing to explore his or her own biases.

\*\*A **change agent** is someone who generates new ideas, promotes new practices, models healthy behaviors, draws attention to opportunities, and encourages networking to help people move toward their goals. Change agents do not impose their ideas on others, but rather help people see possibilities they might otherwise miss.



## Diversity Critical Incidents and Case Studies

### Case 6

During last summer's pre-service training, a trainee shared with one of his trainers that he was gay (homosexual). The trainer was shocked by this information and shared it with other trainers. While the trainee's announcement did not seem to affect the U.S. staff, the host country national (HCN) staff was shocked that he would reveal this information. During the remainder of pre-service training, the host country staff avoided him. Even though he was supposed to be part of the group, the communication wall around the trainee affected the way the HCN staff treated him and damaged his ability to function.

### Questions

1. What diversity issues are at play in this situation?
2. What stereotypes are being acted upon?
3. How could you be an ally\* or change agent\*\* in this situation?

\* An **ally** is a person who supports and honors diversity and acts accordingly to interrupt and challenge prejudice and exclusion, and who is willing to explore his or her own biases.

\*\*A **change agent** is someone who generates new ideas, promotes new practices, models healthy behaviors, draws attention to opportunities, and encourages networking to help people move toward their goals. Change agents do not impose their ideas on others, but rather help people see possibilities they might otherwise miss.



## Diversity Critical Incidents and Case Studies

### Case 7

Once a month, Volunteers working in and around a large town gather at a local bar to visit, catch up on the events of each others lives, enjoy one another and, for a time, to just be Americans speaking their first and best language—English.

The Volunteers find the meetings cathartic. The meetings serve as an opportunity to express problems from time to time and to support one another in general. It is also a relief to have a few moments to interact with people who “know what they mean.”

Maria, a Spanish-speaking Volunteer from Puerto Rico and a newer Volunteer in the area, looked forward to the event since she was a little homesick. As an avid baseball fan, she also looked forward to talking about the World Series and her favorite team’s potential win.

But Maria’s experience at the meeting was not what she expected. She had trouble keeping up with the fast-paced, colloquial banter since English was a second language that she was not as comfortable speaking. She found it hard to formulate her thoughts in English quickly enough to participate. While people seemed happy to see her at first, interaction with her was obviously an effort on their part and as the gathering progressed, fewer and fewer people spoke to her. She began to feel invisible.

### Questions

1. What diversity issues are at play in this situation?
2. What stereotypes are being acted upon?
3. How could you be an ally\* or change agent\*\* in this situation?

\* An **ally** is a person who supports and honors diversity and acts accordingly to interrupt and challenge prejudice and exclusion, and who is willing to explore his or her own biases.

\*\*A **change agent** is someone who generates new ideas, promotes new practices, models healthy behaviors, draws attention to opportunities, and encourages networking to help people move toward their goals. Change agents do not impose their ideas on others, but rather help people see possibilities they might otherwise miss.





## Taking Action: Action Planning and Closing Circle

### Overview

This exercise allows the facilitator to close out the workshop by getting the participants to think about what they want to do with what they've learned. This is a low-risk activity.

### Time

20 to 40 minutes

### Objectives

By the end of the session, participants will be able to:

1. Construct an action plan that details steps they will take to be an allies for each other.
2. Recognize knowledge and skills needed to be a stronger ally.

### Materials

- Handout: Action Plan from Diversity Training Session
- Pencils or pens

### Directions

#### I. Introduction

- A. "This workshop is only the first step in creating an understanding of diversity and how it impacts your Peace Corps service. Valuing diversity is an ongoing process of learning. It is up to you to choose what you will do with what you have learned here today."
- B. "With that in mind, we want to give you time to reflect on what we have talked about today."

*(Trainer's note: This is a good time to review the workshop highlights and practical suggestions—along with any charts or notes you have posted.)*

#### II. Action planning

- A. Distribute the "Action Plan from Diversity Training Session" handout.
- B. "Using the handout, take a few minutes to jot down anything you plan on learning or doing differently, or any areas that you feel you need to work on. If you would like, you can pair up and work together. You will each be asked to share one item from your action plan. You'll have about five minutes to work."

*(Trainer's note: You may want to give some examples.)*



- C. Give the participants a few minutes to work on this and then call them back together.

