



High School

National FFA Organization

Lesson HS.72

APPRECIATING CULTURAL DIVERSITY

Unit. Stage Two of Development—WE

Problem Area. How Do We Play as a Team.

Precepts. H1: Acknowledge that differences exist among people.

National Standards. NL-ENG.K-12.9 — Multicultural Understanding -Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Learn the importance of accepting others' cultural backgrounds.
- 2 Understand the value of a variety of cultural identities in society.
- 3 Explore methods to gain an appreciation for cultural diversity.



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Time. Instruction time for this lesson: 100 minutes. (Lesson takes two class periods). NOTE: The lesson without the Diversity Jeopardy Exercise is 40 minutes in length. Actual time of game varies.



Resources

National FFA Organization's Essential Learnings, 2002.



Tools, Equipment, and Supplies

- ✓ HS.72.TM.A Overhead
- ✓ HS.72.TM.B Diversity Jeopardy Rules
- ✓ HS.72.AS.A Jeopardy Answers and Questions
- ✓ HS.72.AS.B Jeopardy Categories/Point Values
- ✓ HS.72.Assess
- ✓ Overhead Projector
- ✓ Tear Sheets
- ✓ Construction Paper
- ✓ Markers
- ✓ Glitter
- ✓ Scissors
- ✓ Glue
- ✓ Yarn



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Diversity
- ▶ Culture
- ▶ Culture Shock



Interest Approach

Set-up: To introduce free-thinking and creativity for the discussion of Cultural Diversity, students will work in small groups to find a creative way to demonstrate "Diversity" through the use of markers, glitter, string, etc., utilizing the Graphic Artist Moment.



Welcome to a day of free-thinking, challenging, thought-provoking questions. Today, you will get the chance to express your thoughts and work towards understanding the way we think of ourselves and others in society.



To start the creative thinking process, I want to challenge you to think differently about a word that you have heard many times in society. The word for today is "Diversity."





In your opinion, what is the meaning of the word “Diversity.” *Potential answers: different races; a melting pot of people*

Use Transparency Master HS.72.TM.A to display the definition of “Diversity.”



For our purposes, diversity means being different from one another. In this case, being different is not bad. In fact, it is some thing that should be celebrated and appreciated.



Your task for the next five minutes is to express your creativity and ability to think differently from one another. You will be divided into small groups in a moment to take the word “Diversity” and find a “different way to display the word before the class.



To perform this task, you will have the following items:

- Markers
- Construction paper
- Yarn
- Glitter
- Scissors
- Glue



Most importantly, the creativity of you and your group members.



Are there any ways we can clarify the directions.



Now, find three other people in the room who are most different from you to use as your partners. You have one minute to get into groups of four or five.

Allow one minute for students to get into groups.



Now, send one member from your group to the front of the class to pick up materials and begin our creative production. You have five minutes to complete the task. Get started.

Allow five minutes for students to work in their groups.

Give a one-minute warning before time ends.



Have students display their projects around the class.





As you look around the room, you will notice that no two projects look exactly identical. However, each final result represents the true meaning of diversity. There is uniqueness and something special about each work of art. The fact that each one is different adds to the beauty of the final product.



Today, we will discuss the importance of acceptance of cultural diversity and its value to society. And before leaving the room today, we will have the opportunity to expand our own minds by exploring how to be sensitive to others.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Learn the importance of accepting others' cultural backgrounds.

I. The Importance of Accepting Cultural Diversity

- A. Need for Equality in Society
- B. The Value of Every Culture
- C. Empathy for Injustice

II. Diversity means being different from one another

III. Culture encompasses the skills, arts, traditions, and practices of any given group of people



When you hear the term “cultural diversity,” what normally comes to mind. *Potential answers: having different races and other types of people living and working together*



Typically, race and ethnicity come to mind first. However, cultural diversity has a greater meaning than just the color of a person's skin.

Use Transparency Master HS.72.TM.A to display the definition of “Culture.”



Let's look at the definition of the word “culture.”



 Culture encompasses the skills, arts, traditions, and practices of any given group of people. Using this definition, what are some examples of labels for different cultures. *Potential answers: being Polish, Asian, rural*

 Culture is broader than a person's race or gender. Culture can be described as any environment or group that you feel you belong to as an individual. For instance, being a student here makes you part of the high school culture.

 As a student, there are certain practices, sayings, and traditions that set you apart from elementary school students and even college students. Being from a rural area or urban city is an example of another type of culture.

 What are some other examples of different cultures.

