Diversity in Practice Handbook

Designed for use in UCCS GPS Course
(Pilot Draft)

Developed by the Diversity in Practice Subcommittee of the Faculty Minority Affairs Committee
2017
This manual provides exercises, lesson prompts, and conversation guides meant to help teachers of Freshman GPS courses introduce students to concepts of diversity and inclusiveness. Its creation is the result of the work of the Diversity in Practice Subcommittee (DiP), an arm of the Faculty Minority Affairs Committee. It was ushered into existence by a diverse group of faculty, members of administration, and a team of UCCS student interns. Driving this effort was a belief that maintaining an inclusive and diverse campus is essential for the intellectual and developmental health of the university. This initiative hopes that, by helping incoming freshmen become comfortable engaging with these concepts, we can positively change the landscape of UCCS over time. If we are to create an inclusive campus where all students feel secure, we must work to ensure that our student body has the tools to engage in open and respectful dialogue about diversity.

In order to help students gain a facility with these complex and often sensitive issues, the exercises outlined here urge students to work from their own experiences toward a deeper intellectual and empathetic understanding of how difference (economic, cultural, religious, sexual, gender) plays a part in the lives of those around them. Exercises focus on engaging students on both a physical and intellectual level and activities range from basic introduction games to more intense explorations of abstract concepts. Along with the detailed exercise prompts is a set of “conversation guideposts” that offer teachers a way to negotiate some of the more sensitive questions that might arise from this work. This entire project is designed to be a tool for teachers and professors from any and all disciplines. Whether questions regarding diversity are central to your syllabus or seem to diverge from your focus, involving your students in a discourse about community and identity will bring heightened meaning to your work and help connect your classwork to the university community and beyond. The idea is to set a standard for UCCS students that assumes a literacy in the importance of difference, one that will benefit every facet of university life.

DEFINITIONS
The following are the official definitions provided by UCCS.

- **Inclusiveness** is the commitment to create an environment that supports, represents and embraces members of diverse social groups and diverse social identities.

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1 Collaborators include the following faculty: Carlos Duarte, Jesse Perez, Dr. Max Shulman, Dr. Kimbra Smith, Dr. Stephen Suh. And the following student interns: Willie Blocker, Cameron Dacuma, Samantha Knoll, Caitlin Konchan, and Autumn Silvas.
• **Diversity** of people and ideas represents, among other things, differences in ethnicity, races, age, class, sexual orientation, abilities, religious and spiritual values, political viewpoints, veteran status, and gender identity and expression.

FOUNDATIONAL IDEALS

In undertaking the creation of this manual, we have worked to ensure that we avoid particular pitfalls. Foremost among them is that conversations on diversity, privilege, and difference can often reinforce the very inequalities that we are trying to address. As well-meaning as we may be, there is a danger of simply demonstrating the privilege of one group without offering possibilities to remedy such imbalances. We also sought to avoid situations that might call attention to a participant’s difference without the consent of that individual. Lastly, we have worked not to alienate any students, including those who may be identified as members of a dominant culture that might feel their own struggles are negated by their social and cultural positions of privilege. Exercises and discourse prompts have been carefully vetted to avoid these situations. Still, it is important that any instructor undertaking the work outlined here be aware of these hazards and consider how they might create an accommodating environment where students of all stripes will feel receptive to new ideas and empowered to participate.

ACTIVITIES
These activities were designed with the goal of introducing university students to the concepts of diversity and inclusiveness. Exercises help create appreciation, empathy, and acceptance of the attributes that make people different. They are designed to create an inclusive environment so that everyone has the opportunity to share their voice. We stress that these activities are not made to single any one person out and that if anyone does not wish to share their thoughts or experiences for fear of being singled out or judged, they do not have to. We ask that you, as teachers, let your students know that the environment that they are in is a safe place, and the campus has resources available to them if they need help or assistance with anything no matter how small or insignificant their situation may seem. We hope that these activities are useful for you and help your students engage with one another.

Some of these exercises were developed entirely by the DiP subcommittee, while others were culled from other sources. Each has been specifically vetted and most have been altered in order to ensure their effectiveness. Please give any feedback to FMAC.

Organization
Activities are labeled on a zero to three system.

- **Level zero** activities are activities for instructors to perform among themselves and/or with their GPS Peer Leader’s.
- **Level one** activities are simple activities that get students thinking about the topic of diversity. These activities help students get to know each other as icebreakers that revolve around the topic of diversity.
• **Level two** activities require students to share more and can be more personal, and push students to be more personal with each other. They will also take up more class time.

• **Level three** activities are very personal, and ask students to be more self-reflective than the level one and level two activities. They will require more thought and time, and often ask students to discuss their own experiences in detail. Because of this, these activities might be best assigned as homework or done later in a semester when the class is more comfortable.

**Level Zero Activities for Instructors**
- Inclusion/Exclusion

**Level One Activities for Students**
- Cultural Pursuit
- Gender Stereotyping
- Parallel Manners
- Respect or Success
- Where in the World
- Words, Words, Words

**Level Two Activities for Students**
- Animal Instincts
- Circles
- Discrimination Incident Cards
- Diversity Bingo
- Gender Identity
- Reverse Hotseat

**Level Three Activities for Students**
- Life Map

**Level Zero – Activities for Instructors**

Inclusion/Exclusion
Goal: To experience the pitfalls of being left out of a group or being ignored by its members. Understand the behaviors associated with insiders and outsiders.