### **III. Sharing and closure**

- A. Ask each participant to share the boldest item they feel comfortable sharing.

*(Trainer's note: It is suggested that you structure the sharing in the following manner. Start on one side of the circle and ask one person to share one item from his or her action plan. Then, without any comments and allowing for a few seconds of silence in between, ask the next person in the circle to share one item. Continue in this manner, with no comments and with silence between each speaker, until each person has had a chance to speak. Experience has shown that using this technique as a summary for a diversity workshop sets a tone that allows for deep and personal comments to surface and be expressed.*

*As these items represent each person's action plan (the "now what?") there is no need to go through the entire experiential learning cycle at this time. Rather, this is a summary activity with special attention to the last phase of the cycle—application.)*

- B. Thank all the participants for their participation and remind them that being an ally and a change agent is a role that is always needed and never finished.
- C. Distribute the evaluation if you have one. Put a chair in the middle of the room or by the door for collecting them.



## Action Plan from Diversity Training Session

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**“I will learn about ...”      “I will do ... differently”      “I will push myself to...”**

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## Appendix A: Diversity Trainer's Self-Assessment

When considering who should conduct diversity workshops, please ask potential trainers/facilitators to rate themselves on each of the following items. Use a scale of 1 to 5 (1 is lowest and 5 is highest).

*(Note: These diversity trainer's competencies were compiled from several sources and then validated for use in a Peace Corps' context by program and training staff from headquarters and the field.)*

### Skills

- 1 I have strong facilitation skills (including flexibility, listening skills, paraphrasing, conflict resolution, managing emotions, etc).
- 2 I can gauge the appropriate risk level for the group.
- 3 I can manage group dynamics, deal with resistance, and give constructive feedback.
- 4 I can manage my own "hot buttons" and also effectively follow-up with people who disrupt the group without causing additional conflict.
- 5 I know how to connect training sessions to concrete and practical issues for participants.

### Attitudes

- 1 I model respectful and nonjudgmental behavior.
- 2 I am patient and open.
- 3 I am sensitive to the participants.
- 4 I believe in diversity and its positive power for change.
- 5 I acknowledge that other's experiences are "real" and "valid" without projecting superiority.

### Knowledge

- 1 I know the history and current state of civil rights and race relations in the U.S.
- 2 I know how to manage group dynamics and apply conflict-management techniques in the training context.
- 3 I know how to facilitate smoothly when people react differently to the same feeling (e.g., embarrassment can make some withdraw/some angry/some overly compensate).
- 4 I know about issues of power/oppression/privilege and how to lead constructive conversations about these topics.
- 5 I know how to use appreciative approaches (group builds on strengths of each individual and the collective) to guide the group process.





## **Appendix B: Tips for Co-Facilitating Diversity Workshops**

Diversity training, when it is done well, is like a stage play in that the trainers (actors) have rehearsed their parts. That means that they have not only learned and practiced the content (lines), but have also spent time learning all the movement and interaction (stage blocking) between the trainers and how these interactions and flow affect the audience.

One goal of co-facilitating diversity training is that it allows the trainers to model effective and appropriate behavior. Therefore, it is important that the co-trainers pay close attention to such issues as who is speaking when, how do they support and validate each other, and the tone and thoughtfulness of their interactions. In training, the lines are seldom set as in a play. The following list provides a framework for a discussion between co-trainers so that they might share their preferences on a number of matters and be sure to provide good role models. There are no right or wrong answers—merely a need to be as clear as possible. When both the trainers have established clarity about the training tasks and issues, the audience will sense that smoothness, see what healthy and effective diversity interactions look like, and may be more receptive to the content of training.

