

# Value Diversity!

THEME/FOCUS: CULTURAL DIVERSITY

 **Group Size** | 20 - 25    
  **Age Group** | 16+    
  **Total Time** | 65 Minutes    
  **Level of Complexity** | 1

 **Materials Needed** | One table per sub-group, paper, pencils, pens and markers

 **Keywords** | Political and civic awareness, objectivity and critical thinking, cultural diversity, active participation

<b>Purpose/ Learning objective</b>	The main objective of the activity is to highlight diversity as a resource, raising awareness that difference exist everywhere and should be respected and cherished as a richness and not as a threat "Difference is wealth, diversity is a treasure"	
<b>Preparation/ Instructions for educator</b>	<b>Timing</b>	<b>Instructions step by step</b>
	5 min	The preparation of the exercise starts creating five groups with equal number of participants.  A piece of carton-paper in a shape of card is handed to each group. Each card is marked with one of the following aspects of diversity written on it: <ul style="list-style-type: none"> <li>• ethnic diversity,</li> <li>• religious diversity,</li> <li>• linguistic diversity,</li> <li>• cultural diversity.</li> </ul> The fifth group will play the role of investors.
	10 min	Each group should give a definition to the aspect of diversity they represent. The participants of the four groups in possession of the cards must focus on the aspect of diversity assigned.
	20 min	The implementation of the activity starts reading the following scenario:  "A group of investors in tourism comes to your country to explore investment opportunities. This opportunity is very important for the country to get out of its crisis and decrease the unemployment rate. You are asked to make a convincing presentation to persuade the investors that your country is their ideal choice emphasizing the diversity that exists in your country: ethnic diversity, religious diversity, linguistic diversity, cultural diversity."

		<p>The groups gets some time to prepare a solid argumentation to value the country's diversity.</p> <p>The fifth group (investors) prepares the main points/questions they will request to allocate their investment.</p>
	30 min	<p>Once investors have chosen and explained, the facilitator request all groups to sit back in a circle to start the debriefing.</p> <p>The key ideas and themes are marked on a flip-chart. Facilitator should encourage participants to come up with their own argumentation. For the debriefing you may use the following guidelines:</p> <ul style="list-style-type: none"> <li>• How do you feel after the exercise?</li> <li>• Did you agree with the argumentation you heard along the presentations? Why yes? Why not?</li> <li>• Is diversity an asset or a disadvantage?</li> <li>• Besides the economical aspects, have you considered other/ aspects as assets of diversity?</li> <li>• How should we react towards "difference"?</li> <li>• What are the different forms of diversity that may be encountered/exist in your country/community?</li> </ul>
<b>Facilitation tips</b>		<p>Make sure attention is paid to cultural diversity in school, in society and on a global scale. When depicting occurrences, situations and developments, ensure there is a variety of people and cultures included.</p> <p>Make sure attention is paid to cultural and scientific achievements in various societies and continents, past and present.</p>
<b>Ideas for follow-up</b>		<p>The group of learners could "map" the diversity that exist in their community, if there exist different ethnic groups, cultural and religious diversity,... Educator could arrange a meeting with representatives (ideally young people) from these communities.</p> <p>Facilitator could collect ideas to value the diversity inside the community/school. Reflect in the role of the educational center paying attention to value this diversity. Concrete steps can be undertaken by the center to raise awareness towards diversity respect. Examples could be to make materials, posters in different languages, to organise inter-cultural inter-religious events inviting learners, parents, community,...</p>
<b>Source</b>		Adapted from <i>Facilitating Multicultural Groups</i> by Christine Hogan, Tarak Mahdhaoui ( <a href="mailto:mahdhaoui.tarak@gmail.com">mahdhaoui.tarak@gmail.com</a> )