Honoring Our Diversity

12-WEEK FACILITATOR ACTIVITY GUIDE
For Ages 11 – 18

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Week Three Theme: **STEREOTYPE BUSTING**

The girls identify the messages they receive from others about who they are, express their reactions to those messages, and then define for themselves who they are and what characteristics they consider real to them.

**ACTIVITY**
- “Graffiti Wall” Posters, Journaling, “Wild Garden” Posters
- *Optional Video: “Bridging Racial Stereotypes” and Discussion

**MATERIALS**
- Two large mural paper sheets, wide bright markers, pastels, CD music with strong energy, CD player
- Journals, pens, pre-cut “wild flower” shapes (from handout), one for each girl, journals, pens

**PURPOSE**
- To define stereotyping, especially related to culture.
- To identify stereotyping words, images, and messages that girls encounter.
- To recognize the intent and impact of stereotyping.
- To identify and claim personal and collective attributes.

**FACILITATOR PREPARATION**
- Mount the two large mural sheets of poster paper on the wall in preparation for the “Graffiti Wall” activity and the “Wild Garden” poster activity. Label one “Graffiti Wall” and the other “Wild Garden.”
Week Three

OPENING RITUAL
Do the same opening ritual each time.

THEME INTRODUCTION
Introduce the theme of the week, “Stereotype Busting.”

CHECK-IN
Go around the circle and have each girl “check in” as to what is going on in her life.

ACTIVITY 1
JOURNALING
 Invite the girls to write reflections on these quotes in their journals, on PAGE 6:

“All people rich and poor
Those who do and do not know
Take the hand of one close by
Of those who know because they try
And watch the walls come tumbling down”
- Siem from the album This Child

“Before I am black,
Before I am young,
Before I am short,
Before I am woman,
Before I am African,
I am human.”
- “Human” from the album Wild Seed - Wild Flower

ACTIVITY 2
“Graffiti Wall”

1  Preface this activity by telling the group that the focus of the day is on stereotyping and breaking down stereotypes. Let them know that stereotyping is a common behavior that poses large assumptions about people or groups without making any note of individual differences, and is often based on inaccurate understanding of people’s behavior.

2  Ask girls to go to the “Graffiti Wall” and to stand several feet away from it, and think about all the ways they’ve heard people speak about or describe them, especially regarding their gender, race, ethnicity, language, and any other aspects of their culture. Then, ask the girls to write down, graffiti style, all names/descriptions, phrases, images, symbols, messages and stereotyping comments that they’ve heard.

Tell the girls, “Don’t hold back. Say whatever you’ve seen or heard, especially objectionable, absurd, or insulting terms.”
Week Three

3 Have the girls stand back and view the entire “Graffiti Wall,” and to take a few minutes to walk by it, reading all of the comments, viewing symbols, etc. Invite the girls to add any further words or images to each other’s graffiti.

Journaling

Refer girls to PAGE 7 in their journals. Ask them to select two items or words from the wall that affects them the most. Ask the girls to take five minutes to write in their journals about these words or phrases, describing thoughts, feelings, memories and other comments related to these items.

“Wildflowers” Sketching

Ask girls to open their journals to the Wildflower Images, PAGE 8. Tell the girls that the group is like a garden – beautiful and varied with unique qualities. Invite them to look at the images, choose one they see as most like themselves, and use the blank page in their journal on PAGE 9 to sketch it. They could also create their own wildflower. Tell girls to use the art supplies available to show their true colors, shapes, and essence.

“Wild Garden” Mural

Have the group cut out their wild flower images and place them onto the “Wild Garden” mural. Using markers, add words, phrases, symbols, images, etc. to this mural to describe their “true self” features, i.e. qualities, characteristics – what other people do not see when stereotyping.

Invite girls to view all the various flower images and mural.

Discuss the different observations, experiences, and entries shared. You can ask:

- What kinds of group reactions did you notice in response to the Graffiti Wall?
- When you were thinking and writing about the Graffiti Wall, what feelings did you notice in yourself?
- What kinds of group reactions did you notice in response to the Wild Garden Mural?
- Did your feelings change when you created your wildflower? Why?
- If your ideas changed about other people in this group when you saw their wildflowers, what was that like?
Finally, as a symbolic way of “Busting Stereotypes”, invite the girls to tear down the graffiti wall, tear it up, and throw it away.

Once they have torn down the graffiti wall, use the talking piece and have each girl answer the following question:

- What is one thing you would like to take away from this meeting that you will use in the future to break-away from your judgments and stereotyping towards others?

*Optional/Alternative Activity

Watch “Bridging Racial Divisions” video. After viewing, refer to the discussion guide available with the video.

Ask:

- What is Michael Pritchard recommending the students do to break the cycle of ignorance and hatred?
- How are your experiences like or unlike those of the students in the movie?
- This movie portrays strong emotions in youth. Where can girls go to address the strong emotions they may have about prejudice and hostility they encounter?
- How can they manage those strong emotions?

Bring the girls together for your closing ritual.
HONORING OUR DIVERSITY

JOURNAL
WEEK 3: STEREOTYPE BUSTING

Quote of the Week:

"All people rich and poor
Those who do and do not know
Take the hand of one close by
Of those who know because they try
And watch the walls come tumbling down."

– O Siem from the Album This Child

"Before I am black,
Before I am young,
Before I am short,
Before I am woman,
Before I am African,
I am human."

– Human from the Album Wild Seed–Wild Flower

Please take a couple of minutes to reflect and write your thoughts about what the quote means to you...

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Page 6
Graffiti Graffiti Graffiti Graffiti
Wall    Wall    Wall    Wall
Journaling      Journaling      Journaling      Journaling

Select two items/words from the “Graffiti Wall” that affect you the most. Write about these words or phrases, describing thoughts, feelings, memories, and other comments related to these two items or words.

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Page 7
Wildflower Images and Ideas:

Choose a wildflower that is most like you! Draw an outline of it on the following page, and color it in the way you’d like it to be, letting it express everything you want people to see about you. If you prefer to create your own wildflower, go for it!

Adobe Lilly
Desert Agave
Edelweiss
Fiddleneck
Water Lily
Iris
Passion Flower
Wood Anemone
Periwinkle

Image Sources:
WILDFLOWER

Use this page to sketch a wildflower and add color.
Upon completion, cut it out and add to the “Wildflower Garden.”