►Activity:

Students will be required to utilize a Cartographer Moment to brainstorm as many different cultures that they personally identify within their own lives.

 Think for a moment. Identify as many cultural backgrounds that you personally belong to. Take two minutes and utilize a sheet of paper to mind-map as many cultural groups as you can think of that are relevant to you. (Refer to Cartographer Moment .)

Allow two minutes for each student to use the Cartographer Moment to map their own list of cultural identity groups. At the completion of the activity, have a few students show their mind maps to the class.

Ask the following questions:

 Have you ever thought of how many different cultural groups that you identify with.

 Have you ever experienced any prejudice or bias based on your belonging to any of the cultural groups you have listed.

 Although we live in a very diverse society, total acceptance does not exist for all people. Although total acceptance has not yet been attained, how can we work towards acceptance of others' cultural backgrounds.

 Think of the things you value most in your life. The things we care most about are the things we treat the best. There is value to cultural diversity. Let's use our investigative skills to understand why there is value.



Objective 2. Understand the value of a variety of cultural identities in society.

IV. The Value of Cultural Diversity

- A. Inclusion of All People
- B. Unique Experiences/Ways of Thinking from Others Unlike Ourselves
- C. Representation and Role Models

V. Culture Shock is the alienation, confusion, or uncomfortable feeling that may be experienced by someone encountering new surroundings, a different culture, etc



We all belong to many different cultures. The problems come when we are exposed to other cultures that are not like our own. We call this Culture Shock.

Use Transparency Master HS.72.TM.A to display the definition of “Culture Shock.”



Culture Shock is the alienation, confusion, or uncomfortable feeling that may be experienced by someone encountering new surroundings, a different culture, etc.



Acceptance is something that has to start on a personal level. However, for an organization or business to become stronger, it requires that the specific entity understands and appreciates the value of diversity.



The problem is that acceptance of cultural diversity can not be taught overnight. So, each of us have to decide the value of diversity for ourselves.

Utilize the Me-you-us Moment .



Take the next minute to write down as many reasons as you can for valuing diversity.

Allow one minute for individual brainstorming.



Now, go back to your groups from earlier when we created our “Diversity” works of art, and compile and share your list of ideas to create a group list.



Take two minutes to compile, rank your responses and create your final list.

Allow two minutes for group sharing, ranking, and compiling of their lists.





Let's compile a master list of the top five reasons for valuing diversity as a class. Every group will share their two answers and we will make our top five lists.

Allow three minutes to compile the final list for valuing diversity.



We can all agree about and understand the importance of valuing diversity. The question is: how do we grow in our appreciation for others' cultures.

Objective 3. Explore methods to gain an appreciation for cultural diversity.

III. Gaining Appreciation for Cultural Diversity

- A. Learn about Others Cultures
- B. Experience Others' Cultures
- C. Become an Advocate for Others' Cultures

Set-up—Introduce the three rules for gaining appreciation for Cultural Diversity. Use Transparency Master HS.72.TM.A to display the three rules for gaining appreciation for Cultural Diversity.



If we really want to grow in our appreciation of other cultures, we have three easy steps to follow:

- Learn about Others' Cultures
- Experience Others' Cultures
- Become an Advocate for Others' Cultures



First, take every opportunity to learn about others' cultures. What are some ways you can learn about other people's cultures. *Potential answers: research; talking to people different than themselves*



We have an interesting way to learn about others' cultures through something we call "Diversity Jeopardy."

Utilize the A and Q Moment.

The instructor will set the length of time for this activity based on the time remaining in the class period. The instructor should randomly select a group to choose the first category and corresponding point value. Read the rules out loud.





Each of the groups that we used for the “Diversity” project will work together as one team. I will randomly select a team to provide us with the first category, along with the corresponding point value.



I will read the statement out loud. Answer the question in the form of a question, if your group thinks they have the correct response. If your group knows the answer, someone has to run forward and hit a bell.

(Note to teacher: or pick up some object that the teacher assigns as being the decision maker.)



WAIT TO BE RECOGNIZED BY THE HOST BEFORE GIVING YOUR QUESTION. Your response **DOES** need to be in the form of a question and start off with the words “Who is.” For an example, if the answer is “He is the current President of the United States,” you would answer with the response “Who is George Bush.”



If your response is correct, you get the point value of that card, and get to choose the next category. If your answer is wrong, you must allow other players the opportunity to take a shot at the question.



