



Coming Together: Race in Wisconsin

A SOURCEBOOK OF YOUTH-DRIVEN IDEAS AND ACTIVITIES ON RACE AND DIVERSITY

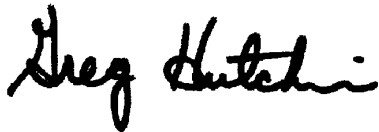


Dear Project Facilitators,

Providing opportunities for youth and adults to learn about and experience cultural diversity was one of the top five recommendations from the 2001 statewide Wisconsin Conversations on Youth Development.

Wisconsin youth will spend their lives in a world rich with diversity. Thus, a critical life skill necessary for future success will be the ability to live and work in harmony with people from a variety of racial and ethnic groups.

Wisconsin 4-H is committed to preparing youth for a successful future, and understanding our multicultural state is an important part of that preparation.

A handwritten signature in black ink that reads "Greg Hutchins". The signature is written in a cursive, flowing style.

Greg Hutchins

State 4-H Youth Development Program Leader
and Assistant Dean/Director
University of Wisconsin - Extension

**WE ARE MORE ALIKE, MY FRIEND,
THAN WE ARE UNALIKE.**

Maya Angelou

Coming Together: Race in Wisconsin

- 5** What is *Coming Together: Race in Wisconsin*?
- 6** Suggestions for Facilitation
- 8** Module One: Understanding Personal Cultural Identity
- 15** Module Two: Identifying and Dispelling Stereotypes
- 22** Module Three: Adapting to a New Home
- 29** Background Information for Group Facilitators
- 31** Information About Video Programs and VHS Clip Tape
- 36** Web Sites of Interest
- 38** Glossary of Terms
- 40** Feedback Form

Visit www.wpt.org/outreach or <http://www.uwex.edu/ces/4h/> to download a PDF file of the *Coming Together: Race in Wisconsin* curriculum and for information on ordering the accompanying VHS tape.

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Coming Together: Race in Wisconsin

is a joint effort of Wisconsin Public Television and University of Wisconsin-Extension Wisconsin 4-H Youth Development. Additional guidance was provided by the Wisconsin Educational Communications Board and the Urban League of Greater Madison.



Wisconsin Public Television is a service of the Wisconsin Educational Communications Board and University of Wisconsin-Extension.

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What is *Coming Together: Race in Wisconsin*?

A new program created in partnership with Wisconsin 4-H Youth Development and Wisconsin Public Television (WPT), with assistance from the Wisconsin Educational Communications Board and the Urban League of Greater Madison.

It uses WPT broadcasts to spark interest and discussion among 4-H youth, ages 12-18, on the subjects of race and diversity.

How was it created?

During sessions around the state, teens from Marathon, Dane and Sheboygan counties gathered with members of our advisory team to watch video clips and determine discussion questions and activities. The materials we've developed are educational, compelling and fun for youth in a variety of 4-H settings.

Why is this important for all of us?

Communities in Wisconsin are facing unprecedented demographic change. Over the last decade, the Asian population of Wisconsin has grown 68 percent and the number of Hispanics in the state has more than doubled.*

As demographics change within Wisconsin's communities, the incidents of racially motivated hate crimes also are growing. Crimes have been reported in Barron, Fond du Lac, Viroqua, Antigo and other cities.**

According to the American Psychological Association, otherwise law-abiding young people who see little wrong with their actions carry out most hate crimes. The main determinant is a personal prejudice rooted in an environment that disdains someone who is "different" or that sees difference as threatening.

What will youth gain from it?

A primary goal of the program is to give Wisconsin youth the tools to identify community-held prejudices and to encourage positive interaction with people they see as different from themselves.

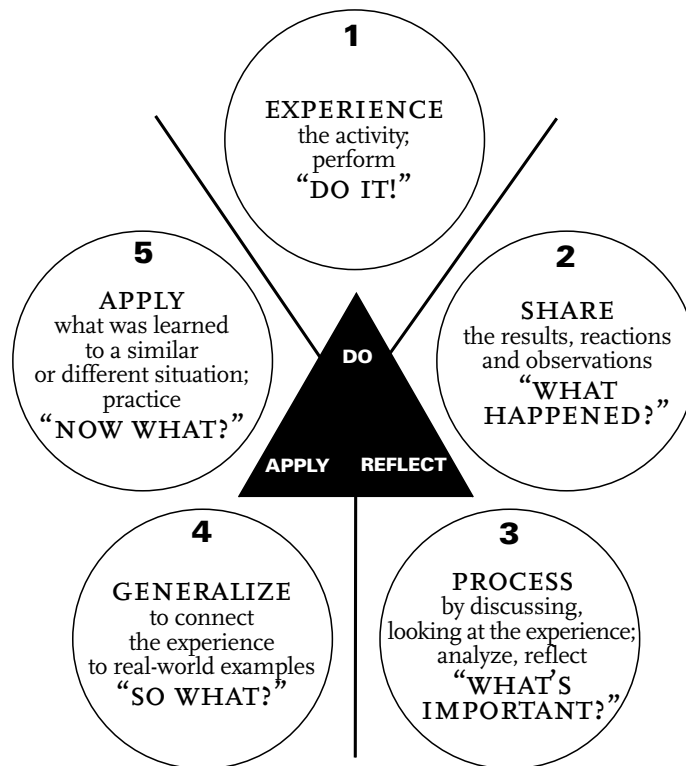
Format

Coming Together: Race in Wisconsin is made up of three activity modules – "Understanding Personal Cultural Identity," "Identifying and Dispelling Stereotypes" and "Adapting to a New Home" (immigration). The modules can be implemented in any order and each will take approximately 45-60 minutes with the option of continuing for a longer length of time if you wish. Each module contains a set of video clips to be watched as the basis for discussion and activity.

*United States Census 2000

**2000 FBI Hate Crime Statistics Report

The three activity modules are based on the Experiential Learning Model and follow the steps of Experience, Share, Process, Generalize and Apply. The steps gradually take the youth through interaction with diversity issues and encourage them to apply what they've discovered to real-life situations. The Experiential Learning Model is a powerful tool that is perfectly suited to the challenging topics of race and diversity.



Suggestions for facilitating the modules:

- No matter what our age, each of us has biases that can interfere with reaching out to others who are unfamiliar. Becoming culturally competent is a lifelong journey for everyone and no two people will be in the exact same stage of it. We strongly encourage all potential facilitators to acknowledge where they are in this process **WITHOUT GUILT** and select activities accordingly. This acknowledgment will allow facilitators to pinpoint their “comfort zones” and, in time, move beyond them.
- Facilitation teams should include people with inter-cultural/multi-racial experiences, if at all possible. Be open to teaming up with someone from the community who is racially or culturally different from you. This is a great model for youth.
- Teams of youth and adult facilitators can be very powerful. Youth facilitators should be very comfortable discussing the topic of diversity, and can model this dialogue for other youth in the group. In youth/adult partnerships, adults actively coach the youth facilitator with the goal that, in time, the youth will play a leading role in the facilitations.