Here are some thoughts and questions for co-trainers to discuss:

1. Share your assumptions about diversity training and its goals; your past history of diversity training; experience with small or large groups; times training went well and when it didn't.
2. Continue discussion of individual training styles—how do you act as a leader/trainer, what are your “leader behaviors,” what are your goals for yourself as a trainer?
3. How do each of you prepare for training? Do you intend to use notes? Do you write out what you say, work from notes or an outline, or do you “wing” it?
4. Discuss goals for the sessions—public ones for the participant learning, private ones for each of you, and ones you share with your co-facilitator.
5. Discuss who will present which part of the material. Will you take equal amounts of time? Who does which part most effectively?
6. Will there be a lead trainer? Which style shown below will you use?
  - Equal and parallel
  - Equal but one assuming leadership and the other as assistant lead
  - Lead trainer and co-trainer



7. Where will each of you stand (or sit) during the training? When one of you is presenting, where should the other be?
8. How will you handle your introductions as trainers? Do the materials provide for introductions or does it need to be added?
9. How is the flow of the session determined? How does each of you feel about staying on task and on time? If there is to be a decision about changing that flow, who decides? How do you tell the other? Will the non-trainer be a timekeeper?
10. How does each of you support the other? Is it permissible to interrupt? Can the other add material/information during a session? What will be your verbal and/or hand signals?
11. How does each of you ask questions of the group? Are the styles similar, complementary, or different?
12. How will you handle it if the two of you disagree during the training?
13. How do you read the audience (i.e., sense how the audience is receiving and reacting to your training)? What do you look for? How do you know if you're being effective? If you sense things aren't going well, what can each of you do to change the situation at that point?
14. Who will have the last word of the training?

Just as you should take time to discuss these issues (and other considerations that may occur to you) before the training, you should also plan to spend time with your co-trainer after the diversity training to discuss how everything went. Topics may include: your perceptions of the content and how it was received; how you trained individually and as a team; what you learned from the group; what changes or modifications you would suggest for individual sessions/for the program as a whole, and so on.

Adapted from Youth For Understanding International Exchange, Bethesda, MD.



## Appendix C: Processing Questions for Diversity Activities

Trainees benefit from discussing and processing diversity sessions with other members of their group. The focus of the experiential learning model is on content and process. Through proper processing, participants' explore their own attitudes, beliefs, and behaviors by examining their responses to what is happening, thereby learning how to best support each other. The task for the trainer is to initiate and sustain a discussion with probing questions and follow-up questions.

When you run an activity, process it using the following technique. You will notice that the technique follows the experiential learning cycle:

Stage one:	Experience	= The activity or session
Stage two:	Reflection/discussion	= What happened?
Stage three:	Generalization/hypothesis)	= So what?
Stage four:	Application	= Now what?

It is important to make sure that the processing is complete and that trainees are brought all the way around the cycle to the application stage.

### **Activity** (Experience)

Trainees are engaged in an activity designed to generate data. The data are not actually processed in this stage, but because participants may be resistant to beginning or completing an activity, questions may be needed to facilitate this stage.

### **What Happened?**(Reflection/discussion)

Once participants have completed the experience, the first questions are directed toward generating data. Sample questions of this type include:

- Who will volunteer to share reactions? Who else?
- What happened?
- How did you feel about the situation? Who else had the same experience?
- Who had a different experience?
- Were there any surprises?
- How many of you felt the same way? How many felt differently?
- What did you observe?
- Of what were you aware?

### **So What?** (Generalization/hypothesis)

Once participants have data, questions are directed toward making sense of those data and promoting generalizations or hypotheses for the individuals and the group. Sample questions of this type include:

- What does that mean to you?
- Why do you think this situation arose?
- How might that have been different?
- What bothers you most about this situation?



- Do you think you're missing anything here?
- How would you ever know if you were missing anything?
- What does that suggest to you about yourself or the group?
- What do you understand better about yourself or the group?
- What did you learn or relearn?
- Does that remind you of anything?
- How is this like a real-life situation that relates to diversity?
- What does that help to explain?
- What diversity issues are coming up in this situation?

### ***Now What?*** (Application)

Participants are concerned with using their learning in their real-world situations. Final questions apply the general knowledge gained to personal and/or professional lives. Sample questions of this type include:

- How can you apply or transfer this information to your time here at post?
- What would you like to do with this awareness (or these skills)?
- What would you do differently if we repeated this exercise?
- What are some other options?
- What might you do to help or hinder yourself?
- How could you make it better?
- What would be the consequences of doing or not doing it yourself?
- What modifications can you make to your behavior or thinking?
- Are you willing to change your behavior so that this situation would never happen?
- What are the consequences for you of adjusting or not adjusting your behavior?
- What are the consequences for others of your adjusting or not adjusting your behavior?
- How does this relate to other experiences you have had here or at home?

