

Diversity

Workshop 2A | Tuesday, May 29 St. Peter's: 9:00-10:00am | Louisiana Gov. School: 1:00-2:00 pm

Objective

The third session of this conference emphasizes the Bonners' common commitment to diversity. As we continue to approach a conversation that situates the local challenges in the community of Orange Walk as opportunities for the Belizean youth to be agents of civic engagement, the ability to recognize and honor individuality and difference in the space is paramount to the success of the conference. The path to social entrepreneurship is hardly a journey made alone. Access to resources and excellence in progressive action is almost always achieved by a team of individuals with a common goal. As we work to open the Belizean youths' eyes to myriad possibilities within their communities, we also need to encourage them to be aware of the capacity and opportunity within one another. This session that focuses on the validation of self and others will help the students to recognize the power that lies within themselves and the tremendous value that there is in the collaboration of seemingly opposite identities.

After this workshop, the students and facilitators will:

- consider and share the things that make them unique
- learn the importance of respecting other's originality/uniqueness
- get to know one another on a more personal basis
- understand that "difference" or diversity is to be celebrated, not condemned

Credits

-- The "Group Up!" activity included in this session was inspired and produced by Bonner Scholar, Amelia Lumpkin (class of 2013), of Davidson College.

-- The "Identity Circles" activity included in this session comes from a pool of resources that can be found on the curriculum page of the online [BonnerWiki](#) of the Bonner Foundation located in Princeton, New Jersey.

--The small and large group discussion exercises included questions that are extracted from the "Identity Circles" activity from the [BonnerWiki](#) resource shown above.

Materials

- Index cards for the Bonner that facilitates the opening icebreaker
- Various colored washable markers
- "Identity Circle" Handout (attached)
- Snacks for four (4) classrooms of Belizean students (two earlier/two later)

How to Prepare

In addition to including this workshop in the agenda of the "Belizean Curriculum Review" discussion, facilitators should prepare by creating a list of the prompts that will be used in

the initial icebreaker. Also, facilitators should decide among them who will lead the opening icebreaker, who will be responsible for delivering the “Who We Are” talk and which Bonner will facilitate the final large group discussion.

Brief Outline

The agenda of this one-hour workshop is as follows:

1. “Group Up!” Icebreaker | 15 minutes
2. “Who We Are” Talk | 5 minutes
3. Students’ Creation of “Identity Circles” | 10 minutes
4. Small Group Discussion | 10 minutes
5. “Bring It to the Table!” Large Group Discussion | 10 minutes
6. Snack Time ☺ | 10 minutes

Facilitator Guidelines

1. “Group Up!” Icebreaker | 15 minutes

Since it is the start of Day #2, we can keep the energy high by starting with this fun icebreaker. The Bonner that is facilitating this exercise should be prepared by having their index card with the categorical prompts in hand. Then, they should kindly ask the students to create our customary circle by moving their desks/chairs to the perimeter of the room and standing inside. The Bonner facilitator should then explain the following:

1. We are playing a game called “Group Up!” where the goal is to separate ourselves into groups that identify differently in each category.
2. For example, if I say, “Make groups according to your age.” Then, everyone must form a group depending on what age you are. I.E. There may be one group of students standing together that are age 10 while another group of students identifies as age 11.
3. After you have found your group, you may celebrate with applause and shouting because you found one another. Then, you must listen for my further instructions.
4. Next I will say something like, “Explain one good thing and one bad thing about being how old you are...” You all, as a group, will then have to spend a minute or so talking about what I said. When I say, “Stop!” We will begin a new round with a new identity—again, nobody can move until I say “Group Up!”

This cycle continues for fifteen minutes, or, until the facilitator runs out of categorical prompts.