- If you have the chance to get some training in diversity facilitation, take it! Training is extremely helpful. (See the **Web Sites of Interest** on page 36 to learn about training opportunities.)

What we've learned during our co-creation workshops:

- Include only a few adults in the mix.
- Set up the room to allow personal space and comfort.
- Create ground rules at the beginning of the session and reinforce them throughout the time.
- Intersperse physical games throughout the module to keep everyone involved and having fun. Physical games are also a great way to warm up the group initially and build comfort.
- If youth are unfamiliar with each other, spend plenty of time on introductory warm-ups, sharing, and other activities to build comfort and safety between members. We suggest you do this before you tackle any of the modules.
- Depending on the age and attention level, you will want to pause between video clips to give youth time to process and write notes. Or you can choose to show 1-2 clips in one sitting.
- Younger youth may wish to watch the clips twice before continuing in the module. If working with younger youth, the facilitator should definitely watch the clips a couple of times before working with the group.

What the youth from our co-creation workshops suggest:

- Adults should take a “back seat” in the discussion.
- Always try to add some fun to the activities.
- Read the background information about the general topic and video clips aloud before watching the clips. (Youth would rather hear it than read it.)
- Include as many people with different backgrounds as you can. It's interesting to hear how others - different from you - feel about the issues.

YOUTH ARE LIVING THESE ISSUES (OF DIVERSITY) DAY
IN AND DAY OUT EVEN IF WE AS ADULTS ARE IGNORING
THEM. WE HAVE TO RESPECT THEIR EXPERIENCES AND
CHALLENGE OURSELVES TO TALK ABOUT THE HARD STUFF.

a very wise 4-H leader

Module One: Understanding Personal Cultural Identity

Purpose

Youth will explore their personal cultural identities by learning about cultural identities of different groups of people. Youth will become aware that cultural identity is about more than race and ethnicity.

Audience

Youth in grades 7-12

Group Size

5-20 youth and a diverse facilitator team (see facilitator suggestions on pages 6 and 7)

Time

45-60 minutes

Supplies

- *Coming Together: Race in Wisconsin* video clips, VCR and monitor
- Copies of Video Segment Worksheet for everyone (see page 10)
- Markers and flip chart
- Pencils or pens
- Miscellaneous supplies depending on what activities are chosen

Set Ground Rules

Lead youth in creating ground rules to encourage a safe, honest and comfortable atmosphere for sharing. Example rules: We should avoid “put-downs.” Let’s agree - there’s no such thing as a dumb comment. Use “I” statements rather than speaking for someone else.

EXPERIENCE (Watch the video)

Facilitator or participant volunteer reads aloud the following general information on personal cultural identity and three questions to help participants focus on the topic.

“These video clips encourage you to think about culture in ways that may be new to you. You will discover that culture is about more than race and ethnicity or the arts. Culture is defined as a way of life; it is something everyone has. Family is the primary place where culture is learned and absorbed. Although there are many similarities among families, every family has its own unique culture. Aspects of family culture include work (going to school, home chores), play (at home, on special occasions), everyday routines, special rituals and traditions, beliefs and biases, gender roles, and ethnic and racial identity.” (*Cultural Horizons of Wisconsin Teacher Guide*, pp. 1, 15)

1. What is cultural identity?
2. What are some examples of cultural identity?
3. How does one’s family influence one’s cultural identity?

Video Introduction and Viewing Process

Facilitator or a participant volunteer reads the description of each clip aloud before the group watches it. Participants use the following Video Segment Worksheet to make notes of what they see in the clips. Facilitator pauses video between the clips to give everyone time to write.



Module One: Understanding Personal Cultural Identity

Look for examples of cultural identity in each of the video clips.

Use this worksheet to make notes of what you see.

1. Being Hmong Means Being Free

A look at Hmong life through the eyes of 17-year-old Lia Vang who lives in Green Bay with her family. In the clip, Lia explains that her parents follow a traditional Hmong lifestyle. She narrates the activities involved in the annual Hmong New Year.

2. Cultural Horizons of Wisconsin *Migrant Families*

Between 6,000 and 8,000 migrant workers travel to Wisconsin every year in search of agricultural work. Many are families of Mexican descent who make the annual trip because of their strong work ethic. In the clip, several migrant teens talk about the disadvantages and opportunities of their seasonal moves.

3. Cultural Horizons of Wisconsin *Cheese Factory Family*

Bo and Emma live with their parents, a younger brother and a pet guinea pig. Their mom grew up in the same house and their dad operates a small century-old cheese factory that his in-laws once managed. In the clip, the family shares their traditions, fun times and chores, and explains their strategies for working through differences.

4. Cultural Horizons of Wisconsin *African-American Slave Family*

Between the 1500s and 1865, millions of Africans were brought to the U.S. to be sold into slavery. Many Africans died during the voyage due to the inhumane conditions aboard the ships. Max's ancestors were some of the slaves who survived. In this clip, Max visits the Milwaukee Public Museum to learn what he can about his African heritage. He and his family members discuss how storytelling, pride in their heritage and strong family ties help keep their culture alive.

SHARE (What happened?)

Facilitator or participant volunteer writes the key headings from the Video Segment Worksheet onto a flip chart and lists the notes as participants call out what they've written.

Facilitator asks:

What are some examples of cultural identity?

Example comments could be:

"Telling stories is an example of cultural identity."

"The cheese factory is like a little piece of culture and history."

"Hard work is part of Mexican culture."

PROCESS (What's important?)

Facilitator leads discussion in response to the following questions:

1. **What similarities and differences did you notice between the cultural groups?**
2. **What is important to remember about the different cultures?**

Example comments could be:

"Sharing family history is important for all the groups."

"Families can be just like culture - everyone is different."

"There were a lot more similarities than I expected there would be."

Activities to Help You GENERALIZE (To your own lives)

Facilitator and/or participants choose one or two of the suggested activities depending on time available.

These are just a few ideas. Feel free to create your own. Go to our **Web Sites of Interest** section on page 36 for more ideas.

1. Cultural interviews

Pair up and interview each other about personal culture and family. Introduce each other to the group using this information.

2. Skits on cultural differences

Identify an example of a cultural difference within your youth group. For example, some cultural groups teach children that it's rude to look adults in the eye. Develop skits based on the confusion these cultural differences can create if they are not understood. Include a resolution to the misunderstanding in the skit as well. (Caution: It is best to limit this to cultural differences within the youth group in order to avoid communicating and perpetuating misinformation, and to avoid modeling talking for/acting out as people in other cultural groups.)

3. Bingo

Create a bingo game based on different cultures. Match the fact with the cultural group. Discuss any facts that surprise you.

4. Learning through music

Listen to music of various cultures and discuss similarities and differences. Guess which piece of music belongs to which culture, and then verify your answer through research.

5. Your culture of origin

Research your culture of origin by talking to relatives and searching the Web about the country from which your ancestors came. Create a diagram of what you learned. What aspects of the culture do you still celebrate today? Are there any traditions from the past you'd like to re-introduce into your family life?

6. Cultural journal

Begin a cultural journal to reflect on the activities and traditions your family shares on a daily, seasonal or yearly basis. Include both daily activities, such as chores, and special activities, like birthday celebrations.

