

# Who Are You

Display the following questions in an overhead, on newsprint, or via PowerPoint:

Who are you (5 x's)

Who do you pretend to be (5 x's)

Who do you think I am (5 x's)

Tell participants that they should pair with someone they do not know very well. Participant #1 will ask participant #2 the first question above, five times, back to back. Participant #2 must answer the question each time with a different truthful response. The participants will then switch places -- with the person answering the questions now asking, and the person asking now answering. The exchange of questions continues until all three questions are addressed.

## Debriefing

Which question was most difficult? Why was it the most difficult? Which question was easiest? Why was it easiest?

What effect did question #3 have on you as the one asking? As the person receiving the answer?

# CULTURAL KNOWLEDGE AND BELIEFS

Please answer each of the following questions truthfully without discussion. You will not be required to share with the class unless you choose to do so.

1. List two cultural groups to which you belong (e.g., race, spirituality).

\_\_\_\_\_

List three values that you attribute to each group listed above.

Value 1 \_\_\_\_\_

Value 2 \_\_\_\_\_

Value 3 \_\_\_\_\_

List three rituals that you practice that have been learned from each cultural group.

Cultural group \_\_\_\_\_

Ritual 1 \_\_\_\_\_

Ritual 2 \_\_\_\_\_

Ritual 3 \_\_\_\_\_

2. Write down the first names of the 10 people with whom you spend the most time on a weekly basis. In the blank spaces below write down how many of them (0-10) differ from you in terms of:

Names:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

a. Socioeconomic status: \_\_\_\_

b. Race: \_\_\_\_

c. Ethnicity: \_\_\_\_

d. Spirituality: \_\_\_\_

e. Gender: \_\_\_\_

f. Sexual orientation: \_\_\_\_

- g. Nationality: \_\_\_\_
- h. Physical abilities: \_\_\_\_
- i. Cognitive abilities: \_\_\_\_
- j. Mental health: \_\_\_\_
- k. Age (5 +/- years): \_\_\_\_

3. Rank from 1 to 5 the most common resources you use to learn about people from other cultural groups (1 = most frequent, 5 = least frequent).

- \_\_\_\_ Television shows \_\_\_\_ Research articles
- \_\_\_\_ Ongoing personal relationships \_\_\_\_ Movies
- \_\_\_\_ Classroom presentations \_\_\_\_ Work relationships
- \_\_\_\_ Radio shows \_\_\_\_ Cultural events
- \_\_\_\_ Textbooks \_\_\_\_ Newspapers
- \_\_\_\_ Clients in clinical area \_\_\_\_ Other (list) \_\_\_\_\_

4. Rank from 1 to 5 the most common reasons you are reluctant to or do not interact with people from other cultural groups (1 = most common, 5 = least common).

- \_\_\_\_ Don't know where to meet people \_\_\_\_ Fear of bodily harm
- \_\_\_\_ Family or peer pressure \_\_\_\_ Past experiences
- \_\_\_\_ Fear of rejection \_\_\_\_ Language barriers
- \_\_\_\_ Not interested \_\_\_\_ Nothing in common
- \_\_\_\_ Fear of offending them \_\_\_\_ Other (list) \_\_\_\_\_

Source: JoAnne Banks-Wallace PhD RN, The University of Missouri, Sinclair School of Nursing, Columbia, MO. Used with permission.

# Tapped Into Social Justice

1. Have the group get into a circle; don't explain the purpose of the exercise; approach it as if it were an energizer or icebreaker
2. Demonstrate the position that they will be assuming (crouching down in a deep knee bend, balanced only on the balls of their feet). Stress that during the exercise their eyes must be kept closed, that the exercise must be done in absolute silence, and that no other part of their bodies (hands, etc.) may touch the ground at any time – balls of the feet only! Then instruct them to assume the demonstrated position and close their eyes.
3. Read the rules clearly and in a deep voice if at all possible. Be serious – do not laugh, even if the students are laughing. If you see someone cheating, walk nearer that person and state the rules loudly in his/her direction; this usually straightens them out. But don't actually enforce the rules in any way. The hope is that they will eventually rescue each other, even if this involves "cheating". Anything that happens will make for a good discussion. After you've repeated the rules several times, start tapping one or two people on the head (ONCE) to make them repeat the rules. Keep tapping people once, and continue to repeat the rules yourself so as to keep up a rhythm of repetition and chanting.
4. Don't tap anyone more than once until you've observed everyone struggling to keep their balance and experiencing some substantial discomfort. Then, slowly, start tapping (one person at a time) a few people twice, and, eventually, three times. Some students, when tapped three times, will begin to torment the remaining crouchers by tapping them once, some will wander off and take some "selfish" time, and some will eventually think to rescue their companions by either ending the exercise or tapping the remaining crouchers three times.
5. If you've tapped half the group three times, and they still haven't started rescuing the others, go ahead and end the exercise yourself and sit down to discuss it. Otherwise, let the students rescue all of their comrades, thus ending the exercise.

## Suggested Discussion Topics

### Questions:

- a. How did you feel when you were crouching (draw out physical discomfort, but also emotion)
- b. Who was tapped once? What was the effect of repeating the rules? (hypnotic, like being in a cult, brainwashing, chaotic/confusing)
- c. Who was tapped twice? How did it feel to stand up? Were you

- comfortable even though your eyes were closed?
- d. Who was tapped three times? What did you do? Why? What could you have done? What kept you from doing it?
  - e. Who has the power in this exercise? How do you define power (why would it be perceived that the facilitator has power? Who gave me that power? Who else has power?)
  - f. What did “Don’t Cheat” mean in the exercise?
    - i. Think about societal rules – who makes the rules? Encourage them to think about rules not only in terms of laws but also in terms of norms.
    - ii. Who has the power to change the rules in society? Did anyone question the rules of the exercise? Why not?
    - iii. Point out that tapping others three times once you’d been tapped didn’t even require “cheating” – you could rescue people (eventually) without changing the laws of this oppressive situation.
  - g. What did “Repeat the Rules” mean in the exercise?
    - i. Think about socialization into the status quo, blind acceptance
  - h. What did “Do Whatever You Want” mean in the exercise? Who in society is usually “tapped three times” and able to do whatever they want.
    - i. How can we as citizens take advantage of our own personal power to tap other people three times (either within the rules or by changing the rules)?

# Completing the Picture; Building the Narrative

(Weiser & Barbier)

Objective: Students will begin to understand their own biases in a creative and meaningful way.

Materials: Worksheets, markers, time

Method: Have students design and fill out two of these worksheets. The prompts for each are different. Have them draw a picture of and write the story for a roommate/classmate/colleague with which they feel they would most get along with and enjoy their company. The second picture would be of a roommate/classmate/colleague that would challenge them to step outside of their comfort zone in some manner.

Processing: If possible, it might be worthwhile to split into identity-based groups here to being a dialogue. No more than partners or triads to begin talking about their individual is generally enough to spark a conversation. After the conversation has gone on for a while, you can combine dyads/triads to create small groups of four to six. After the small groups have shared, ask for volunteers to share in the large group. You can also use, as the facilitator, appropriate self-disclosure during this time.