If, after the fourth try, no one answers the question correctly, the player who previously picked the category can pick the next category. We will keep this very fast-paced. **PLEASE DO NOT YELL OUT THE ANSWER IF YOU KNOW IT. LET’S BE FAIR TO ALL CONTESTANTS!**



The five categories are:

- Asian Americans
- African Americans
- Gays and Lesbians
- Jewish Americans
- Women



So choose a category and any of the remaining point values remaining on the board. Any questions. Let’s begin.

Refer to HS.72.AS.A, which lists all of the answers and questions for the Diversity Jeopardy Game.

Refer to HS.72.AS.B for creating the number board. Print five sets of the numbers. The board you create for the Diversity Jeopardy shall look like the example below:



Asian Americans	African Americans	Gays and Lesbians	Jewish Americans	Women
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Feel free to continue as long as you have time remaining for the lesson. This session can be continued for a second class period.

Debrief:



Through this game, we learned a little more about the different cultures that exist in our society and some of the great accomplishments of individuals that identify with one or more of the five categories.



In addition to learning, you also need the experience of actually interacting with others unlike you. Part of the National FFA's motto is "Doing to Learn." We learn best from experience. What are some ways to gain experiences. *Possible answers: chapter exchange program; meeting and having lunch with members from other chapter at a National or State Convention or conference*



It is also important to serve as an advocate, which means speaking up for people when you see injustice occurring or someone being disrespected. The appreciation of diversity begins with you taking a stand.



Review/Summary

The Bob the Weather Guy. In small groups, students find a creative way to present to the class methods for gaining appreciation of cultural diversity.



Application

►Extended Classroom Activity:

Research advancements in agriculture made by minorities/special populations in society. (For examples, women, African-Americans, Latino/as)



►FFA Activity:

Include NFA and other achievements by minorities in FFA History lessons.

►SAE Activity:

Research the potential of a SAE with a member that is not like your own.

✓ Evaluation

A written test HS.72.Assess is provided to measure comprehension of the objectives covered in the lesson.

Answers to Assessment:

True or False

1. True
2. False
3. True

Multiple Choice

4. A.
5. D.

APPRECIATING CULTURAL DIVERSITY

►PART ONE: TRUE OR FALSE

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement.

- _____ 1. Being different is not bad. It should be celebrated and appreciated.
- _____ 2. Total acceptance exists for all people.
- _____ 3. Culture shock is the confusion or uncomfortable feeling experienced by some one encountering a different culture.

►PART TWO: MULTIPLE CHOICE

Instructions: Choose the correct response to the following questions or statements:

4. The skills, arts, traditions, and practices of any given group of people is known as their:
- A. Culture
 - B. Injustice
 - C. Experience
 - D. Strategy
5. If we really want to grow in our appreciation of other cultures, we should:
- A. Learn about other cultures
 - B. Experience other cultures
 - C. Become an advocate for other cultures
 - D. All of the above.



DIVERSITY

Diversity: Being different from one another.

Culture encompasses the skills, arts, traditions, and practices of any given group of people.

Culture Shock is the alienation, confusion, or uncomfortable feeling that may be experienced by someone encountering new surroundings, a different culture, etc.

Gaining Appreciation for Cultural Diversity

- ◆ *Learn about Others' Cultures*
- ◆ *Experience Others' Cultures*
- ◆ *Become an Advocate for Others' Cultures*



DIVERSITY JEOPARDY RULES

◆ Each of the groups that we used for the “Diversity” project will work together as one team.

◆ Randomly select a team to choose first category along with the corresponding point value.

◆ A team will have the opportunity to answer the question in the form of a question if your group thinks they have the correct response. If your group knows the answer, someone has to run forward and hit a bell .

◆ **WAIT TO BE RECOGNIZED BY THE HOST BEFORE GIVING YOUR QUESTION.** Your response **DOES** need to be in the form of a question and start off with the words “Who is.”

◆ For an example,

➔ He is the current President of the United States.

➔ Who is George Bush.

◆ If your response is correct, you get the point value of that card and get to choose the next category. If your answer is wrong, you must allow other players the opportunity to take a shot at the question.

◆ If after the fourth try, no one answers the question correctly, the player who previously picked the category can pick the next category.

◆ We will keep this very fast paced.

◆ **PLEASE DO NOT YELL OUT THE ANSWER IF YOU KNOW IT. LET’S BE FAIR TO ALL CONTESTANTS!**



ASIAN AMERICANS

100

Who is Connie Chung?

This critically acclaimed newscaster is a co-anchor for ABC News and 20/20.

200

Who is Bruce Lee?

