

“Equity in The Classroom”

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Houghton Mifflin Co.

National Student Success Conference

Cincinnati, OH

June 14-16

Multicultural Scavenger Hunt

Find someone who:

- _____ 1. knows a folk dance.
- _____ 2. has been to an American Indian powwow.
- _____ 3. has cooked or eaten ethnic food in the last week.
- _____ 4. can say “hello” (or a similar greeting) in four different languages.
- _____ 5. has attended a religious service of a religion other than their own.
- _____ 6. has relatives or ancestors who came through Ellis Island.
- _____ 7. has had to utilize crutches, a wheelchair or a cane.
- _____ 8. can name three different kinds of breads from other cultures.
- _____ 9. is bilingual or has relatives who speak a language other than English.
- _____ 10. knows what the principal ingredient in falafel is.
- _____ 11. knows some American Sign Language.
- _____ 12. has studied a foreign language.
- _____ 13. has had a pen pal.
- _____ 14. has read *The Woman Warrior* or *The Joy Luck Club*.
- _____ 15. has attended a Las Posadas celebration or knows what Las Posadas is.

Diversity Folders

Preparing:

Take 5 file folders and make a sheet for the inside of each one. On each sheet, write a label and descriptor, such as the following:

I'm senile – patronize me

I'm a clown - laugh at me.

I'm not so smart - over explain things to me.

I'm a genius - ask me questions.

I'm insignificant - ignore me.

Place a sticker on the front, so that students will open the folders right side up, and with the right side forward. A set of the five different folders is needed for each group.

Purpose:

This activity is intended to begin a discussion with students concerning stereotypes, prejudice, and discrimination through the use of randomly assigned labels.

Instructions:

Have students make groups of 3-5 (or place students in groups). Each group receives a set of folders. In the group, each student needs a folder. Have students hold the folder in front of them, so that when they open it, the other students in the group will be able to see the inside of the folder. Instruct students to make sure that the sticker on the folder is right side up and facing the other members of the group. Let students know that when they first open the folders, they will need to read the inside of the other group members' folders before proceeding. When you give the go ahead, students will open the front of their folder. Give students a topic to discuss in their groups, such as current movies. Students should discuss the topic in their group, interacting with each person in the group according to the inside of his/her folder. Let the discussion go 4-5 minutes, then stop students and have each person turn their folder around and read what it says. Then, as a large group, discuss how students felt during the discussion and the effects of stereotypes, prejudice, and discrimination. Have students complete a reflection in their journals, if desired after processing this activity as a large group.

Facilitator Notes:

This is a foundation activity for beginning to discuss stereotypes, prejudice, and discrimination in the classroom. Following this activity is a good time to present definitions for these terms. Doing this activity lets students experience some of the effects of stereotyping, but with labels that are randomly assigned to them, not ones that actually reflect them.

Celebrity Quiz

Read the following vignettes and match each to the personalities listed below.

- | | | |
|--------------------|----------------------|------------------------|
| 1. Albert Einstein | 5. Agatha Christie | 9. Tom Cruise |
| 2. George Patton | 6. Calvin Coolidge | 10. Nelson Rockefeller |
| 3. Madonna | 7. Benjamin Franklin | 11. Woodrow Wilson |
| 4. Thomas Edison | 8. Cher | 12. Douglas McArthur |

_____ As a lad of nine, I did not know the letters of the alphabet. I finally learned to read at age 11 and was thought to be dull and backward. I entered Davidson College, but withdrew because of illness. Later, I went to Princeton, but my grades were mediocre. Yet, I eventually became president.

_____ I have a math disability. Not only can I not remember phone numbers, but am incapable of balancing my checkbook. Yet, that checking account is very full as a result of my success in the entertainment field.

_____ My head was very large at birth. My mother did not agree with those who said that I was abnormal. When I was sent to school, my teacher thought I was mentally ill. My mother withdrew me from school and taught me herself. She must have done a decent job, because I went on to create the electric light bulb and the phonograph.

_____ I had much difficulty reading and throughout my life was unable to read well. However, I was a Governor of the state of New York for four terms and later won Congressional approval to be appointed Vice President of the United States.