7. Cultural poster or collage

Create a poster or collage that illustrates aspects of your cultural identity (or that of your youth group) that you would choose to share with someone visiting from another country. (Caution: It is important here for youth to interpret their own cultural identity, not that of other groups, even if those other groups are part of U.S. culture.)

8. Personal culture reflection and presentation

Write your responses to the following instructions:

- Name five or more groups to which you belong. (Examples: family, 4-H Club, Korean Americans)
- Name five or more activities that you enjoy doing year-round.
- Name five or more things that are important to you. (Examples: spending time with my friends, eating with my family, dancing at powwows, attending Hebrew school)

Present your response to the group in whatever type of presentation you wish, such as a poster, word web, poem, essay, artwork, photo collection or collage.

9. Cultural identity play

Write poems about an aspect of your cultural identity you would like to share with others. Then, develop it into a scene or a play using the poem as narration.

GENERALIZE (So what?)

Choose one or two discussion questions (or as many as time allows) to help youth better understand the importance of cultural identity in their own lives and in others different from themselves.

1. What parts of your culture do you share with the people shown in the video clips?
2. What parts of your culture are unique to you?
3. What parts of your personal cultural identity have been shaped or influenced by your family? What parts have you chosen on your own?
4. Describe a time when your lack of cultural understanding has affected your perception of another person. What did you say? What did you do? How did the other person react to you?
5. How has your family preserved its cultural heritage?
6. Why is it important to be culturally sensitive to each other?

APPLY (Now what?)

The following questions encourage youth to act on their thoughts and feelings. Choose one or two questions or as many as time allows. Ask a participant to write down responses on a flip chart. (Post pages around the room if participants consider making an action plan at a later time. See the following section on action plans.)

1. What opportunities will you seek out to learn more about the different cultures of Wisconsin? How will you encourage others to do the same?
2. How will understanding someone else's culture help you in school and work?
3. How do you benefit from the different cultures around you?
4. How can others benefit from learning about your culture?
5. How can understanding someone's personal culture help you when interacting with a person from a different culture? In what ways can this understanding alleviate your fear of meeting somebody new?
6. How will you encourage your family and peers to be sensitive to and respectful of the differences between cultural groups?
7. What will you do when you hear others verbalize racial or cultural slurs?
8. How will you continue to challenge yourself to recognize your own cultural insensitivities?

Action plans

Youth (and adults) need to consider ways to build support for themselves as they begin their action plan and actively address these tough issues. This is a lifelong journey, and support from others can help sustain them for “the long haul.” Some questions youth will find helpful as they consider this are:

- Are you someone who is more comfortable acting alone or as a member of a group?
- If you prefer to work on these topics as a member of a group, who could those other youth or adults be?
- What support would you need in order to continue acting on the topic and what would that support look like? (Examples: one-on-one conversation, support from an organized group, weekly activities to stay motivated, etc.)

A few ways to continue this work: suggestions from youth around Wisconsin

1. Model cultural sensitivity when interacting with friends and classmates. Speak up when you hear cultural slurs and don't hesitate to befriend people of other cultures. Understand that any moments of discomfort in a new situation may go away when you learn more about the person. A new friendship is definitely worth it.
2. Continue to research and explore your personal culture. Join a group celebrating an aspect of your culture that you love (church youth group, poetry slams, hockey team, Indonesian cooking club, etc.). Be as respectful of your own culture as you are of others.
3. Begin to learn about a new culture by renting a film from another country or reading a book by a foreign author. Don't be afraid to question what you see or read. Do further research by going online or talking with a native from that culture.

**THE WORLD IS A DANGEROUS PLACE TO LIVE,
NOT BECAUSE OF THE PEOPLE WHO ARE EVIL,
BUT BECAUSE OF THE PEOPLE WHO DON'T DO
ANYTHING ABOUT IT.**

Albert Einstein 1879-1955

Module Two: Identifying and Dispelling Stereotypes

Purpose

Youth will identify stereotypes and how to dispel them.

Audience

Youth in grades 8-12

Group Size

5-20 youth and a diverse facilitator team (see facilitator suggestions on pages 6 and 7)

Time

45-60 minutes

Supplies

- *Coming Together: Race in Wisconsin* video clips, VCR and monitor
- Copies of Video Segment Worksheet for everyone (see page 17)
- Markers and flip chart
- Pencils or pens
- Miscellaneous supplies depending on what activities are chosen

Set Ground Rules

Lead youth in creating ground rules to encourage a safe, honest and comfortable atmosphere for sharing. Example rules: We should avoid “put-downs.” Let’s agree - there’s no such thing as a dumb comment. Use “I” statements rather than speaking for someone else.

EXPERIENCE (Watch the video):

Facilitator or participant volunteer reads aloud the following general information on “stereotypes” and two questions to help participants focus on the topic.

“Stereotypes can be based on many things, including race, ethnicity, gender, age, economic status, sexual orientation, learning differences, physical ability, occupation and group association. Even ‘positive’ stereotypes can have a negative impact by fostering unfair expectations. Stereotypes are generated and perpetuated within families, among friends and in mass media. However, any stereotype relies on a single premise: It is formed by making a judgment based on insufficient information.”

(Cultural Horizons of Wisconsin Teacher Guide, pg. 119)

1. What stereotypes do you identify in the video clips?
2. What techniques for dispelling or ending stereotypes do you observe?

Video Introduction and Viewing Process

Facilitator or a participant volunteer reads the description of each clip aloud before the group watches it. Participants use the following Video Segment Worksheet to make notes of any stereotypes they see in the clips or ideas they have on dispelling those stereotypes. Facilitator pauses video between the clips to give everyone time to write.

**EVERYONE IS KNEADED OUT OF THE
SAME DOUGH BUT NOT BAKED
IN THE SAME OVEN.**

Yiddish proverb

Module Two: Identifying and Dispelling Stereotypes

Look for examples of stereotypes and techniques for dispelling them in each of the video clips. Use this worksheet to make notes of what you see.

1. Wisconsin Farm Kids

Youth from Wisconsin farming communities discuss stereotypes and explain how they're not accurate.

2. Race: The Power of an Illusion

High-school youth complete a gene experiment and discover that they are genetically very similar to each other regardless of race. Includes scenes of youth talking about how our culture views the concept of race.

3. Cultural Horizons of Wisconsin *Diversity Days*

Wisconsin youth discuss their own struggles with stereotypes and racism.

4. Cultural Horizons of Wisconsin *Special Olympics*

Scenes from the Wisconsin Special Olympics, including a high-school teen explaining her response when she hears others putting down people with cognitive disorders.

5. Cultural Horizons of Wisconsin *Head Scarves*

In the aftermath of Sept. 11, Muslim youth from Wisconsin discuss stereotypes and their fears of how they would be viewed. Also, a young woman who is Catholic decides to cover her head in the Muslim tradition to support her friends.