Time: 10-15 min for explanation and activity, 5-10 min for discussion

Materials: Space for the activity, works better in bigger groups rather than smaller groups.

When: This activity is geared more towards instructors to experience how students can sometimes feel in a classroom or during a group discussion or activity. Should be done during instructor trainings or retreats prior to teaching the course.

Instructions: Create groups of six. Have a volunteer from each group go out into the hallway. Explain to the larger groups to talk about anything, and make it seem like they are having a really good time. The larger groups may do anything, except resort to violence, to keep the volunteer out of the group. They can group really close together, ignore them, anything. Then go out to the volunteers in the hallway and explain to them that they have to do anything to be apart of the group circle, except resorting to violence. Let this proceed for 3-5 minutes then have students return to their seats and discuss the activity as a class.

Follow Up Questions:

What did you think of this activity?

How did you feel actively excluding someone from the group?

How did you feel trying to become part of the group but being knowingly excluded?

How can it be hurtful to people to exclude them from a group?
Level One Activities for Students

**Activity: Cultural Pursuit**

**Goal:** To make students aware of the significance of other religions, cultures, and country’s histories and how they can be impactful towards current events.

**Time:** 15 min for activity, 10 min for discussion
**Materials**: Handout for students, answer sheet for instructors. The highlighted answers are answers that are regularly changing, so it will be necessary to research the answer to those particular questions so that it is up to date.

**When**: It would be best to do this activity earlier or in the middle of the semester, as a gentle icebreaker into diversity awareness.

**Instructions**: Pass out a copy of the questionnaire to every student. Instruct the students to move around the room to find people who know the answer to the questions. Students are NOT allowed to use their cell phones for this activity, instruct that they be put away or shut off. As they find the answers they should get the initials from the student who answers the question. Students are only allowed to answer one question per student and can answer only one question on their own sheet. Let this go on for fifteen minutes then regroup the students for the discussion.

**Follow Up Questions**:

What did you learn or find most interesting from this activity?

How many, if any, of these questions could you answer?

Do you think it is important that we should know the answers to these kinds of questions?

Why is it important to keep up to date with current events? What is the best way to keep up with current news?

Why is it important to know more about the history of other religions and countries?
### Cultural Pursuit

1. Which population does the U.S. Census Bureau predict will become the U.S.’s largest minority group by the year 2050?

2. Who is currently the president of the National Association for the Advancement of Colored People (NAACP)?

3. Which Jewish man survived Nazi concentration camps to go on and become a world-renowned author and identifier of Nazi War criminals?

4. Native American Heritage Month is celebrated in:

5. The number 77 seen on some baseball shirts (worn by regular people, not ball players) reflects

(A) The number of guiding principles for the Nation of Islam,

(B) The former area code of Puerto Rico, or

(C) The number retired by baseball great Jackie Robinson.

6. What historical symbol continues to cause a great deal of controversy in South Carolina?

7. Which famous female was an integral part of the Underground Railroad that helped hundreds of slaves escape to freedom during Civil War times:

(A) Harriet Tubman

(B) Mary McLeod Bethune

(C) Amelia Earhart

(D) Elizabeth Cady Stanton

8. True or False: Both the American Psychiatric Association and the American Psychological Association once professed the idea that homosexuality is a mental illness.

9. Hate crimes target groups for these reasons (put them in order—one for most targeted and five for least targeted):

   - ____ Disabilities
   - ____ Race
   - ____ Religion
   - ____ Sexual Orientation
   - ____ Ethnicity/National Origin.

10. Who was the first female head of government to be democratically elected in a Muslim country?
11. Name three celebrities who are multiracial.

12. True or False: 2000 was the second time that the U.S. Census Bureau has allowed multiracial people to check as many boxes as apply, regarding race on their forms.

13. Asian/Pacific American Heritage Month is celebrated in:

14. If the earth’s population was shrunk to a village of 100 people, with all the existing ratios still in place, what number of those 100 people would have a college education?

15. The day that Mexicans and Mexican Americans celebrate the triumph of Mexican forces over the French in 1862 is:

16. This man led China’s 1911 revolution, overthrowing the Ch’ing Dynasty, which has ruled since 1644. He was also the founder of the Republic of China. Who was he?

17. The pink triangle symbol associated with homosexuality originated in:
   (A) Austria  (B) San Francisco  (C) Germany  (D) Greenwich Village

18. Which religion is practiced throughout Central and Southeast Asia, China, Japan, Korea and some places in the West?

19. Who is the President of The Caribbean Community and Common Market (CARICOM)?

20. The head of state in South Africa is:

21. True or False: Langston Hughes was a prominent African American singer during the Harlem Renaissance period in the 1920’s.

22. Which annual event features over 20 participatory events for children and adults with cognitive disabilities?

23. This Shoshone woman served as Lewis and Clark’s chief interpreter on their journey through the Louisiana Territory to the Pacific Coast.

