



Revised Lesson 4

Embracing and Respecting Differences

To Help Participants Self-Identify

- **The Diversity Wheel Says a Lot About the Social Reality That Shapes Everyone's Life In Powerful Ways**
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Context: This lesson is designed to guide students through a visual representation of culture, race and ethnicity, identity, and difference. By participating in this activity, students will have a voice and choice in sharing aspects of their identity, while learning about peers to honor, respect, and celebrate difference.

Artifacts Required:

- **Markers, pencils, stickers (dots or stars), magazines, glue sticks, tec. (whatever you can provide for students to develop their posters?**
- **Diversity Wheel Posters: This poster is completed at the end of Lesson 4, to support students in identifying various aspects of their diverse selves. It would be great if students created posters that could be displayed in the counseling center, classroom, or hallways in the school. You can decide how this will work for you and your students. The ultimate goal is to promote the diverse representations in the diversity in the schools culture/ climate, and in individual student consciousness.**
 - ❖ **Copying the Diversity Wheel posters for every student is impractical. Options: (1) You can provide 8 ½ by 11 paper for each student to do the activity, (2) You can print an 11X17 poster for your class where words are filled in. Each can be utilized during and after the four-week session.**

Begin Here to Formalize Your Lesson Plan

Lesson Objectives:

To assist students in identifying and understanding the importance of diversity and inclusivity in the classroom, community, and school.

Facilitator to Students:

Now we're going to do an exercise about our diversity and our individual identity. We are going to ask you to self-identify using the **Diversity Wheel** which encompasses the internal & external dimensions of your identity that exert an impact on each of us at home, work, school, and in society.

In the hub of the wheel are just six of many social characteristics: age, race, ethnicity, gender, physical ability and qualities (left/right handedness, height and so on), and sexual orientation. Around this ring there is the outer ring with other dimensions, including religion, marital and parental status, and social class indicators such as education, occupation and income (to name a few).

- The inside of the circle are the pieces of identity that typically do not change.
- These items are set in place.
- The outside of the wheel are pieces of identity that can change at any given time and place in our lives.

Give each student a copy of the **Diversity Wheel** and then pair them with someone they don't know and have each share their answers with each other. They can choose a minimum of three (3) and a maximum of five (5) of the dimensions of the wheel. Once they have completed this part, each student will get three stickers (dots) to place on the characteristics chosen.

NOTE: Inform them that they may select from the inside, outside, or both. It is what is most present for them right now. Have the participant do this by placing three dots that they can physically stick on the sheet (we use laminated sheets). When finished, have participants share with their group what they chose and why.

Give 10-15 minutes to complete the activity. Bring group back and have them share each other's three (3) to five (5) choices and explain why their partner chose them.

Repeat the above steps now focusing on the school's identity. The three (3) to five (5) most prominent characteristics you can identify in your schools culture/climate – use stars.

Remind them that it only takes seconds to mentally decide what we think about people when we meet them. We determine their racial or ethnic identity based on what we see, we determine level of intelligence based on how they speak, and we determine how we feel about them based on how they initially present themselves.

Discussion:

- Your three (3) to five (5) most present characteristics – use dots.
- The three (3) most prominent characteristics you identify in your schools culture/climate – use stars.
- Discuss the commonalities and differences
- How and where can you make connections?
- What stands out to you?

By using dots and stars, there is a visual representation for participants to see.