6. CHIEFS

From a documentary of an American-Indian high school basketball team in Wyoming. Shows the racism the team experiences when they play at other high schools. (Caution: includes some rough language.) Also, scenes taken in their hotel room after an away game during which players react to a TV program depicting the aftermath of a historical battle between "whites" and American Indians.

SHARE (What happened?)

Facilitator or participant volunteer writes the key headings from the Video Segment Worksheet onto a flip chart and lists the notes as participants call out what they've written.

Facilitator asks:

In the video clips, what stereotypes did you find and how did people dispell them?

Example comments could be:

"Name-calling to the American-Indian team by the crowd and other team."

"People assumed things about the Muslim girls without even knowing them."

"Teen spoke up when she heard others putting someone down."

PROCESS (What's important?)

Facilitator leads discussion in response to the following questions:

1. **What's important to remember about stereotypes?**
2. **Where do these stereotypes come from?**

Example comments could be:

"Seemed like a very old hatred going on between the 'whites' and the American-Indian team."

"I would be so angry if someone treated me that way."

"The name-caller who said, 'We scalped you', probably got the idea from a book or TV show."

Activities to Help You GENERALIZE (To your own lives)

Facilitator and/or participants choose one or two of the suggested activities depending on time available.

These are just a few ideas. Feel free to create your own or go to our **Web Sites of Interest** section on page 36 for more ideas.

1. 10-second picture interview

For 10 seconds, look at a picture and call out guesses as to who the person is, what kind of job they have, how they live, etc. Then the facilitator reveals the facts about the person. Discuss how clothes and appearance play a role in the assumptions we make about each other.

2. Shocking statistics

Look at race or hate-crime statistics and discuss how stereotypes play a part in them. Make a collage out of the experience.

3. Pick a stereotype out of a hat

Pick a common stereotype out of a hat and discuss it. Answer how you feel when someone assumes something about you without getting to know you. Discuss what you can do about it.

4. The telephone game

Whisper a message from person to person to demonstrate how distorted the message can get. Discuss real-life examples of this.

5. Bus stop

Play the theater game where participants take on the roles of different people waiting at the bus stop. Then identify all the different stereotypes used to play them. Discuss what role the media plays in stereotyping.

6. Stereotype recovery

In pairs or as a group, brainstorm helpful and positive ways to help yourself or another person who has angry and hurt feelings as a result of a stereotype.

GENERALIZE (So what?)

Choose one or two discussion questions (or as many as time allows) to help youth recognize the role stereotypes play in their lives and how they feel about it.

1. What have you learned about stereotypes that relates to your own life?
2. What are some stereotypes you experience at school or home?
3. What does it feel like when you see these stereotypical judgments in others around you?
4. What does it feel like when you see these stereotypical judgments within yourself?
5. Describe a time when you've seen or heard things and done nothing?
6. What are the fears or challenges keeping us from advocating for each other when someone is being judged unfairly?
7. What would happen if no one spoke up to defend others?
8. How does a person's experience color his or her impression of others? What is the role of coincidence in this?
9. What role does fear of change or of people different from us play in the subject of stereotyping?
10. Why should we be dispelling stereotypical myths?

APPLY (Now what?)

The following discussion questions encourage youth to act on their thoughts and feelings. Choose one or two questions or as many as time allows. Ask a participant to write down responses on a flip chart. (Post pages around the room if participants consider making an action plan at a later time. See the following section on action plans.)

1. What will you do this week to dispel stereotypes?
2. How will you become comfortable with people who are different from you?
3. What are some ways you will share this information and teach others about stereotypes?
4. How can you continue to face your own stereotypical biases and fears as you work on this issue over time? What difference will this make when you face others who are perpetuating stereotypes?
5. Where are opportunities in your life when you can intervene when you see others expressing stereotypes and biases? How do we encourage others to speak up when they see an injustice?
6. What steps will you take to encourage other teens or family members to stop using stereotypical put-downs? How will you do this in a loving way?
7. How can you create an open relationship with your parents so you can tell them what you think? What about grandparents?
8. How can you inspire others to raise these types of questions and to be more aware? What kind of environment must we create for this to happen?
9. How can we stop our society from continually treating an individual or a group as the “underdog”? What would be involved in this process?
10. How can we address the bigger issue of human rights?
11. What larger role can youth play to help other generations understand stereotypes?

Action plans

Youth (and adults) need to consider ways to build support for themselves as they begin their action plan and actively address these tough issues. This is a lifelong journey, and support from others can help sustain them for “the long haul.” Some questions youth will find helpful as they consider this are:

- Are you someone who is more comfortable acting alone or as a member of a group?
- If you prefer to work on these topics as a member of a group, who could those other youth or adults be?
- What support would you need in order to continue acting on the topic and what would that support look like? (Examples: one-on-one conversation, support from an organized group, weekly activities to stay motivated, etc.)

A few ways to continue this work: suggestions from youth around Wisconsin

1. Participate or create “cross-cultural exchanges” between regions in the U.S. or between rural and urban areas. For example, Project Self-Help & Awareness is an exchange program between Wisconsin and Mississippi. See **Web Sites of Interest** on page 36 for more information.
2. Create a Diversity Day at your school or club or attend a diversity conference. Many school districts offer these. For example, some 4-H teens attended the Sheboygan County Diversity Conference sponsored by Plymouth and Howard Grove High Schools in which more than 500 high-school students participated.
3. Question what you see or hear in the media. Create a media action group. Discuss what you see in magazines, on TV and radio or in the news. Send e-mails to editors, managers of TV and radio stations and/or advertising companies if you see or hear something with which you don't agree.
4. Expand your social circle. If you're not friends with someone who's from a different background or culture than you, ask yourself why. Then, reach out to someone new.



Module Three: Adapting to a New Home

Purpose

Youth will better understand challenges and opportunities that newcomers face when adapting to a new culture, share this understanding and act on it whenever possible.

Audience

Youth in grades 7-12

Group Size

5-20 youth and a diverse facilitator team (see facilitator suggestions on pages 6 and 7)

Time

45-60 minutes

Supplies

- *Coming Together: Race in Wisconsin* video clips, VCR and monitor
- Copies of Video Segment Worksheet for everyone (see page 24)
- Markers and flip chart
- Pencils or pens
- Miscellaneous supplies depending on what activities are chosen

Set Ground Rules

Lead youth in creating ground rules to encourage a safe, honest and comfortable atmosphere for sharing. Example rules: We should avoid “put-downs.” Let’s agree - there’s no such thing as a dumb comment. Use “I” statements rather than speaking for someone else.

EXPERIENCE (Watch the video)

Facilitator or participant volunteer reads aloud the following general information on immigration and two questions to help participants focus on the topic.

“People come to Wisconsin for many reasons, including economic, personal, professional or academic opportunities. They may arrive as adoptees, refugees, exiles, migrants or immigrants. Some hope to stay here permanently; others are temporary residents. This situation has existed for many years and will continue to exist. Most families in Wisconsin at one time experienced being newcomers, unless they are of certain American-Indian ancestry.