24. Who was the founder and first president of the Mormon Church?

25. How much money does a family of four have to earn to be considered “above the poverty line”?

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**Answers**
1. The Hispanic population is predicted to rise from 12 percent in 1999 to 24 percent in 2050.
2. Cornell William Brooks, became the 18th president in 2014
3. Simon Wiesenthal, author of books such as The Sunflower: On the Possibilities and Limits of Forgiveness and Justice Not Vengeance.
5. (B) The former area code of Puerto Rico is worn as a symbol of cultural pride.
6. The confederate flag, specifically that it was being flown on top of the state capital building. On July 1, 2000, it was moved from flying on top of the capital building to a monument on the state capital grounds.
7. (A) Harriet Tubman (“Moses”) escaped slavery at the age of 25 and helped over 300 other slaves escape through the Underground Railroad.
8. True.
9. According to statistics provided by the Human Rights Campaign, Race was #1 with 58.5%, Religion was #2 with 17.2% Sexual Orientation was #3 with 13.7%, Ethnicity/National Origin was #4 with 10.4% and Disabilities were #5 with .15%
10. Benazir Bhutto was elected Prime Minister of Pakistan in 1988. She served as Prime Minister twice; once between 1988-1990 and again between 1993-1996.
11. Tiger Woods is Black, Native American, Asian and Caucasian. “Today” reporter Ann Curry is Asian and Caucasian. Singer Mariah Carey is Black, Venezuelan and Caucasian. Actress Halle Berry is Black and Caucasian. Actor Benjamin Bratt is Peruvian Indian and Caucasian. Actor Keanu Reeves is Caucasian, Asian and Hawaiian. Other multiracial celebrities mentioned recently are: Vin Diesel; The Rock and Derek Jeter
12. False. This is the first year that this reporting structure has been used by the Census Bureau.
13. May
14. 1
15. Cinco de Mayo.
17. (c) Germany. The pink triangle was used to identify homosexual people in concentration camps.
18. Buddhism.
19. Dr. Hon. Keith Mitchell. The Presidency changes on a scheduled cycle every six months between leaders of the countries affiliated with CARICOM.
20. President Jacob Zuma. Has been in office since 2009, the fourth president since Nelson Mandela.
21. False. Langston Hughes was a famous writer of poetry, history, fiction, drama and essays during this time.
22. The Special Olympics, first held in 1968.
23. Sacajawea.
25. $19,157 is the amount that the US government uses

SOURCE: University of Houston. N.D. Diversity activities resources guide. Retrieved from
Activity: Gender Stereotyping

**Goal:** To create awareness of gender stereotyping and the influences that even toys or movies can make on how children grow and develop an awareness of the gender ideals that other people assume of them.

- It would be best to do this activity in the middle of the semester when students might feel a bit more comfortable sharing some of their answers and experiences.

**Time:** 10-15 minutes for activity, 10 minutes for class discussion.

**Materials:** Laptop, smart phone, something with access to the Internet.

**Instructions:** Have students shop online at a website such as amazon.com or toysrus.com for a child who is celebrating her or his 5th birthday. Half the class should shop for a girl and half should shop for a boy. Ask the students to search for toys they thought of themselves (and not just to search for boys or girls toys). In 5-7 minutes, they should choose a toy in the $10-20 range. After they have chosen the toy, each student should individually answer the discussion questions on the next page. The entire class can then share the toys they picked and why, and go over any of the answers to the discussion questions.

**Follow Up Questions:**

1. What did you think of this activity?
2. Were there any of your classmates picks that surprised you or stood out to you? Why?

3. Ask anyone in the classroom if they would be comfortable sharing their childhood experiences and the toys they played with and if those may have somehow influenced how they identify with their gender.

4. Describe the process you used to select the toy you decided on. What factors influenced your decision?

5. As a child, what toys did you play with? Were these toy selections influenced at all by your parents, the media, or friends? Why or why not? Were these toys similar or different from the toy you selected?

6. Name your favorite movie from elementary school. Describe the main character of that movie. Was it a male or a female? Were their toys available based on this character?

7. Do you think the movies targeted for today’s children are more or less gender stereotypic than the movies you watched as a child? Why or why not?

8. Do you believe that the choices parents make about their children’s toys or movies influence the child’s beliefs about the appropriate roles for women and men or boys and girls? Why or why not?

9. Do you think children who play with toys designed for the other sex are treated differently from children who play with gender typical toys? Why or why not?

SOURCE:

Activity: Parallel Manners

**Goal:** Creating awareness of language in influencing different behaviors and attitudes, which can elevate or disempower certain groups of people or individuals.

**Time:** 10-15 min for activity, 5-10 min for discussion

**Materials:** Handout

**When:** It would be best to do this activity in the middle of the semester instead of right at the start when students are only really trying to get to know one another.

**Instructions:** Examine the lists of sentences and determine how the participants were treated differently through the language used. Then rewrite the sentence so that both of the participants in the sentences are being treated equally. After students have completed the activity, go over the sentences as a class to RAWR.

**Follow Up Questions:**

- What did you think of this activity?
- Which sentence did you think created the largest gender gap between male and female?
- Have you heard any statements like these used towards you or noticed similar language being used towards you or people around you?
- Did this activity help you notice language being used as a tool to create differences amongst people?
• Do you think that you will notice language being used like this in the future? Why or why not?

Directions

Examine the sentences below and determine in what ways the participants are treated in nonparallel ways (that is, how they are treated with differing levels of formality or familiarity). Rewrite the sentences using parallel treatment.