### **Additional Questions**

Obviously, many of these questions focus on the same topic and will elicit similar responses; that is, they overlap in content and meaning. However, these variations on the same themes offer more than one road by which to arrive at the same destination. These additional questions can be used at any stage in the cycle to aid the group in moving either more deeply into the stage at hand or to another stage.

- What do you need to know to \_\_\_\_?
- Would you be willing to try \_\_\_\_?
- Can you be more specific?
- Could you offer a suggestion?
- What are your concerns?
- If you could guess at the answer, what would it be?
- Can you say that in another way?
- What is worst/best thing that could happen?

Adapted from *Culture Matters Trainers Guide*, pages 124-125. Peace Corps, Washington, DC [ICE No. T0103].



## **Appendix D: Diversity Resources on the Web**

### **Introduction**

Resources about U.S. cultural diversity can play a significant role in helping “promote a better understanding of Americans among the people whom Volunteers serve”—which is the second goal of the Peace Corps. They can also be helpful in exploring cultural identity among individuals regardless of function or status. A strong sense of cultural identity at the individual level is indispensable for increased understanding among individuals of diverse cultural backgrounds.

This list of online resources provides additional opportunities to HCNs who want to learn more about complex aspects of U.S. society; to Volunteers who interact daily with individuals who want to know more about the U.S.; and to staff, who in one way or another, must provide support to Volunteers of diverse cultural backgrounds.

This compilation is not meant to be comprehensive or exhaustive. Over time, some of the Web links may change or disappear. Key words will help you locate other resources through an online search engine. The Peace Corps does not endorse or support any organization that is referenced in these Web links.

### **Diversity General**

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#### **ManagementHelp.org**

Free resources on a variety of subjects assembled for non-profit and other organizations.

<http://www.managementhelp.org/intrpsnl/divrsity.htm>

#### **Department of the Interior, Office of Civil Rights**

Information about workforce diversity in the government.

<http://www.doi.gov/diversity/>

#### **MultiCultural Development Center**

Services and resources “to promote cultural understanding and inclusiveness to enhance workplace performance and community relationships.”

<http://www.mcdc.org>

#### **Yahoo**

Links to diversity resources on the Internet.

[http://dir.yahoo.com/society\\_and\\_culture/issues\\_and\\_causes/diversity](http://dir.yahoo.com/society_and_culture/issues_and_causes/diversity)

#### **National MultiCultural Institute**

Premier organization that offers workshops and publications on diversity in the workplace.

[www.nmci.org](http://www.nmci.org)





**National Coalition Building Institute**

Works to eliminate prejudice and intergroup conflict by teaching effective bridge-building in schools and communities.

<http://www.ncbi.org>

**American Institute for Managing Diversity, Inc.**

Educates both the public and the business community about the power and the potential of diversity management.

<http://www.aimd.org>

**New York Times Web Guide**

A guide to resources on the Internet regarding racial issues and identities.

<http://www.nytimes.com/library/national/race/web-guide.html>

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## Diversity Education and Training

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**Office of Personnel Management, United States Government**

Offers guidelines for conducting diversity training.

<http://www.opm.gov/hrd/lead/Policy/divers97.asp>

**Association of American Colleges and Universities—Diversity Web**

An interactive resource hub for higher education.

<http://www.diversityweb.org/>

**The Diversity Training Group**

Click on “Take the Quiz” for discussion questions including topics such as “Understanding my own Diversity.”

<http://www.diversitydtg.com/>

**Center for the Study of White American Culture**

Supports cultural exploration and self-discovery among white Americans. It encourages a dialogue among all racial and cultural groups concerning the role of white American culture in the larger American society.

<http://www.euroamerican.org>

**Depaul University Office of Diversity**

Resources to support a diverse workforce and to create a positive educational environment.

<http://diversity.depaul.edu>

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## African and African American

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### **University of Pennsylvania, African Studies Center**

A list of online information storage sites relating to or of concern to Black or African people, culture, and issues around the world.

[http://www.sas.upenn.edu/African\\_Studies/Home\\_Page/mcgee.html](http://www.sas.upenn.edu/African_Studies/Home_Page/mcgee.html)

### **Union College, Multicultural Resources: African-American/Africana Studies**

Sources and tools for academic research.