Born in California, he is recognized as the greatest Martial Arts master of all time. One of the movies for which he's famous is "Enter the Dragon."

300

Who is Michelle Kwan?

She is a four times World Champion, six times National Champion, two times Olympic Medalist and Sullivan Award Figure Skating Winner.

400

400

Who is Keanu Reeves?

Not known to many, this heartthrob actor is half Asian-decent (1/4 Chinese, 1/4 Hawaiian) and known for films such as Bill & Ted's Excellent Adventure, Speed and Matrix.

500

Who is Jerry Yang.

By the age of 29, this man became a billionaire as the co-founder of Yahoo.



AFRICAN-AMERICANS

100

Who is Jesse Owens?

One of the greatest track and field athletes of all time, he won four Gold medals during the 1936 Olympic Games.

200

Who is Vanessa Williams?

This beautiful and talented lady was the first African American to be crowned Miss America in 1983. She continued to have a successful career on Broadway and in motion pictures, television, and recordings with nine Grammy nominations.

300

Who is Mae Jemison?

In 1992 she became the first African-American woman to travel to space.

400

Who is George Washington Carver.

This well-known inventor made a process for making textile dyes—approximately 500 shades—for producing paints and stains. Some of his other inventions include ink, shampoo, bleach, flour, shoe polish, and wood stains.

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500

Who is Colin Powell?

He was the first African-American to hold the highest military post, and served a chairman of the Joint Chiefs of Staff.



GAYS & LESBIANS

100

Who is Ellen DeGeneres?

This actress-comedienne broke new ground for women in the world of comedy as one of the most successful female stand-ups of her generation. She later made history for her portrayal of TV's first openly gay lead character.

200

Who was Matthew Shepard?

This 21-year-old Wyoming gay college student was murdered in an anti-gay hate crime in 1998.

300

Who is Melissa Etheridge?

She became one of the '90s most popular recording artists due to her mixture of confessional lyrics, pop-based folk-rock, and raspy, Janis Joplin/Rod Stewart-esque vocals. She is known for her chart-topping hit "Come to My Window."

400

400

Who is Andy Warhol?

He was an American painter, motion-picture director and producer, and publisher. His fame results from leading the pop art movement, which based artwork on images taken from mass, or popular, culture.

500

Who is Martina Navratilova?

One of the world's most successful, colorful, and controversial athletes, she was the tennis player of the 1980s. Her fearsome presence was due to her powerful athleticism and brilliant tactics.



JEWISH AMERICANS

100

Who is Jerry Seinfeld?

Known as the most successful and influential comedian of his generation, his brilliant observational riffs on the minutiae of everyday life formed the basis of the television classic sitcom of the 1990s and one of the most beloved series in the history of the medium.

200

Who was Levi Strauss?

This man of fashion set up shop in San Francisco, where he sold pants made from a tough cotton loomed fabric called “serge de Nimes.” This fabric, known as denim, has turned into a world-wide clothing success.

300

Who is Steven Spielberg?

The most commercially successful filmmaker in Hollywood history, Spielberg has enjoyed 30- plus years in the entertainment business. Some of his greatest well-known movies of include E.T., The Color Purple, Jaws, and the Indiana Jones movies.

400

400

Who is Albert Einstein?

This well-known scientist and genius was known for his three brilliant research papers dealing with “Brownian Motion,” “Photoelectric Effect,” and the “Special Theory of Relativity.”

500

Who was Houdini?

This master escape artist is known as one of the greatest magicians of all time. One of his greatest feats was his Escape from Alcatraz.



WOMEN

100

Who is Oprah Winfrey?

This talented multi-millionaire is the first Black woman to own her own television production company, and is the host of the nation's most successful talk show.

200

Who is Susan B. Anthony?

She was the women's movement's most powerful organizer, whose lifetime of dedication paved the way for women's right to vote.

300

Who is Elizabeth Hanford Dole?

She was the first woman to hold two cabinet positions as Secretary of Transportation under Ronald Reagan and Secretary of Labor for President George Bush. She was also a candidate for President of the United States.

400

Who is Helen Keller?

Who is Helen Keller?

This well-known author and lecturer contracted an illness at the age of 19 months, which left her deaf, blind, and mute. She went on to overcome these hardships to become a powerful and effective national spokesperson on behalf of other women.

500

Who is Amelia Earhart?

This brave pioneer was the first woman to fly across the Atlantic Ocean, and the first to fly solo across the Pacific Ocean.



Asian Americans



African Americans



Gays and Lesbians



Jewish Americans



Women



100



200



300



400



500