1. The men’s competition starts at 7:00, and the ladies take the ice at 9:00.
2. Heidi sanded the edges, and Mr. Taylor nailed the boards together.
3. The services are open to all Christians and all heathens.
4. Everyone is welcome; and bring the grandparents with you!
5. We hope that nonwhites as well as whites will participate.
6. Welcome, sir; and welcome to your little lady!
7. Over a thousand people attended with their wives and children.
8. Juan and Mr. Robertson arrived at the meeting together.
9. We must first determine if they were living as man and wife.
10. Dr. Phillips placed the sample in the Petri dish, and one of the girls put it in the incubator.
11. Everyone was welcome to the open house, even to those who did not think they could afford it.
12. Step right up, step right up! Anyone can do it! Win something nice for your gal!

SOURCE:
Teaching Tolerance. N.D. *Writing for change: raising awareness of difference, power, and discrimination*. Retrieved from

http://www.tolerance.org/sites/default/files/general/writing_for_change1.pdf
**ACTIVITY: RESPECT OR SUCCESS**

**Goal:** Identify students’ varying relationships to the words “respect” and “success.”

**Time:** 10 minutes, plus discussion time at the teacher’s discretion.

**Materials:** Paper/Journal

**When:** This activity could be done at anytime of the semester as an icebreaker or an activity to compare student’s ideals against one another and to learn more about them.

**Instructions:**

1. Either hand out paper or assign this activity in student journals if applicable.
   a. **OPTIONAL:** If a white board or projector is handy, display the words “RESPECT” and “SUCCESS” at the front of the class.
2. Instruct students to write down the first things they think of regarding the words “RESPECT” and “SUCCESS”.
3. Discuss the different ideas that came up as a large group.

**Follow-up Questions:**

1. What common denominators, if any, are seen in the class definitions?
2. Do you think these terms are related? How?
3. Where do general definitions of both or either term(s) meet conflicting ideas? Do you think the general definitions leave room for other definitions? Why or why not?
4. If you could change anything about these terms and what they denote, what would you change, add, or subtract?
5. Do you think these words have generally positive or negative connotations?

6. What developed your ideas and personal definitions of these terms?

7. How do you apply these terms to diversity and inclusiveness?

**Extra:** Please see “Words, Words, Words” Lesson Plan for a broader version of this lesson plan and ways to incorporate the new FMAC Lexicon.

**SOURCE:**

Activity: WHERE IN THE WORLD

Goal: Discuss and develop deeper understanding of diverse cultural heritages.

Time: Varies depending on class size; roughly 1 hour in small group breakout sections.

Materials: A large map; additional materials provided by students based on assignment.

When: This activity fits nicely at the beginning of the semester as a way for students to get to know one another.

Instructions:

1. Ask students to pinpoint where they are from on a large map.
2. Then, have students present for three to five minutes on that culture and place.
   This may be planned in advance or an impromptu icebreaker.
3. Discuss.

Follow-up Questions:

1. Are students “allowed” or “encouraged” to celebrate and represent their culture, heritage or hometowns? How? Why or why not?
2. What determines who may represent their culture?
3. How much diversity is represented within your classroom? Is this an accurate microcosmic representation of campus?

EXTRA: Have students plan an event or follow-up activity/project for the next week. An example might be a potluck of foods from student’s cultures or hometowns or celebrating a tradition. Then, present this project(s) in relation to your discussions on diversity.

SOURCE:
**Activity: Words, Words, Words**

**Goal:** Identify students’ varying relationships to and definitions of different terms often used in discussions on diversity.

**Time:** This variation of the “Respect or Success” Lesson Plan is a journal option. Carve out as much discussion time as wanted or needed when your class meets next.

**Materials:** Paper/Journal

**When:** This activity could be done at anytime of the semester as an icebreaker or an activity to compare student’s ideals against one another and to learn more about them.

**Instructions:**

1. Choose a word or two for the week that delves into discussion on diversity and inclusion. We suggest reviewing the developing FMAC Lexicon for terms.
   a. **OPTIONAL:** If a white board or projector is handy, display the word(s) at the front of the class.

2. Instruct students to write down the first things they think of regarding the word(s), then complete a journal entry on the word(s) for the next week.

3. Discuss the different ideas that came up as a large group.

4. Repeat this activity a few times throughout the semester when possible with new terms.

**Follow-up Questions:**

1. What common denominators, if any, are seen in the class definitions?
2. If picking multiple words, do you think the terms you chose are related? How?
3. Where do the connotations of these terms break away from the denotation?
4. If you could change anything about these terms and what they denote, what would you change, add, or subtract?

5. Do you think these words have generally positive or negative connotations?

6. What developed your ideas and personal definitions of these terms?

7. How do you, as individuals, apply these terms to diversity and inclusiveness?

**Extra:** Please see “Respect or Success” Lesson Plan for a narrower, and more icebreaker level, version of this lesson plan or for reference.

**SOURCE:**

This activity was created by UCCS students based on the source material in the "Respect or Success Lesson Plan". The source for that lesson plan is listed there.


Level Two Activities for Students

Activity: Animal Instincts

**Goal:** Reveal and discuss students’ reactions to various situations, mostly regarding diversity and inclusion or exclusion, by asking students to identify themselves as an animal in the situation presented.

**Time:** 30-40 min; Bonus Tip: If your course allows for it, use this as a breakout session activity to allow for more discussion time.

**Materials:** Individual white boards and dry erase markers for each student. If those materials are not available to you, you can have students draw on a piece of paper.