In spite of their differences, all newcomers have feelings and choices about which aspects of their cultural identity they hope to maintain in their new home and which ones may be relinquished or lost. We will look at the experiences newcomers face when adapting to a new culture.” (*Cultural Horizons of Wisconsin Teacher Guide*, pg. 55)

1. What issues are the people in these three video clips dealing with as they adapt to their new homes?
2. What parts of their culture have they brought with them to their new homes?

Video Introduction and Viewing Process

Facilitator or a participant volunteer reads the description of each clip aloud before the group watches it. Participants use the following Video Segment Worksheet to make notes of what they see in the clips. Facilitator pauses video between the clips to give everyone time to write.

Module Three: Adapting to a New Home

In each video clip, look for examples of issues newcomers are facing and characteristics of cultural identity they brought with them to their new homes. Use this worksheet to make notes of what you see.

1. Being Hmong Means Being Free

A look at Hmong life through the eyes of 17-year-old Lia Vang who lives in Green Bay with her family. In the clip, Lia shares the historical events that forced her family to resettle in the U.S. and recalls the struggles her parents faced once they arrived. She and her older brother Seng discuss their difficulties in bridging Hmong and American cultures.

2. Cultural Horizons of Wisconsin *Tibetan Exiles*

After the Chinese government invaded Tibet, many Tibetans fled to other countries. In the clip, a Tibetan monk explains the history behind Tibetan families settling in Wisconsin. Also, members of a family talk about why they want to keep their culture alive here in Wisconsin.

3. The New Americans Video Module *The Flores Family*

Pedro Flores, a Mexican working as a meat-packer in rural Kansas, has been separated from his wife and family for 13 years. He immigrated from Guanajuato, Mexico, when lack of water made it impossible for him to continue farming on the family ranch. The clip follows the family's hardships as they work to obtain visas for the entire family to join him in the U.S.

SHARE (What happened?)

Facilitator or participant volunteer writes the key headings from the Video Segment Worksheet onto a flip chart and lists the notes as participants call out what they've written.

Facilitator asks:

What issues and characteristics of cultural identity did you see in the video clips?

Example comments could be:

"The Mexican family was working very hard to stay together."

"Language and music are aspects of culture from their old home."

"Hmong teenagers feel torn between pleasing their families and fitting into American culture."

PROCESS (What's important?)

Facilitator leads discussion in response to the following questions:

1. **What's important to understand about the experiences you saw?**
2. **How do cultural identities change as people adjust to living in a new home?**

Example comments could be:

"American culture seems very different from Hmong culture. It makes it hard for Hmong people to assimilate."

"Getting visas for your family is much more difficult than I thought."

"It's very hard to fit into a new country when you don't understand the culture or speak the language."

Activities to Help You GENERALIZE (To your own lives)

Facilitator and/or participants choose one or two of the suggested activities depending on time available.

These are just a few ideas. Feel free to create your own, or go to our **Web Sites of Interest** section on page 36 for more ideas.

1. The who and why map

Brainstorm reasons people have to, or choose to, move to a new country. Create a map of Wisconsin on a big piece of paper. Include all the groups of immigrants, refugees, exiles, adoptees and migrants you can think of who have settled here and why they had to leave their home countries.

2. Share migration stories

Research and document your family's immigration to Wisconsin. Or, if you prefer, document the immigration of someone else you know. Share it with the group as a story, song, drawing or skit. Discuss the obstacles the newcomers might have faced.

3. Pack your suitcase

Decide what items you would bring if you were moving to another country, keeping in mind that you could only bring what you could carry in a suitcase or backpack. Choose from your clothing and special belongings. What would you do about pets or items that wouldn't fit? Draw or design your suitcase. Share your choices with the group explaining why you made them.

4. Personal interviews

Define and discuss “surface culture” (defined as aspects of culture that are tangible and easily observed, such as food, holiday observations, arts, folklore and clothing) and “deep culture” (defined as aspects of culture that have to do with feelings, attitudes, beliefs, etc., which would include family rules, religious beliefs, and attitudes about work and friendship). Brainstorm for examples of each. As a group, come up with interview questions that could be used to learn about another person's deep culture. Divide up and interview each other.

5. Gibberish storytelling

Divide up into pairs with one person as “A” and the other as “B.” “A” thinks of a simple story - perhaps something that happened to him/her that day - and tells it to “B.” “A” can only speak in gibberish or some language unknown to “B.” “A” can use hand gestures and pantomime, but no props. After “A” finishes, “B” must translate the story to the group. Then “A” and “B” switch roles. Discuss how it feels to be on either side of this language barrier. Are there ways that “A” and “B” can compensate for the barrier, for example, with voice inflection, sentence patterns or careful listening? How does it feel to have others watching you during the activity? What would it feel like if this were an emergency situation? Compare this to real-life situations.

GENERALIZE (So what?):

Choose one or two discussion questions (or as many as time allows) to help youth better understand the experiences of recent immigrants in their community and recognize how they feel about it.

1. How is your daily life influenced by cultural groups other than your own?
2. Have you been in situations where the majority of those around you are from a different cultural group? How did you feel?
3. What does it feel like to come to a new place (country, school, neighborhood) where you know very few people?
4. How can you help someone from a different culture feel comfortable? Have there been times when you or someone you know intentionally made someone feel uncomfortable? What happened?

5. What role does fear play when those of a different cultural group are mistreated or unaccepted?
6. Who are the most recent immigrants to Wisconsin? What has their experience been like?
7. What happens when people from another culture begin adapting to life in Wisconsin among long-established residents? What challenges and opportunities do they face?
8. How does a community benefit when people of different cultural groups immigrate there?
9. How has your family preserved its culture?
10. If only one member of your family could move to a new country, what might that person's experience be like? Who would that person be? What could family members do to maintain their ties with this person?

APPLY (Now what?)

The following discussion questions encourage youth to act on their thoughts and feelings. Choose one or two questions or as many as time allows. Ask a participant to write down responses on a flip chart. (Post pages around the room if participants consider making an action plan at a later time. See the following section on action plans.)

1. Now that you've seen this video, how will you go about meeting or getting to know someone from a different culture?
2. What activities will you initiate to help others from a different culture become comfortable in your community?
3. What will you do this week to better understand the experiences of those from another culture who are adapting to life in Wisconsin?
4. How will you share what you've learned today with others?
5. Now that you have seen these videos, how will you respond to someone who complains about immigrants moving into your community?
6. What can we do to overcome fear of those who are culturally different from us? Why is this important?
7. What can we do to stop hate crimes against people of different cultural groups?

Action plans

Youth (and adults) need to consider ways to build support for themselves as they begin their action plan and actively address these tough issues. This is a lifelong journey, and support from others can help sustain them for “the long haul.” Some questions youth will find helpful as they consider this are:

- Are you someone who is more comfortable acting alone or as a member of a group?
- If you prefer to work on these topics as a member of a group, who could those other youth or adults be?
- What support would you need in order to continue acting on the topic and what would that support look like? (Examples: one-on-one conversation, support from an organized group, weekly activities to stay motivated, etc.)