2. “Who We Are” Talk | 5 minutes

The Bonner who has been elected to give this talk will ask the students to sit down in any of the chairs in the circle. This is a brief moment in which the Bonner will speak about the importance of difference in our world. This need not be any rehearsed speech, but perhaps the sharing of a story that details the necessity of many different

people working together in a group to achieve a common goal. While sharing the story, the Bonner should be enthusiastic, make eye contact with the students, and be as specific and detailed as possible to drive the point home that “even though we may appear, act, and think differently, all of our contributions can bring valuable contributions to the team.”

After this story, the Bonner should explain that it is always important to know “who we are” first, so that we have some idea of the great things we are capable of doing. The Bonner should explain that an awareness of self is always important in order to help, work, and play with others. Go on to explain that our next activity will allow us to map out those things that make us unique.

3. Students’ Creation of “Identity Circles” | 10 minutes

After the talk, another Bonner should stand up and pass out the “Identity Circle” handout that is included on the last page of this session’s description. After everyone has a copy, explain to the students that we would like for them to take ten minutes to think about “who” they are and what specific identities they feel make them special. To start, ask them to write their names in the center of the circle on the handout. Then, offer a few example ideas to get them started in the “rays” that surround the center. For instance, you might say, “Around my circle, I might put things like I am a *boy* (male identifying), I have *dark skin* (Black), my sister and I are *adopted*, and etc.”

Once the students seem to have the idea, ask them to continue filling in their own rays around their names in silence for the next ten minutes.

This time should be respected as a personal moment for thought and not a “break.” Enforcing quiet in the room and asking the students not to watch others complete their own worksheets is very important. Also explain that we do not require the students to show their “Identity Circles” to anyone else in the classroom. These handouts are theirs to keep.

4. Small Group Discussion | 10 minutes

When the students finish their “Identity Circle” handout, ask the students if they remember what number they had yesterday when they met in their small groups. If they do, return to these groups at separate corners of the classroom. If the students do not remember, count off around the room once more to create several smaller groups to carry on the following discussion facilitated by the Bonner student:

1. What did you all think of this activity? Was it easy to do? Hard?
2. “Was anybody surprised by any of the words or ideas they chose for themselves?”
3. “Are there words that your friends or family” might use to describe you “that you did not use?” Why?

This list of questions is easily adjustable depending on the context, culture, and temperament of the participants.

Each time that a student seems confused by the question, just provide an answer from your own experience. This will help them see what you mean and aid their production of a more insightful response.

5. “Bring It to the Table!” Large Group Discussion | 10 minutes

Once the small group discussions are finished, one of the Bonner facilitators should instruct the class to move the desks/chairs back to the large circle that we had at the beginning of the hour. As before, students are sitting close to their small groups and will remain seated in their desks/chairs.

At this time, a new Bonner facilitator (perhaps the one who gave the “Who We Are” talk) will address the larger group. They should explain that, even though it is not mandatory for the students to “show” their worksheet to everyone, we would appreciate a few students that are willing enough to share their observations with the other participants that are a part of the circle. The group conversation could be started and maintained with the following questions”

1. “After sharing in our small groups, “What did you all notice as important common factors? In what ways are we similar?”
2. “What are some of the ways we differ from each other?”
3. “What can we learn from our differences and similarities?”
4. “Why is learning about each other in this way important for working together as a team?”
5. “What are some things that we can ask each other to do as we try to create a space that respects inclusivity?”

Once this conversation is finished, thank the students for their great work in our first hour together. Tell them that they can keep their “Identity Circles” for themselves. Explain to them that the next ten minutes will be theirs to enjoy a brief break and snack.

6. Snack Time 😊 | 10 minutes

This is the time to distribute the snacks to all of the students. Ask them to remain in their seats and to put their trash in the designated receptacles when they finish. Note that this ten minute period is the bridge from the first session into the second. Be sure that the snack break is brief to allow ample time for completion of the next hour’s worth of activities.

Identity Circle

Put your name in the center.

Identify eight qualities that you believe define **YOU**.

Write those around the spokes.