**When:** This activity could be done at the beginning of the semester as a lighthearted icebreaker for students to get to know one another, or later in the semester once students are more comfortable sharing personal ideals and thoughts with each other.

**Instructions:** Have students sit in a circle, either on the floor or have them move their desks around into a circle. Give each student a white board and a dry erase marker.

Instructors, go through the list of scenarios one at a time, and give the students a minute or two to draw the animal they feel like they identify the most with during the particular scenario.

Afterwards, let the students go around in the circle and show their drawings and have a good laugh. Then let everyone explain the animal they drew and why.

- You identify with this animal most of the time in your life.
- This animal is the opposite of how you identify yourself.
- You identify with this animal when you are most happy.
You identify with this animal when you or someone around you is called an insulting name based on their gender, skin color, sexual orientation, or disability status.

You identify with this animal when you are stressed with work.

You identify with this animal when you are walking alone at night.

You identify with this animal when you are learning something new and challenging.

You identify with this animal when you are in a conversation with someone who is openly stereotyping you based on your class.

You identify with this animal when a person that is older than you is judging you based on your younger age status.

You identify with this animal when you are having a conversation about politics.

You identify with this animal when you are in a workshop about diversity.

**Follow Up Questions:**

Were there any scenarios that made you feel conflicted? Why?

Was there one animal that was easier for you to identify with? Why?

Is it easier to cast yourself as an animal in these scenarios than as a person? Why?

Does identifying an animal make you more honest about how you react in these situations? Did you ever wish you were a different animal?

Have you ever identified with the antagonist in any of these scenarios? How did you grow from that?

Does this exercise highlight your own personal prejudices and privileges?

Do you think this exercise could help you examine your emotions and actions in the future?
Activity: Circle

Goal: The purpose of this activity is to explore different ways that diversity both divides and brings people together. It is supposed to bring awareness that the people that a student is in the classroom with come from varied backgrounds, but also to suggest how some of those differences are shared. It explores various forms of privilege while attempting to not make anyone feel vulnerable.

Time: 15-20 minutes to perform activity, 10 minutes for discussion

Materials: A large enough space to form a circle with all of your students. This activity works with most group sizes—larger is better (10+ is preferable), but smaller can work, although that will cause students to be singled out more.

When: This activity would be best used after students have begun to get to know each other a little, maybe a third of the way through the semester. Because of the uncomfortable nature of some of the questions, it would probably work best when the students are more comfortable with the class, college, and each other.

Instructions: Instruct students to stand in a large circle. Tell students to step into the circle if the answer to the question is yes, and to just stay where they are if the answer is no. Start off with the introductory questions then work your way down the list. Also stress that there is no talking during the activity. Students can talk and discuss after the activity is completed.

The questions are ordered from easiest to answer to hardest to answer to try to ease students into the more uncomfortable questions. Following the order is important to help avoid making students feel unsafe. (Questions are rated 1-4 based on difficulty of answering).

It is important to stress that students DO NOT have to answer questions honestly if it makes them uncomfortable due to the sensitive nature of some of the topics.
It is also important to stress that no one should be singled out—don’t ask any students about personal experiences they might not want to share about. Many of the questions can bring up negative emotions and experiences and singling anyone out about them can be damaging.

Introductory Questions

- What does diversity mean to you?
- What does privilege mean to you?

Questions:
1-Have you ever owned a pet?
1-Are you an only child?
1-Are you from Colorado?
1-Have you ever lived in a country other than the United States?
1-Do you live on campus?
1-Have you ever been on a sports team?
2-Have you ever used public transportation?
2-Do you practice a religion?
2-Have you ever felt singled out or visible because of your gender?
2-Do you feel like you fit in a commonly recognized racial category?
2-Have you ever had a job where your religious holidays were not recognized?
2-Has anyone ever misidentified your race?
2-Do you feel like your race is adequately represented in popular media?
2-Have you ever not been able to participate in an activity because of your abilities (could be physical, mental, etc.)?
2-Did you have to share a room with a sibling growing up?
2-Growing up, did you eat food that you felt other people might find strange?
3-Have you ever felt excluded because of your socioeconomic status?
3-Have you ever lied about your socioeconomic status?
3-Has anyone ever tried to “save” you because of your religious beliefs?
3-Have you ever felt discriminated against because of your gender?
3-Have you ever had an event in your life that you feel might have had a better outcome if you were a different gender?
3-Do you feel like your race has ever negatively impacted your life?
3-Have you ever felt discriminated against because of your age (after reaching adulthood)?
3-Do you feel like people perceive you negatively or ascribe negative stereotypes to you because of your age?
3-Have you or has someone you know ever been affected by depression?
3-Do you feel like your environment generally accommodates your needs (i.e. any form of disability, height, weight, etc.)?
3-Would you feel comfortable displaying affection such as holding hands with your significant other in public spaces?
3-Have you ever lied about your sexuality?
4-Have you ever felt unsafe because of your religious beliefs?
4-Have you ever felt unsafe because of your gender?
4-Have you ever had a racial slur used against you in a derogatory manner?
4-Have you or has someone you know been affected by domestic violence?
4-Have you or has someone you know ever been sexually assaulted?
4-Have you or has someone you know ever been the victim of a hate crime?
Discussion afterwards
- Ask what students think the purpose of the activity was and what they learned.
- Did anything surprise them? Was there anything they found interesting?
- Did their perspective on diversity or privilege change at all?