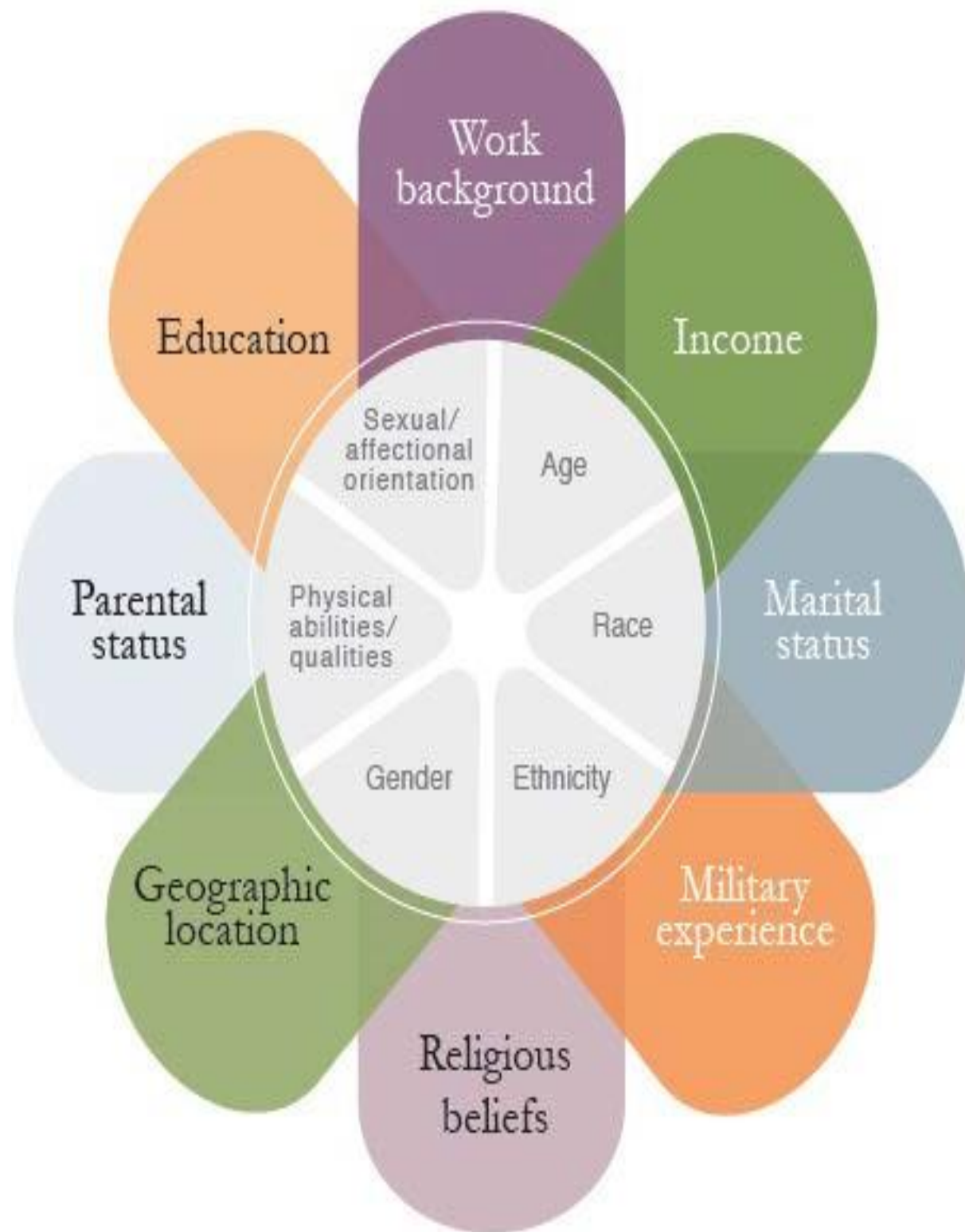
- There is a visual representation of similarities and difference.
- Participants can visualize how some have the privilege to select some things, while others do not.
- Participants can discuss how they can make connections, where they need to build greater relationships, etc.

Questions to consider:

- What is my reaction to people who are culturally different from me?
- How aware am I of how people who are culturally different from me react to my presence?
- What do I need to do to be more effective in working with people who are culturally different from them? And how can I show myself to be an ambassador for change?
- What assumptions do you hear about students from the people you work with?
- How do these factors ultimately affect students?

Next Steps:

Complete Lesson 4 questionnaire and "I need to talk to someone" form (as needed)



The Diversity Wheel, Loden & Rosener, 1991/Equity Alliance