A few ways to continue this work: suggestions from youth around Wisconsin

1. Invite a guest who has immigrated to Wisconsin to speak to your group about the experience. Ask his or her opinion about how long-term residents might help new arrivals from other countries.
2. Study a new language and ask a native speaker who has immigrated to Wisconsin to help tutor you. Or volunteer to tutor English to new immigrants. Encourage your friends or classmates to volunteer, as well.
3. Expand your social circle. If you’re not friends with someone who’s from a different background or culture than you, ask yourself why. Then, reach out to someone new.



Background Information for Group Facilitators

Understanding Personal Cultural Identity

Learning about culture and cultural diversity has often focused on the “four Fs”: fashion, food, folklore and festivals. Learning experiences sometimes isolate ethnic and racial groups by focusing on the visible displays of culture such as the foods, dance and decorated costumes of ethnic holiday celebrations. These external “surface” cultural characteristics are important, but they are only a small part of any culture. Internal “deep” cultural elements such as beliefs, patterns of thought, learning styles, concepts of time and family ties, are also important.

Please remember that many of Wisconsin’s young people are a blend of more than one specific ethnic and racial group. Compartmentalizing cultural studies by ethnic and racial groups can have the unwanted effect of suggesting to youth that they must identify with a single cultural tradition. Therefore, learning about distinct ethnic and racial groups is not always appropriate in our increasingly diverse and complex society.

The video clips within this module focus on families and are intended to help youth think more about their own family culture in order to understand and respect the many different types of family culture. Family culture doesn’t depend on what type of house or in which neighborhood the family lives; rather, it involves doing things together and sharing family traditions.

It is important to celebrate all families and to allow youth to identify whom they consider to be members of their families, extended family members, neighbors, family friends and pets.

Some youth may not be comfortable sharing family information or engaging their own families in certain activities. Be sure to provide creative options for these young people, such as borrowing a friend’s family or creating an imaginary family.

Identifying and Dispelling Stereotypes

Today’s young people are growing up in a global era. In a world made smaller by technology, people are more connected to one another than ever before. Geography no longer separates the United States from distant lands. Young people now have more opportunities to gain a deeper understanding of people of all cultures by honing their abilities to learn about their global neighbors, explore commonalities and respect differences, and overcome stereotypes.

Although stereotypes can be based on many things, including race, sexual orientation and economic status, any stereotype relies on a single premise: it is formed by making a judgment based on insufficient information. This judgment is then generalized to a person or a group of people without regard for individual differences. Stereotypes are generated and perpetuated within families, among friends and in mass media.

The goal in this module is for youth to learn to define and identify stereotypes, understand where stereotypes originate and feel empowered to dispel them. Dispelling stereotypes can happen in a variety of ways - by getting to know people who are different, responding when they hear other people say things that are hurtful or perpetuate stereotypes, sharing cultural information with others, gathering accurate information, choosing not to hold a grudge against a person or a group and sharing feelings with each other.

Your role as group leader will include helping youth move beyond the emotional issues of stereotyping to the practical steps to dispel them.

Adapting to a New Home

People have been coming to Wisconsin for many years and will continue to do so. They come for a variety of reasons and experience very different journeys. They may arrive as immigrants who chose to leave their homeland and make a new life in another country or as refugees who are escaping war or natural disaster. Other travelers to Wisconsin include migrants, who spend part of each year working in a country other than their homeland, and exiles, who are forced to leave their homeland permanently due to political or other turmoil.

The experiences of different groups as they travel to Wisconsin and settle into a new life may have affected the cultural identities of these new arrivals. In spite of their differences, all newcomers have feelings and choices about which aspects of their cultural identity they hope to maintain in their new home and which ones may be relinquished or lost over time.

You may wish to remind young people that, unless they are of certain American-Indian ancestry, their families at one time experienced a journey to Wisconsin and adapting to a new home, too.

All of the above information is adapted from the *Cultural Horizons of Wisconsin Teacher Guide*, © 2003 Wisconsin Educational Communications Board.

See <http://www.ecb.org/culture/programguides.htm> to view the entire teacher guide.

Additional Information

about program clips and accompanying VHS tape for

Coming Together: Race in Wisconsin

The *Coming Together: Race in Wisconsin* VHS tape has been designed with a short break between each program clip. During the break, a caption with the title of the module, the clip number (#1, #2 and so on) and the clip length will appear on the screen. Should you need to fast forward or rewind the VHS tape to find a program, the captions will help guide you. The program clips follow the order listed below.

For more information about a particular program, or to request a full-length copy of it, visit the Web site listed.

Module One: Understanding Personal Cultural Identity

total running time - 13:38 minutes

Clip 1. Being Hmong Means Being Free (4:32)

This program highlights the history, culture and identity of the Hmong immigrants who settled in the United States between 1975 and the early 1990s. Lia Vang, a second-generation Hmong immigrant from Green Bay, tells the story of her family who, like 60 percent of the Hmong in Laos, choose to align with the U.S. and take up arms against the communist forces during the Vietnam War. When the U.S. withdrew from that conflict in 1975, the Hmong soldiers and their families were driven from their homes into re-settlement camps in Thailand. In time, they made new homes in the U.S., in a culture very different from their own.

Even though the Hmong immigrants and their children struggled between two extremely diverse cultures, they have made remarkable progress. As Lia notes, “We have changed from non-literate mountain farmers into fully capable citizens of the Western world in the course of a single generation.” No other immigrant population in this country’s long history of immigration has come so far in so short a period of time.

© 2000 Wisconsin Public Television <http://www.wpt.org/hmong/>

Clip 2. Cultural Horizons of Wisconsin - Migrant Families (3:01)

Between 6,000 and 8,000 migrant workers travel to Wisconsin every year in search of agricultural work. Many come from Texas, and most are Mexican-born or of Mexican descent. These migrant families choose to make the annual trip because they have a strong work ethic. Some travel on speculation, hoping to find work. Many field workers provide physically demanding “stoop labor.”

The migrant lifestyle presents a host of challenges. Many families are isolated in rural areas. Some housing opportunities are available only to single men, forcing workers to find alternative housing or leave their families behind. And, the education of migrant

children is interrupted each semester by a move to a different state with different curricula. Migrant families often respond to these challenges with strong family ties, an emphasis on education and spiritual faith, and informal sharing of news about opportunities and services. In this segment, several migrant students talk about the disadvantages and advantages of their seasonal moves.

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Clip 3. Cultural Horizons of Wisconsin - Cheese Factory Family (2:52)

Family is the primary place where culture is learned and absorbed. Although there are many similarities among families, every family has its own culture. Aspects of family culture include work (going to school, home chores), play (at home, on special occasions), everyday routines, special rituals and traditions, beliefs and biases, gender roles, and ethnic and racial identity.

Bo and Emma live with their parents, a younger brother and a pet guinea pig. Their mom grew up in the same house and their dad operates a small century-old cheese factory that his in-laws once managed. The family shares traditions, fun times and chores, and has developed strategies for working through differences.