SOURCE:
This activity was created by UCCS students based off of an activity a student did in a class taken at UCCS.
**Activity: Discrimination Incident Cards**

**Goal:** To raise awareness of every day racism, sexism, etc. and how discrimination can leave lasting effects/thoughts/influences on people.

**Time:** 10 minutes to fill out cards, 15-20 minutes for discussion

**Materials:** Notecards or paper

**When:** Best to do this activity in the middle of the semester where students might feel a bit more comfortable sharing and discussing these kinds of sensitive topics.

**Instructions:** Hand out a notecard to each student, or students can use half or full sheets of paper, but notecards would be best. Instruct students to NOT write their names on the notecards. Then instruct students to think of a time that there were discriminated against for their gender, race, ethnicity, religion, disability, age, class, or anything they can think of. Any kind of situation in which they were discriminated against and document it on the notecard. Afterwards, collect all of the notecards and shuffle them up. Then proceed to go through and read all of the notecards out loud. After each notecard, pause and allow students to comment or give remarks.

**Follow Up Questions:**

After all the cards have been read, ask students to share which one of the cards that was read, really stuck out to them and why.

Then ask students to reflect on a time if they discriminated against someone and think about how that person may have felt. How is discrimination hurtful?

How can you, as students, stop discrimination when you see it?
SOURCE:

**Activity: Diversity Bingo**

**Goal:** Kickstart student awareness and discussion of diversity in the classroom.

**Time:** Varies, depending on class size—roughly 10-25 minutes but allot for extra time to discuss in class if desired or assign questions as journal prompts.

**Materials:** Bingo sheets with questions

**When:** This activity may be most useful mid-semester once students know each other a little bit.

**Instructions:**

1. Hand out a bingo sheet to each student.
2. Ask students to locate the empty box in the center of the card, the “Free Space”.
3. Have students write a fact about themselves and initial or sign that space as their own.
4. Inform the class that the goal of this round of Bingo is to fill the entire card, not just a row, before the round ends.
5. Allow students to introduce themselves to their classmates and acquire initials for each of the questions on the sheet.

**Follow-up Questions:** These may be assigned as a journal entry or multiple entries depending on time and/or preference.

1. Did you find someone who had the same or similar free space?
2. Was it difficult to find people for signatures? More difficult than you expected?
3. Did you find yourself going to specific people, even if you had not previously met them, based on their appearance or other qualities, to obtain signatures? Were they able to provide signatures? How is this tactic problematic?

4. Were you ever surprised at who could give you a signature? Why?

5. Were you really looking at the people who signed your sheet? Were you really listening?

6. Can you remember the names of the people you met under a time constraint?

7. Do you think that you stereotyped people to get the most signatures quickly?

8. Did you ever feel like someone stereotyped you to obtain a signature?

9. What do your answers to these questions reveal about how you view diversity and prejudice?

**NOTE:** These cards can be created by the teacher or a template may be requested.

These prompts are not meant to call-out or shame anyone, but rather to introduce students to discussions that will impact their work at university. This is traditionally an icebreaker but may be very challenging. Teachers may change prompts they deem unfit on templates.
<table>
<thead>
<tr>
<th><strong>B</strong></th>
<th><strong>I</strong></th>
<th><strong>N</strong></th>
<th><strong>G</strong></th>
<th><strong>O</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A person who speaks more than one language</td>
<td>Has attended a cross-cultural event</td>
<td>Has lived in more than three states</td>
<td>A person who has lived outside the U.S. for at least three months.</td>
<td>Uses or has used a handicapped parking permit</td>
</tr>
<tr>
<td>A person who knows how to prepare a cultural dish</td>
<td>Is the first in their family to attend college</td>
<td>Raised in a religious community</td>
<td>Born in another country</td>
<td>Is in the military or from a military family</td>
</tr>
<tr>
<td>Knows what LGBTQIA stands for</td>
<td>Held a part-time job in high school</td>
<td>FREE</td>
<td>Practices yoga</td>
<td>Is an only child</td>
</tr>
<tr>
<td>Grew up with a pet</td>
<td>Has never travelled outside of the United States</td>
<td>Is a parent</td>
<td>Attended a religious school</td>
<td>Has relatives who live abroad</td>
</tr>
<tr>
<td>Is biracial or multiracial</td>
<td>Knows what Yom Kippur is</td>
<td>Can name three female politicians and/or diplomats</td>
<td>Took time off between high school and college</td>
<td>Has made a pilgrimage</td>
</tr>
</tbody>
</table>

**SOURCE:**
This variation of diversity bingo was created by UCCS students. However, some source material was taken from outside sources, listed here.


ACTIVITY: GENDER IDENTITIES

Goal: Identify the external pressures and influences that shaped students' understanding of and interactions with gender identity.

Time: Recommended as a take home assignment; roughly 15 minutes in class

Materials: No extra materials needed

When: We would recommend using this activity in the middle of the semester when students might feel more comfortable sharing their personal experiences with one another.

Instructions:

1. Ask students to consider what they identify as gender cues.

2. Have students write a short reflective piece (i.e. poetry, journal entry, or short essay) about an experience, lesson, or message given to them about gender that shaped how they identify gender.