<http://www.union.edu/PUBLIC/LIBRARY/guide/mcafric.html>

### **African American Web Connection**

Afrocentric web resources for the African American web community and others.

<http://www.aawc.com/aar.html>

### **Black Quest**

Learning resources for social studies, Black studies, general history, and African American history.

<http://blackquest.com/link.htm>

### **Juneteenth**

An educational website devoted to creating awareness about Juneteenth—the longest running observance of the abolition of slavery.

<http://www.juneteenth.com>

### **The Afro-American Almanac**

An online presentation of the African in America. A historical perspective of a nation, its people, and its cultural evolution.

<http://www.toptags.com/aama>

### **United Negro College Fund**

The United Negro College Fund provides operating funds and technology enhancement services for 39 member historically black colleges and universities, scholarships and internships for students at about 900 institutions and faculty and administrative professional training.

[www.uncf.org](http://www.uncf.org)

### **National Urban League**

The Urban League is the nation's oldest and largest community-based movement devoted to empowering African Americans to enter the economic and social mainstream.

[www.nul.org](http://www.nul.org)

### **National Association for the Advancement of Colored People**

Works to ensure the political, educational, social and economic equality of rights of all persons and to eliminate racial hatred and racial discrimination.

<http://www.naacp.org>



## **Asian and Asian American**

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### **Asian American Net**

Promotes and strengthens cultural, educational, and commercial ties between Asia and North America.

<http://www.asianamerican.net/>

### **Baylor University, Asian American Health**

Resources for cross-cultural care and prevention.

[http://www.baylor.edu/~Charles\\_Kemp/asian\\_health.html](http://www.baylor.edu/~Charles_Kemp/asian_health.html)

### **National Association of Asian American Professionals**

Encourages leadership through professional development, cultural awareness, and community service.

<http://www.naaap.org>

## **Disability, Differently Able**

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### **Through the Looking Glass**

Offers resources, training, and services to support individuals and families dealing with disabilities and medical issues.

<http://www.lookingglass.org>

### **Independent Living Institute**

Offers resources for persons with extensive disabilities and develops consumer-driven policies for self-determination, self-respect, and dignity.

<http://www.independentliving.org/index.html>

### **The National Arts and Disability Center**

The national information dissemination, technical assistance and referral center specializing in the field of arts and disability.

<http://nadc.ucla.edu/>

### **Southeast Disability and Business Technical Assistance Center**

Provides information, technical assistance, and training on Americans with Disabilities Act (ADA), and accessible information technology (IT) in education.

<http://www.sedbtac.org>

### **Disability Information for Students and Professionals**

A website for students that are studying in the field of disability, as well as professionals working within it.

<http://www.abilityinfo.com>



### **University at Buffalo, Cornucopia of Disability Information**

Serves as a community resource for consumers and professionals by providing disability information in a wide variety of areas.

<http://codi.buffalo.edu/>

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## **Gay, Lesbian, and Bisexual**

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### **The National Gay and Lesbian Task Force**

Provides research and policy analysis to support the struggle for complete equality.

<http://www.nglft.org>

### **Equality Florida**

Offers information and training on fundraising strategies, ordinance and policy drafting, campaign planning, community outreach, youth support and workplace diversity.

<http://www.eqfl.org>

### **The National Latino/a Lesbian and Gay Organization**

Serves as a center of information and resources for Latino/a lesbian and gay communities.

<http://www.llego.org>

### **Parents, Family, and Friends of Lesbian and Gay**

Provides opportunities for dialogue about sexual orientation and gender identity, and acts to create a society that is healthy and respectful of human diversity.

<http://www.pflag.org>

### **Gay, Lesbian and Straight Education Network**

Resources and information on creating a safe school environment for all students.

<http://glsen.org/freedom>

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## **Hispanic, Latin Americans, Spanish**

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### **University of Texas – El Paso (Borderlands Center)**

Links to useful general information on Border Studies, Latin American Studies, etc.

<http://www.utep.edu/border/resources.html>

### **University of California, Santa Cruz Library**

Books, articles, journals and newspapers, on Chicano and Latino Studies.

[http://scilibx.ucsc.edu/library/ref/instruction/refguides/chicano\\_latino.html](http://scilibx.ucsc.edu/library/ref/instruction/refguides/chicano_latino.html)

### **National Council La Raza**

The National Council of La Raza is the largest national constituency-based Hispanic organization and the leading voice in Washington, DC for the Hispanic community.