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Clip 4. Cultural Horizons of Wisconsin - African-American Slave Family (2:31)

Between the early 1500s and 1865, ships brought millions of Africans to the United States to be sold into slavery. The ocean voyage of three to four months from western Africa to the Americas, called the Middle Passage, was a horrible experience. Many Africans died due to the inhumane conditions. Those who survived didn't know where they were going or what would happen to them when they arrived. They heard people speaking a language they didn't understand. They were given new names and sold into slavery. Their owners wanted to strip them of their individual and cultural identities. For some, dying in an effort to be free was better than being a slave.

In this segment, Max visits the Milwaukee Public Museum with his brothers and mother to learn more about their African heritage. Africa is a continent with great cultural diversity, but Max's family may never know from which African kingdoms they are descended. Max and his brothers have heard family stories. They know that their great-grandmother was a slave as a child, but Max's grandmother finds the subject too painful to discuss. Today, storytelling, learning about Africa, strong family ties and pride in its roots help the family keep its culture alive.

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Module Two: Identifying and Dispelling Stereotypes

total running time - 24:26 minutes

Clip 1. Wisconsin Farm Kids (1:36)

Farming is an important Wisconsin tradition. Currently, Wisconsin is home to more than 70,000 farms and many of those farms are supported by the daily chores of the youth who live there. *Wisconsin Farm Kids* documents the day-to-day experiences of teenagers growing up on the farm. Teens from around the state gather in Dodgeville to discuss the pros and cons of living on a farm, the challenge of dispelling stereotypes made about them and the future of Wisconsin's agricultural tradition.

© 1999 Wisconsin Public Television

Clip 2. Race: The Power of an Illusion - *The Difference Between Us* (6:06)

Recent scientific discoveries suggest that race is a biological myth, as outdated as the medieval belief that the sun revolved around the earth. Yet, even if there is no biological basis for race, the social construct has been deeply woven into the fabric of American life. *The Difference Between Us* surveys the scientific evidence and illustrates why humans cannot be subdivided into races. The program follows a dozen high school students who sequence and compare their own DNA, and experience surprising results when they discover their closest genetic matches are as likely to be with people from other "races" as their own.

© 2003 California Newsreel www.newsreel.org

Clip 3. Cultural Horizons of Wisconsin - *Diversity Days* (2:52)

Like many suburban schools in Wisconsin, the cultural diversity of Verona Area High School's student population is increasing rapidly. The school's annual Diversity Day event gives all students opportunities to interact with each other, as well as participate in workshops led by speakers and performers representing many cultural groups. In this segment, six Verona students of different races talk openly about stereotypes, racism, and their feelings of hurt, anger, fear and shame. In cautioning young people against letting negative events influence their relations with others, Judge Carl Ashley of Milwaukee offers guidance about the value of listening to and talking with each other in order to gain respect for all.

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Clip 4. Cultural Horizons of Wisconsin - *Special Olympics* (2:56)

The Special Olympics is an international year-round program of sports training and competition for individuals with cognitive disabilities. More than 1 million athletes in more than 160 countries compete in 26 Olympic-style summer and winter sports. Jennifer, a high school student who volunteers with Wisconsin Special Olympics, has become good friends with Rene, a Special Olympics athlete. By spending time with teens who

are differently-abled, Jennifer has learned how much those teens can accomplish and how much they have in common with other young people. Jennifer explains how she dispels stereotypes about people with cognitive disabilities by speaking up and being an advocate for her friends.

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Clip 5. Cultural Horizons of Wisconsin - Head Scarves (3:04)

As of 2002, 2.5 million Muslims live in the United States. Muslims include people of several different ethnic/racial groups or origins, including African American, South Asian, Arab, African, Iranian, Turkic, Southeast Asian and Caucasian.

Evidence shows that a small group of Arabs and Muslims were responsible for the Sept. 11, 2001, terrorist attacks in the U.S. Although these terrorists do not represent the majority of the world's Arabs and Muslims, subsequent public reaction toward Arabs and Muslims in general included harassment, stereotyping and racial profiling.

In this segment, five teenage girls - all of whom attend Milwaukee's St. Joan Antida High School - are dealing with negative public reactions directed toward them because they are Muslim. Four of them wear a hijab, a traditional head scarf of Muslim women and girls to foster modesty. The scarves also are meant to encourage them to focus on their character more than their appearance. Erin, a Catholic classmate, decides to support her Muslim friends by also wearing a hijab after talking it over with her parents, friends, and Catholic and Muslim religious leaders.

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Clip 6. CHIEFS (6:07)

CHIEFS shows what it's like to grow up American Indian in the 21st century. American-Indian teens across the country will recognize the difficulties confronting the young basketball players from Wyoming's Wind River Reservation. The 11 Indian Tribes of Wisconsin face the challenges of poverty, alcoholism and racism demonstrated in this documentary. While the documentary does not back away from the difficult realities of the players' lives, it also demonstrates the strength of the Indian community as it comes together to support the team both on and off the court.

© 2002 by Dewey Obenchain Films. Contact the publisher for information on this and other quality programs. <http://www.ActiveParenting.com> 800. 825. 0060

Module Three: Adapting to a New Home

total running time - 21:03

Clip 1. Being Hmong Means Being Free (4:43)

See description above in Module One - Understanding Personal Cultural Identity.

Clip 2. Cultural Horizons of Wisconsin - *Tibetan Exiles* (3:10)

The Chinese government began a takeover of Tibet in 1959, and many Tibetans fled to India and other countries. In 1989, Congress allowed 1,000 Tibetan exiles to enter the United States. Only one member of any family was chosen. Between 1992 and 1994, the Tibetan Resettlement Project established cluster communities around the U.S. and helped the Tibetans settle into a new community and find work. These first arrivals often worked two or three jobs, trying to raise money to bring family members to join them. In 2000, about 80 Tibetan families lived in Madison.

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Clip 3. The New Americans Video Module - *The Flores Family* (12:42)

The demographics of communities in Wisconsin - both rural and urban - are rapidly changing. According to the United States Census 2000, Wisconsin has experienced unprecedented growth in its Asian and Hispanic populations.

The clip follows Pedro Flores, a Mexican working as a meatpacker in rural southeast Kansas, as he tries to secure the sponsorship needed to obtain visas for the entire family to join him. His story dramatizes the profound changes taking place in America's heartland. Working in one of the nation's most dangerous industries, poor and Third World immigrants try to build a new life in communities that have mixed feelings about their presence.

© 2003 The Flores Family segment is excerpted from *Supporting Families: Helping Teachers and Other Professionals Meet the Needs of Immigrant Families*. To get a copy of the family's full story, along with a discussion guide, visit www.activevoice.net/New_Americans.shtml

415. 553. 2841

Web Sites of Interest

This list of Web sites is offered as a starting point for further research and learning. It is only a short list of the many sites available that explore the topics of race and diversity.