3. Ask them to consider in their pieces what meaning they have assigned to their gender versus what external messages have assigned to their gender.

4. Read aloud some of the pieces.

5. Discuss.

Follow-up Questions:

1.) Have you ever systematically considered how you developed your gender identity?

2.) How are your gender identity and expression still informed or affected by your
experiences growing up?

3.) What messages do you send to others regarding what it means to be "male", "female", or "non-binary"?

4.) Have binary gender terms-male and female-limited your identity and/or discussion with others? How?

5.) How did (has) your schooling play into your understanding of what it meant (means) to be a male, female, transgender, or otherwise non-binary individual?

6.) Have you ever been ridiculed or denied an opportunity for doing or saying something that others didn't consider "masculine" or "feminine" enough?
   a. How did that make you feel? How did you react? How did it affect your life beyond that single incident?

7.) Have you ever ridiculed someone else for doing something you didn't consider "masculine" or "feminine" enough?

8.) Has your understanding of gender identity limited your ability to listen to others?

SOURCE:

**ACTIVITY: REVERSE HOTSEAT**

**Goal:** This activity is a farewell to the students to thank them for their time and efforts and the unique qualities that they have brought to the class. Also use the time to remind students that you, the peer mentors, and other students are always available for support.

**Time:** 20-30 minutes for larger groups, 15-20 minutes for smaller groups.

**Materials:** Enough paper for each sheet to have a student’s name on it until the entire class has a sheet.

**When:** This activity should be done at the end of the semester, best saved for the last day of class.

**Instructions:**

1. Hang pieces of paper around the classroom at the end of the course/semester.
2. Have students, JTA’s, and instructors write something they appreciate about that student on the paper, without writing their name.
3. Give the students their respective papers.

**Follow-up Questions:**

N/A

**SOURCE:**

This activity was created based on information from a source listed below.

Level Three Activities for Students

Life Map Lesson Plan

**Goal:** Interactive personal assessment activity that helps students recognize important aspects of their lives and how each aspect can affect another into a snowball effect.

**Time:**

- Go over assignment in class: 10-15 minutes
- Life Map as homework: 30 minutes to an hour
- The following class: 15 minutes to discuss the given life maps in pairs
  
  15 minutes to discuss what was learned as a class

**Materials:** the blank template, instructions, and sample Life Maps if they want to take one home as a reference.

**When:** Closer to the end of the semester in the 8-10 week time frame. Introduce this activity after doing any of the other level two diversity activities as a homework assignment. A class discussion the following week will be important.

**Instructions:** Instructors you should choose one or both of these Life Map formats and create your own so that you can share your own experience with creating these maps with your students. Have your Peer Leaders create their own as well.
Go over the instructions (and make sure to print out the instructions for your students as well) and some of the sample Life Maps provided for you with your students so that they can have a visual representation of how their Life Map can look.

Assign the Life Map as homework and inform the students the following class they will be having a short discussion about their Life Maps and sharing them with a partner.

The following class let students choose their pair (they might feel more comfortable sharing events on their Life Maps if they get to choose their partner). Have them discuss their social identities and what kinds of discoveries they made about themselves.

Regroup as a class and have students share how (or how not) the Life Map’s have helped them learn more about themselves and their own diverse identity.

**Note:** We have provided two different sets of goals and instructions for two different formats of the life maps. The two formats will provide students with different kinds of insights into themselves and into the goal of the activity.

**SOURCE:**

This activity was designed by UCCS students based off of course material from a class taken by a student at UCCS.
Activity: Social Identities Life Map

**Goal:** To create awareness of privilege or lack of privilege based on social identities and the obstacles that may arise from them. Based on the discussions from the students, possible solutions about how to overcome those obstacles can create a collaborative environment. The diversity of other people demonstrates how social constructs or marker events may have positively or negatively influenced the progression of their social identities.

**Directions:** Choose two (or more, teachers discretion) of the social identities listed below that you identify with the most to chart your life map using the template given. Think back through your life to moments that have impacted you positively or negatively based off of these social identities. There are sample life maps to give you an idea of what to think about. It could be something as small as a movie that changed your perspective or something someone said to you in passing; or something as significant as deciding to change your faith or discovering that you have depression. Mark these moments on your life map with a brief title or description and then connect the dots to see how your social identities have progressed through the course of your life. Choose three moments from each of the social identities that you have chosen to write about in detail. Think about why you chose to mark these moments and how they impacted you.

Afterwards the following week in class, separate into pairs and discuss how your social identities have created or guided certain pathways in your life. Discuss how your social identities progressed and if people have viewed you differently or discriminatorily.
because of your social identities. Think about how your life may have been different if you had a different social identity. Regroup as a class to discuss what you have learned and the importance of diversity.
Categories of Social Identities:

- Gender
- Sexuality
- Religion/Beliefs
- Disability (Physical or Mental)
- Race
- Age
- Ethnicity
- Class

Significant Events Life Map

**Goal:** To identify significant or marker events that have had a positive or negative impact on your life. Examine these events and think about how social identities may have influenced the outcome of these events. As well as raise awareness of the impact of social identities on people and their positive or negative influence on certain events past, present, or future. Upon examination, the goal should be for the student to be able to learn to overcome any obstacles that social identities or constructs force upon you.