<http://www.nclr.org>



**Hispanic Association of Colleges and Universities**

The champions of Hispanic success in higher education.

[www.hacu.net](http://www.hacu.net)

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**Multicultural and Interracial**

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**Institute of Race Relations**

Researches, publishes, and collects resources on race relations throughout the world.

<http://www.homebeats.co.uk>

**University of Michigan's University Library**

Bibliography and resources by and about interracial and multicultural people.

<http://www-personal.umich.edu/~kdown/multi.html>

**Multicultural Pavilion of EdChange**

This organization provides resources for educators, students, and activists to explore and discuss multicultural education.

<http://www.edchange.org/multicultural/>

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**Native Americans, American Indians, Indigenous Peoples**

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**The Native American Rights Fund**

The oldest and largest nonprofit law firm dedicated to asserting and defending the rights of Indian tribes, organizations, and individuals nationwide.

<http://www.narf.org>

**American Indian Higher Education Consortium**

Supports the work of tribal colleges and the movement for tribal self-determination.

[www.aihec.org](http://www.aihec.org)

**American Indian College Fund**

Provides scholarships and other support for the nation's 33 tribal colleges.

[www.collegefund.org](http://www.collegefund.org)

**National Indian Education Association**

Committed to increasing educational opportunities for American Indian, Alaska Native, and Native Hawaiian students while protecting our cultural and linguistic traditions.

[www.niea.org](http://www.niea.org)

**The National Congress of American Indians**

Working to inform the public and Congress on the governmental rights of American Indians and Alaska Natives.

<http://www.ncai.org>



**Chenae (owned and operated by a Native American businesswoman)**

A collection of links all about Native Americans.

<http://users.ap.net/~chenae/natlink.html>

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## Older Americans

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**American Association of Retired Persons (AARP)**

Dedicated to enhancing quality of life for all as we age. Leaders of positive social change and delivering value to members through information, advocacy and service.

[www.aarp.org](http://www.aarp.org)

**Senior Council for Retired Executives (SCORE)**

Resources, statistics and stories specifically for older minority entrepreneurs.

<http://www.score.org/minorty.html>

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## Religion

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**British Broadcasting Corporation (BBC)**

Descriptions and links about major religions by BBC UK.

<http://www.bbc.co.uk/religion/religions>

**Public Broadcasting Service (PBS)**

Web site for the PBS television show “Religion and Ethics” and interactive exercises

<http://www.pbs.org/wnet/religionandethics>

**Duncan Black MacDonald Center for Study of Islam and Christian-Muslim Relations**

Committed to the premise that through intensive study and academically guided dialogue, mutual respect and cooperation between Muslims and Christians can and must develop.

<http://macdonald.hartsem.edu/answers.htm>

**University of Washington Comparative Religion program**

Academic information on “lesser-known” religions and links to sites on major religions.

<http://www.academicinfo.net/religindex.html>

**Ontario Consultants on Religious Tolerance**

Consulting firm promoting religious freedom and diversity as positive cultural values.

<http://www.religioustolerance.org>

**Religion News Service**

Secular news/photo service solely devoted to unbiased coverage of religion and ethics.

<http://www.religionnews.com>



**ReligionResources.org**

Directory of resources for all major religions (lists 4944 resources in 328 categories).

<http://www.religiousresources.org/index.php>

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## **Women, Feminism**

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**The League of Women Voters**

Fights to improve government systems and impact public policies through citizen education and advocacy. Grew out of the struggle to secure voting rights for American women.

<http://www.lwv.org>

**Northern Arizona University – Women’s Studies Programs**

Information about women’s studies and the history of the “second wave of feminism.”

<http://www.nau.edu/~wst/access/2ndwav/2ndwavsub.html>

**The National Organization of Woman**

The largest organization of feminist activists in the United States.

<http://www.now.org>

**The National Congress of Black Woman**

Non-partisan organization whose primary mission is the political empowerment of African American women.

<http://www.npcbwo.org>

**International Association for Women of Color Day**

Information, resources, and guidance on “Women of Color Day” (March 1).

<http://www.womenofcolorday.com>