_____ I could not talk until age four. I did not learn to read until I was nine. My teachers considered me to be mentally slow, unsociable, and a dreamer. I failed the entrance examinations to college, but finally passed them after an additional year of preparation. I lost three teaching positions and then became a patent clerk. Ultimately, I developed the theory of relativity.

_____ I have been diagnosed as dyslexic. As a result, I must learn my lines by listening to a tape.

_____ When I was 12 years old, I could not read and remained deficient in reading all my life. However, I could memorize entire lectures, which was how I got through school. He became a general during WW II.

_____ I am a prolific writer of mystery stories and novels. None of my manuscripts are available in her own handwriting because my learning disability prohibited me from being able to write fluently. So, from the time I began my career, I dictated all the material to a secretary/transcriptionist.

“I Am” Poem and Gallery Walk

Purpose: Write a 9-line poem to disclose information about yourself in an effort to share and learn about one another.

Directions: The first line of the poem consists of two characteristics about yourself. Think of things that are distinctive that others may not know. Avoid the obvious, such as “I am a 22- year old man with brown hair”. Once you have the opening line, you are ready to take off. Follow the line-by- line guide given below. It may seem strange to write poem this way, but give it a try. You may surprise yourself.

I am (two characteristics about yourself)
I wonder (something you are curious about)
I want (an actual desire)
I worry (something you actually worry about)
I understand (something you know is true)
I dream (something you actually dream about)
I try (something you make an effort toward)
I hope (something you actually hope for)
I am (the first line repeated)

Example:

I am an inquisitive and positive professor
I wonder what I, and the world, will be like in 2025
I want the adventure of life before it passes me by
I worry about the devastation of a nuclear holocaust
I understand that I have a lot to learn
I dream about traveling to other points of the Earth
I try to reach out to the poor
I hope future generations can get it right
I am an inquisitive and positive professor

Gallery Walk: Once the students complete their poems, have them type it and tape it to 11 x 17 poster paper and sign the back of the poster. After they turn them in, hang them on the wall side-by-side. Let them wander around the Galley of Poems and provide specific, respectful feedback to the poems by writing on a post-it note, signing it and sticking it on the wall next to the poem. After the students are finished, ask the students to take their poems and post-it notes down and spend time reading the comments. Finally, ask the students to write a journal about their experience responding to the prompt: “How did you feel as you read the comments from your classmates?”

Diversity Quilt

Purpose: Using a paper quilt to encourage awareness of cultural diversity.

Directions: Ask each student to create an 8 ½ x 11-inch collage of pictures or words that portray his/her ethnic background, individual characteristics and values, and a personal motto (this could be a favorite quote, the title of a song, or a well-known saying).

When the collages are complete, students put their papers on the quilt one at a time, giving brief descriptions of how they have chosen to portray themselves. A large sheet of paper is used for the quilt backing. When the quilt is complete, ask if anyone omitted something in their collage because of what others might think. To illustrate, talk about your own background. For example, If you were Danish and German, you might choose to include a picture of a Danish pastry and a German chocolate cake while downplaying your German heritage because of possible lingering sentiments about Hitler.

The quilt is left on display for the term as a constant visual reminder of the diversity in the class and the contributions of each individual.

Contributed by Ellis McKinnon, Boise State University, ID

Celebrating Diversity

- Purpose:
1. To confront and decrease the ignorance of prejudicial attitudes by increasing student knowledge of diverse contributions to their fields
 2. To stimulate interest in further study of notable and diverse personalities in the student's career fields
 3. To promote student desire to achieve greater inclusiveness in their major and career area

Directions: When presenting diversity, distribute a research sheet entitled "Celebrating Diversity—Personalities and Contributions." (shown on the next page) . The assignment is for each student to complete a form on each of two contributors to their particular major or career area. The two people have to differ from the student and from one another in at least two of the following ways: nationality or race, ethnic or cultural background, gender, or physical or mental ability. After researching and completing the forms, students present their reports orally. The forms make the information easy to compile, copy, and distribute to the rest of the class for their shared enrichment.

Contributed by Sandra Dotson, Oral Roberts University, Tulsa, OK

Personalities and Contributions

Student name:

Career goal or major:

1. Contributor name
2. Male or female
3. Dates—birth/death
4. Birthplace
5. Ethnic background
6. Early life and family
7. Education/training
8. Notable differences
9. Contribution to major field of study
10. Other achievements