General

Anti-Defamation League

<http://www.adl.org>

Excellent educational materials for all ages

Community Justice Dialog Project

<http://www.cjdp.org/documents/documentsindex.cfm>

Includes information on facilitation training

Cultural Horizons of Wisconsin Multimedia Resources

Wisconsin Educational Communications Board

www.ecb.org/culture/videos.htm

Information about all of the resources of which the Cultural Horizons video clips are part

Equity and Diversity Resource Center - Diversity Education Initiatives

www.wisc.edu/edrc

Madison, Wisconsin-based trainings for educators

Mix-It Up (for teens)

<http://www.tolerance.org/teens/index.jsp>

Great for teaching teens cultural competency

Project Self-Help & Awareness (PSA)

<http://www.psaprogram.org/>

Information about the Wisconsin-Mississippi Cultural Exchange Program

Stop the Hate Initiative

www.stophate.org

Empowering site for older teens and college-age students

Study Circles Resource Center

<http://www.studycircles.org/>

Includes information on facilitation training

Teaching Tolerance

<http://www.tolerance.org>

Loaded with information from the Southern Poverty Law Center

By Racial/Ethnic Group

American-Arab Anti-Discrimination Committee

www.adc.org

Invites teens to learn more about American-Arabs and how to avoid common stereotypes about that culture

America's Black Holocaust Museum

<http://www.blackholocaustmuseum.org/index.html>

Exceptional museum in Milwaukee

Great Lakes Intertribal Council

<http://www.glitc.org>

Information about Wisconsin's American-Indian Tribes

Hmong Wisconsin Radio

<http://www.hmongwisradio.com/>

Muslim Student Association

<http://www.msamilwaukee.qt.com/site/muslimsinhistory.htm>

Student Association at UW-Milwaukee

National Association for the Advancement of Colored People (NAACP)

www.naacp.org

Covers both a historical perspective and current issues

WWW Hmong Homepage

<http://www.hmongnet.org/>

Current information on issues in Hmong-American culture

Wisconsin Judicare's Indian Law Office

<http://www.judicare.org/ilo.htm>

Dedicated to the practice of Indian law at all levels



Glossary of Terms

- ableism** - Prejudice and/or discrimination against people with mental or physical disabilities.*
- ageism** - Prejudice and/or discrimination against people because of their age.
- anti-bias** - An active commitment to challenging prejudice, stereotyping and all forms of discrimination.
- bias** - An inclination or preference either for or against an individual or group that interferes with impartial judgment.*
- cognitive disability** - The lack of ability to do something with one's mind because of an illness or injury or due to a condition present at birth.
- culture** - A way of life; something everyone has. It includes the behavior patterns, arts, beliefs, institutions and all other products of human work and thought. Culture is complex and ever evolving.
- cultural competence** - The ability to function effectively and appropriately in a society of cultural variation.*
- cultural identity** - A person's blend of cultural traits.
- cultural survival** - Keeping one's culture alive, even under difficult circumstances, such as slavery.
- discrimination** - Prejudice in action; the act of denying opportunities, resources or access to a person because of his or her group membership. Discrimination can take on many forms, including racism, sexism, heterosexism, ageism, etc.*
- diversity** - Different or varied.
- ethnic** - A group of people sharing a common and distinctive racial, national, religious, linguistic or cultural heritage.
- exiles** - People who have left their homeland due to political turmoil or other trouble and cannot return.
- hate crime** - An act or attempted act by any person against another individual or group that in any way constitutes an expression of hostility toward the victim because of his or her race, religion, sexual orientation, national origin, disability, gender or ethnicity. This includes but is not limited to threatening phone calls, hate mail, physical assaults and vandalism.*
- heritage** - The connection people have to the generations of those who lived before them; can pertain to cultural heritage, family heritage, ethnic heritage, etc.
- homophobia** - The irrational fear of people who are believed to be lesbian, gay or bisexual.*
- immigrant** - Someone who leaves one country and settles permanently in a new country.
- mental retardation** - Slow in mental abilities.

- migrant** - Someone who moves in order to find seasonal work, such as picking vegetables or working in a canning factory.
- minority** - A group of people of a particular race, ethnicity or religion living among a larger group of a different race, ethnicity or religion.
- multicultural** - Means many or multiple cultures. The United States is multicultural because its population consists of people from many different cultures.*
- oppression** - A state of being that results when many acts of discrimination, over time, are perpetrated against one relatively less powerful social group by a more powerful social group.*
- prejudice** - Conscious or unconscious pre-judging; making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.*
- privilege** - A special right, advantage or power given to a particular person or social group.*
- race** - A socially defined subgroup of people usually based on physical characteristics, such as skin color, hair texture, eye shape and physical stature; once considered a biological division, science now proves that there is no genetic or biological basis for race.*
- racism** - (privilege + prejudice) A conscious or unconscious thought, action or institutional structure that subordinates a person or group because of race or ethnicity.*
- racist** - A person who thinks that a particular race is better than other races, or who treats people unfairly because of race.
- refugees** - People who are forced to leave their homes due to war, persecution or disaster.
- ritual** - Certain activities or actions always performed the same way, often to mark a special occasion.
- scapegoating** - The action of blaming an individual or group for something when, in reality, there is no one person or group responsible for the problem. It targets another person or group as responsible for problems in society because of that person's group identity.*
- sexism** - Prejudice and/or discrimination based on gender.*
- stereotype** - An overly simple idea, opinion or image of a person or a group of people; a generalization applied to all people of one group; a judgment based on incomplete or biased information.
- tradition** - The ideas, customs and beliefs handed down from one generation to the next.
- values** - People's beliefs and ideas about what is most important in their lives.

Information adapted from the *Cultural Horizons of Wisconsin Teacher Guide*, © 2003 Wisconsin Educational Communications Board, unless otherwise noted.

*Information from *Close the Book on Hate*, Anti-Defamation League, 2003

***Coming Together: Race in Wisconsin* Feedback Form for Leaders**

Please take a few minutes to photocopy and complete this form. We will use your feedback to update the materials in the future. All information will remain confidential except for evaluation purposes. Thank you!

**Send to: Wisconsin Public Television Outreach 975 Observatory Drive Madison, WI 53706
or fax to: 608. 265. 5039 This form is also available online at www.wpt.org/outreach.**

Date(s) program used _____ City and County _____

Type of youth group who used program (circle)

4-H club community group after-school club faith-based group other _____

How many youth participated? (please fill in number) _____

What grade level were they? (check all that apply) 6th grade 7th grade 8th grade 9th grade
 10th grade 11th grade 12th grade beyond 12th grade

What race/ethnicity were they? (check all that apply - this is voluntary information) African-American
 American Indian Asian Caucasian Hispanic/Latino Mixed Other

Which module(s) did you work with? (circle)

Understanding Personal Cultural Identity Identifying and Dispelling Stereotypes Adapting to a New Home

The overall goal of *Coming Together: Race in Wisconsin* is to give youth the tools to identify community-held prejudices and to encourage positive interaction with people they see as different from themselves.

With the above goal in mind, please answer the following questions:

1. How far did your group progress toward reaching the goal stated above? (Circle the one answer that best fits the majority of the participants.)

no progress was made made some progress made good progress made outstanding progress

2. What three things did you like MOST about the program? please explain:

3. What three things did you like LEAST about the program? please explain:

4. In general, how would you rate the overall effectiveness of this curriculum? (circle one)

extremely well okay problematic please explain:

5. Would you recommend this curriculum to others? Yes No please explain:
