

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.7.1**

Diversity and Valuing Multiculturalism

Purpose

The purpose of this lesson is to help students understand the power of diversity and the value of multiculturalism.

Directions:

Define multiculturalism.

1. Have students close their eyes.
 - a. Say the word, "multiculturalism."
 - b. Continue with, "Take a moment to consider the images that come to mind when you hear the word, multiculturalism."
 - c. Pause for three to five seconds.
 - d. Have students open their eyes.
2. Have students share the images that came to mind.
3. Note the diversity in images that came to mind within the class.
4. Share with students the following information:
 - a. Multiculturalism involves reflecting and adapting to diverse cultures.
 - b. Diversity includes multiculturalism but also characteristics like gender and where one lives

Explain to students that in order to understand multiculturalism, we must first understand our own culture. Engage students in the "Where I'm From" poem activity.

Quick Reference:

Time Required:

60 minutes

Objectives:

After completing this lesson, students should be able to:

1. Define multiculturalism.
2. Describe their own culture.
3. Describe how diversity is important to leadership.

Materials:

- ✓ Writing surface
- ✓ Writing utensils
- ✓ RNH.7.1.AS.A – one per student
- ✓ RNH.7.1.AS.B – one per student
- ✓ RNH.7.1.AS.C – one for instructor or one per student





5. Explain to students that multiculturalism can be a difficult concept to grasp and that it is useful to recognize our own culture first.
6. Share the “Where I’m From” poem in RNH.7.1.AS.A.
7. Have one of the students read the poem.
8. Instructor may wish to create a poem in advance to share with the students.
9. Share with students that they will have an opportunity to create their own “Where I’m From” poem.
10. Provide a copy of RNH.7.1.AS.B and direct students to complete the poem, using the template in the activity sheet.
11. Encourage students to participate thoughtfully.
12. Provide five to eight minutes for students to complete the “Where I’m From” poem.
13. Ask volunteers to share their poems.
 - a. Do not force any student to share.
 - b. Show appreciation after each student shares with claps or snaps.
14. Lead students in discussion about the differences they noticed in their classmates’ poems.
15. Guide students through the discussion so the notion that multiculturalism exists within the classroom is brought out.
 - a. Multiculturalism is more than skin color or ethnicity.
 - b. Multiculturalism includes many aspects of a person, many of which are described in the “Where I’m From” poem.
16. Lead students in discussion on why multiculturalism is important to a leader in an organization.
 - a. New and different ideas
 - b. New and different points of view
 - c. Ideas and activities that recognize and celebrate different cultures
 - d. Ideas and activities that include everyone

Help students gain perspective of world diversity by sharing the statistics from “If the World were 100 People.”

17. Explain to students that sometimes we only remember what we see on a day-to-day basis and that there is a world of people with different backgrounds, different issues, and different needs—a diverse population.



18. Share with students the information on RNH.7.1.AS.C.
19. Lead students in discussion using the following guiding questions:
 - a. What statistics surprised you? Why?
 - b. What statistics concerned you? Why?
 - c. How is our school diverse?
 - d. How is our organization diverse?
 - e. What activities do we have that promote diversity and multiculturalism?

Conclude the lesson by having students journal about their thoughts on diversity and multiculturalism.

20. Have students create a personal journal entry on notepaper regarding diversity and multiculturalism. Provide the following prompts on the writing surface:
 - a. What did you know about diversity and multiculturalism at the beginning of today's lesson?
 - b. What did you learn about diversity and multiculturalism during today's lesson?
 - c. What did you learn about yourself during today's lesson?
 - d. How has your view of people changed after today's lesson?
 - e. How is diversity and multiculturalism important to leadership?
21. Encourage students to share responses to the prompt, "How are diversity and multiculturalism important to leadership?"

Connection Questions:

1. How is our school diverse?
2. How is our community diverse?
3. How do we recognize multiculturalism in our school and community?
4. What connections do you see between the "Where I'm From" poem and the "If the World Were 100 People"?
5. Why are diversity and multiculturalism important to leadership?



LifeKnowledge Connections

Precept(s) Addressed:

Relationships

- B2. Interact and work with others.
- B4. Eliminate barriers in building relationships.

Character

- D4. Respect others.

Awareness

- E3. Participate in activities that promote appreciation of diversity.

Social Growth

- H1. Acknowledge that differences exist among people.
- H3. Develop, maintain, and grow healthy relationships.

Mental Growth

- J3. Practice sound decision making.

Emotional Growth

- K1. Cope with life's trials.

LK Lesson Suggestion:



Middle School

- MS.10 – Showing Respect
- MS.33 – Approaching New People

High School

- HS.9 – Understanding Values, Beliefs, Character, and Integrity
- HS.10 – Defining Core Values
- HS.28 – Understanding Self-Worth
- HS.52 – Meeting New People
- HS.56 – Appreciating Differences in People
- HS.70 – The Value of Diversity on Teams
- HS.72 – Appreciating Cultural Diversity

Advanced High School

- AHS.3 – Role of Spiritual Belief System in Personal Mission
- AHS.6 – Respecting Others' Belief Systems, Vision, and Mission
- AHS.24 – Showing Compassion to Others
- AHS.29 – Capitalizing on the Strengths of Others



Name: _____

Date: _____

Where I'm From – Fred First

(<http://www.swva.net/fred1st/wif.htm>)

I am from the peaceful banks of a creek with no name; from JFG, toast and blackberry jam and home-made granola.

I am from “a house with double porches,” a room filled with good ghosts and creek laughter in the mornings before first light.

I am from Liriodendron and Lindera, butterfly bush and mountain boomers.

I am from Dillons and Harrisons, Betty Jean and Granny Bea – frugal and long-lived, stubborn and tender, quick to laugh. Or cry.

I am from a world whose geography my children know better than I, from a quiet valley where I am the proprietor and world authority of its small wonders.

From barn loft secret passwords and children who can fly if they only try.

I am from oven-baked Saran Wrap and colds caught from jackets worn indoors.

I am from fire in in the blood Baptists, from the cathedral made without hands, the church in the wildwoods, the covenant of grace.

I'm from the Heart of Dixie, son of Scarlett O'Hara. From War Eagle, Wiffle, UAB and PT, from Walnut Knob's blue ridge and the soft shadows of Goose Creek.

From a “fast hideous” dresser and a home body from Woodlawn, from a grandfather I never knew that I can blame for my love of nature and my stubbornness, they tell me.

I am from fragments, the faint smell of wood smoke, and familiar walks among trees I know by name, from Here's Home and good stock. A man can hardly ask to be from more.



Name: _____

Date: _____

Where I'm From Poem Template

Create your Where I'm From poem. Fill in the blanks with items, people, and places you have grown up with. Write your completed poem on notepaper.

I am from _____ (specific ordinary item), from
_____ (product name) and _____.

I am from the _____ (home description; adjective, adjective,
sensory detail).

I am from the _____ (plant, flower, natural item), the
_____ (plant, flower, natural detail).

I am from _____ (family tradition) and
_____ (family trait), from _____
(name of family member) and _____ (another family name)
and _____ (family name).

I am from the _____ (description of family tendency) and
_____ (another family tendency).

From _____ (something you were told as a child) and
_____ (another phrase or thought you remember from
childhood).



Where I'm From Poem Template

I am from _____ (representation of religion, or lack of it) _____ (further description of spiritual beliefs).

I'm from _____ (place of birth and family ancestry), _____ (two food items representing your family).

From the _____ (specific family story about a specific person and detail), the _____ (another detail), and the _____ (another detail about another family member).

I am from _____ (location of family pictures, mementos, archives, and a few more lines indicating their worth).



Name: _____

Date: _____

If the World Were 100 People

(http://www.100people.org/statistics_100stats.php)

50 would be female

50 would be male

20 would be children

There would be 80 adults,

14 of whom would be 65 and older

There would be:

61 Asians

12 Europeans

13 Africans

14 people from the Western Hemisphere

There would be:

31 Christians

21 Muslims

14 Hindus

6 Buddhists

12 people who practice other religions

16 people who would not be aligned
with a religion

17 would speak a Chinese dialect

8 would speak Hindustani

8 would speak English

7 would speak Spanish

4 would speak Arabic

4 would speak Russian

52 would speak other languages

82 would be able to read and write;

18 would not

1 would have a college education

1 would own a computer

75 people would have some supply of food
and a place to shelter them from the
wind and the rain, but 25 would not

1 would be dying of starvation

17 would be undernourished

15 would be overweight

83 would have access to safe drinking water

17 people would have no clean, safe water
to drink`