**Directions:** Think about any significant events that have occurred in your life. Events that changed your perspective, something that you accomplished, or events that you consider to be big milestones or game changers for yourself, whether they are positive or negative. They could be anything from joining a sports team, to changing schools, to a family disaster or getting your first job. Once you have mapped these marker events
on your life map, choose five of them to describe in detail. While you are describing them, think about how any of these events could have been affected by your gender, sexuality, religion or beliefs, a disability (mental or physical), race, age, ethnicity, or class. Did any of these social identities change the progression of one of these events or affect the outcome? Or did any of these events happen because of these social identities?

Afterwards, get into pairs and discuss with your partner and discuss the role that your social identities affected the marker events shown on your map. How might those events turned out differently if you had had a different social identity? What kinds of realizations did you make about yourself and the events you chose to write about on your map? Regroup as a class to discuss your discoveries and the importance of diversity.

LEXICON INTRODUCTION
The objective of this lexicon is to ensure that all of the participants included in the conversations about race, gender, sexuality, ethnicity, religion (and any related category that can divide and differentiate people and populations) are familiar with common terms to help prevent confusion. A lexicon can be a helpful starting point for understanding how certain words that are prevalent within these discussions are related to one another and how it is that they are used in relation to certain issues of diversity. For example, the term “racism” can be defined in several ways depending on which dictionary one may use. The goal of the lexicon as it pertains to this project is not to legislate and determine which terms are defined “correctly,” but rather to suggest avenues of relation between terms and to see how terms are being used. These words can be used in more than one way, and we can see how they are being defined in relation to the stakeholder’s views about race, gender, sexual orientation, position in society, etc. The lexicon should also serve as support to teachers as they navigate these difficult and sometime sensitive topics. These definitions should function to offer a stable foundation from which to work. Altogether, the lexicon combined with the activities can be a great starting point to see how race can be talked about without leaving potential participants out of the discussion.

LEXICON
(Ordered alphabetically)
**Biopower**: the political and institutional control of other groups/races of people’s biology. This can be by the way of access to health care, employment, schooling, etc.

**Colonialism**: the political and occupational expansion of European powers due to the “discovery of the New World”.

**Cultural Relativism**: the idea that ethical theories are retained within a cultural and historical context.

**Diversity**: the varied aspects of a particular discourse in which not one type of voice is heard over another.

**Equality/Equity**: Equality: the ethical concern of confronting discriminatory practices that create institutional, or systemic outcomes for some groups more than others. Equity: the treating of disadvantages of some groups as being that of which is owed to them for the sake of fairness.

**Feminism**: the political, ethical and historical considerations of questioning the ways in which women have been silenced, in particular spaces.

**Imperialism**: the militaristic and economic control of a geographic region and peoples for the interests of an imperial power.

**Inclusiveness**: the adding of several different aspects of varying voices into discourses on a given topic.

**Modernism**: Philosophical movement that advocated for a scientific understanding of the universe with scientific knowledge being privileged over other types of knowledge.
**Moral Relativism:** The idea that morals are relative to actors and stakeholders involved in moral conflict.

**Post-Colonialism:** Philosophical and literary movement that questions many of the assumptions of colonialism; one that examines the lasting impact of colonization on an area, people, and culture.

**Postmodernism:** A philosophical response and criticism of Modernism. Post-Modernism questions many of the assumptions put forth by Modernism including the centrality of the author and the dominance of particular narratives throughout history. Postmodernism distrust traditional standards of quality and rejects typically honored theories and ideologies.

**Power:** the political and social advantage of one person, or group of people over others.

**Privilege:** The advantages of particular groups of social actors over others depending upon social status.

**Race Constructivism:** The idea that races of humans are of human construction and can be subject to change dependent upon social, historical, and political context.

**Race Realism:** The idea that races are an objective fact of the human experience and that these races can be known by a group of peoples’ physical characteristics.

**Racism:** The institutional, marginalization, and discriminatory practices of one race against another.

**Science:** A collection of knowledge that can be considered as being found based upon the scientific method.
Scientific Racism: The scientific exploration of race as a way to exclude, dominate, and politically control people in accordance to White Supremacy.

Self/Other: Coming from Edward Said’s Orientalism the relation of Self/Other is the relation between the Orient and the West. Depending upon the ways in which things are written about from a Western perspective, the East is said to be seen as “Other” to the West, and those writing within the Western context can be said as “Self”.

Semiotics: A theory of sign and meaning. This can include how meaning is made and the relation between the symbol, the sign and the icon.

Sign/Signifier/Signified: Analysis of language from linguist Ferdinand de Saussure.

Sign: the simplest piece of meaning that can be combined with other pieces in order to form more complex ideas.

Signified: the meaning or interaction of signs that is separate from the image, or sound-image but is conveyed by a sign.

Signifier: the relationship between a sign and the image, or sound-image that a sign can stand for without it necessarily being meaningful.

Sexism: the discrimination and exclusion in a particular space or discourse dependent upon sex. Usually in response to historical inequality in which an ethical dilemma is surrounding the discrimination.

Universal design: the acquisition of a space as being constructed to be accessed by all.
**White Privilege**: the privileging of whiteness by social actors by the way of normalization and institutions that favor whiteness over other perceived qualities of other races.

**White Supremacy**: the idea that white people are to politically, economically and culturally control other races. This can also be the perceived historical superiority of the white race over the other races.

**Voice**: the perspectives that are made to be more visible than others and the silencing of others in a given space.