

Special Interest Articles:

- Learn about new service projects for your club.
- Read about real life diversity success stories.
- See how to expand your club through diversity.



“Diversity is the recognition and embrace of all identities in order to achieve a higher level of personal growth while pursuing service, leadership, and fellowship – with the ultimate purpose of serving the children of the world.”

The Diversity Ad-Hoc Committee was created to identify the areas of diversity CKI should target and create potential resources for clubs and districts to use in recruitment and public relations. The areas of diversity could include, but are not limited to: ethnic, cultural, creed, gender, the chartering of non-traditional



schools, and the appeal of CKI to students with diverse majors and both undergraduate and graduate students.

In order to help spark the growth and development of diversity, the Diversity Ad-Hoc Committee created this manual to help you learn more about this pressing issue and how it can help enhance your club. Diversity is expanding throughout our international organization, and the embrace of all people is essential.

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DIVERSITY IN ACTION

As CKI continues to grow and develop, we will find ourselves having members of all shapes, sizes, colors, ages, cultures, countries, and more. It is important that we keep our sponsoring organization, Kiwanis, informed off all the changes.

Diversity in a club can sometimes be an intimidating factor, if a club is predominately one race, it can be intimidate daunting to someone that is not of the majority race. By encouraging clubs in the Kiwanis Family to reach out to all persons, we can help transition each club into a melting pot of diversity – where we all come together to have one common goal: service.

At the heart, each and every one of us is the same. We all have a passion for service and for changing the world around us. By focusing on and not ignoring diversity, we can help people see past cultural/ethnic/physical /mental differences – and see into the heart.

Throughout this manual, the Diversity Ad-Hoc Committee provides you with materials to answer questions, create workshops, put on small presentations and communicate with others. It is important that we do communicate with our members on the importance of diversity and the impact it can have club and its members. We encourage you to take the time to talk with your clubs about



TARGETING SPECIFIC POPULATIONS



"Diversity is the one true thing we all have in common. Celebrate it everyday."



Assessing your club is the first step to realize your club may be lacking in certain areas of diversity. Talk with the members of your club to see what kind of people they want to attract. Perhaps your club would like to see more cultural diversity, men, eclectic majors, people with disabilities, sexual minorities, graduate students, non-traditional students and/or couples with children. Perhaps you can send out a survey to your members asking them which area of diversity they would like to see the club focus on to get members more involved.

Once your club knows which area(s) of diversity they want to target the club must talk with people in that specific population. For example, if a club wants to recruit men they should talk with other men about what would attract them to their club. If clubs truly want to commit to recruiting diversity they must be willing to step outside the people in their current club and look to that specific

population for advice. This may require you to step outside your comfort zone, but usually anything that makes you feel awkward is exposing you to something culturally different and diverse.

Furthermore, it is essential that you look to the current leaders/stronger members of that population for advice. Going along with the male example, if a club wants to recruit more men they should talk with male leaders that belong to other organizations to see what attracted them.

Diversity is such a huge topic and is very club specific. The main thing to keep in mind is, do what feels right for your club and do what would be the best for your club to make service more accessible to all. Don't waste your time on recruiting a population that doesn't exist at your school, if your school has only undergraduate students obviously no one will fault you for not having any graduate students.

DIVERSITY IN ACTION (con't)

about the different and diverse characteristics of your club. We hope that we can continue to grow and expand the Kiwanis family, and truly be an all-inclusive organization – but we can only do this with your help. Sharing your

experiences with diversity with other branches of the Kiwanis Family is just the first step. As you will see in the rest of this manual, there are many ways to start and create a lasting impact.

WHY IS DIVERSITY IMPORTANT?

- Tolerance helps create a welcoming and supportive club environment.
- Additional insights, skills, and networking opportunities from people with various backgrounds increases the potential of the club.
- Experiences with diversity lead to personal growth of individual members.
- A unique combination of people and events produce enduring friendships and lasting memories

HOW DIVERSITY CAN IMPROVE YOUR CLUB

New Service Projects

Diversity, no matter of what kind, will increase the pool of ideas from which clubs can select. Different ways of thinking will provide the club with an opportunity to try out different projects and serve a larger part of their communities.

Awareness for New Issues

Because each person is unique, many times within a group of people you will find different interests and opinions. These differences can give rise to positive feedback on how the club operates and it can be improved to better serve its members.

Taking the Club to a New Direction

In diversity lies potential for new and exciting opportunities, one of them being new leaders who will take a club through uncharted paths. By embracing this potential for change, clubs could find themselves doing all kinds of new projects and initiative.

Introduction to New Cultures

Possibly the most predominant example of diversity in most of our clubs is the presence

of different cultures. By embracing and respecting these differences, CKI members will be introduced to new cultures in an environment that's conducive to acceptance and learning.

Larger Club

Embracing diversity is a clear way of opening up the door to a membership increase. Many times on campuses most organizations do not take advantage of the things diverse communities have to offer, some of the most basic being strength in numbers.

Increased Participation

A larger pool of members will translate into larger attendance at club projects. This will then carry over into higher service hours total and more interaction within the club.

New Ideas

More people means more ideas, and when diversity is thrown into the mix, those ideas have a higher chance of being new ones that are yet to be suggested.



DIVERSITY TIPS

- Encouraging a tolerant atmosphere in the club and do not condone discrimination.
- Look to other student organizations with diverse populations.
- Utilize your campus diversity resources and materials.
- Keep an open mind when interacting with others; remember that you can always learn something new.

*"We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams."
-Jimmy Carter*

DIVERSITY BASED SERVICE PROJECTS AND INITIATIVES

As student leaders, and members of CKI, we have the opportunity to break down barriers each and every day, whether we realize it or not. Our dedication to serving others can have a long reaching impact on our communities and our world. By working to find service projects for your club that reaches a diverse group of individuals, and by taking on projects that might not be the “norm” for your club, you can achieve many purposes. First, you can enrich the experience of the

members of your club that are participating in the project itself. The experience can teach those lessons about another group or about themselves. Secondly, the project will aid a group that might not receive a great amount of assistance from other sources. And through your project, you can also begin to raise awareness of certain causes and issues to those who might not take notice without the service you are performing.

“If they give you ruled paper, write the other way.”
-Juan Ramon Jimenez

AIDS Awareness Projects

Many groups participate in activities during AIDS awareness month to raise the level of knowledge on the subject amongst the community. These events can range from simply handing out ribbons, to seeking donations to help with AIDS research. The benefits of participating in these projects aid diversity in several ways. First, AIDS is an epidemic that plagues various different groups: black and white, gay and straight, and rich and poor. Thus, these projects work to serve a large and diverse population. Secondly, when CKI clubs work on these issues, they open themselves up to various organizations already working on projects relating to this issue. Many African American organizations as well as GLBT organizations, work diligently to plan events on AIDS awareness. By working alongside members of these groups, CKI members can potentially find a greater level of understanding for the issue and the groups represented.

Working in a Soup Kitchen

The homeless are the audience of this service project. The homeless are a diverse group in that they are comprised of every ethnic group, every age, and are both men and women. The

benefits of this experience can bring the reality of a separation in class to the attention of all those who participate.

Disability Based Projects

Many older buildings on both college campuses and in the community lack efficient means for the physically handicapped to navigate or enter buildings. Many organizations and even some CKI clubs have worked to build ramps and raise funds to install elevators and other mobility systems in buildings. Many times, materials can be donated by a home improvement store or the cost shared by other organizations or institutions.

The Clothes Line Project

Members of a club pass out T-shirts to various groups and members of their campus community and ask them to decorate them on a certain issue, “what does diversity mean to you?” for example. The t-shirts are all then collected and hung together on a line for the campus or community to see. This shows how everyone can be different but still has the same base idea in mind. The display can be added to by passersby.



DIVERSITY BASED SERVICE PROJECTS AND INITIATIVES (con't)

Rock The Vote

CKI members help to encourage others to register to vote in upcoming elections. This project can be held in conjunction with a school's Student Government or other political action groups. The program is geared toward encouraging all students to vote, regardless of their political affiliation. It encourages them to take a part in shaping what happens in government and unites them in an understanding that regardless of viewpoints, everyone has the chance to make a difference.

The House that Tolerance Built

CKI members create a program focusing on the importance of diversity and untrue stereotypes and present them in a skit format, ultimately showing the audience the benefits of a tolerant environment. The presentation is then given to high school and elementary students, to begin to build an understanding of the value of tolerance and diversity.

YOUR QUESTIONS ANSWERED

Dear Diversity Darren,

Our CKI Club is mostly divided into members of only four different majors. We are looking for ways to get more of the students involved with our organization, and are hoping to expand the diverse amounts of majors that comprise our club. Do you have any suggestions for attracting members of various courses of study?

Mary MoreMajors

Dear Mary MoreMajors,

This is a very common problem for a lot of clubs. Why don't you try doing some joint projects with clubs/organizations that are specific to the majors you are trying to recruit. Also, try and do projects that will appeal to the majors you want to target. For example, if you want to attract education majors maybe try a service project where you read to children at the library. Basically you need to make your club appealing to all, try mixing up your projects a bit. Once you get one person in the target major group you want ask them to bring in their friends from some classes who also might enjoy doing service.

Yours in Diversity and Service, Darren

Dear Diversity Darren,

There is one member of our club that I noticed is rather reserved. Upon speaking with him, I realized that he recently moved here from China and is a bit shy about his English-speaking abilities. While he's really involved with service, it's often hard to get him to socialize with other members and speak up at meetings. How can I get him to feel more like a part of our service family?

Sean Social

Dear Sean Social,

Not knowing what people are saying is very intimidating for non-native English speakers, often times non-native speakers of a language worry about people making fun of them or talking about them. Perhaps try talking with him one on one or asking his opinion on a certain issue; he may not feel it is his place to give his opinion since he is new to the club so by asking him directly you will give him a message that his opinion is valued. You could try and do this after the meeting as to not look like you are signaling him out. Try reading his body language; he just may naturally be a shy person. Finally, you might try asking him what he likes to do for fun and plan a social around that activity.

Yours in Diversity and Service, Darren



"I am only one: but still I am one. I cannot do everything. But still I can do something. I will not refuse to do some-thing I can do."
-Helen Keller

YOUR QUESTIONS ANSWERED (con't)

Dear Diversity Darren,
There are three new members that are strong Christians. I have noticed that sometimes when they wear clothes that support their beliefs, other members keep their distance. There is becoming a huge divide amongst members, as some clearly do not have the same beliefs and values as others. How can I stress the importance of respecting others? And how can I promote unity within the group?

Rita Respect

Dear Rita Respect,
Your members obviously have the right to wear the things that they want, until they become offensive to others. If this happens, you might have to sit down and talk with those three new members and tell them that some of the things they are wearing have become offensive to other people. If you are

genuine, non-threatening and approach it as being for the good of the club they probably won't go off the deep end. However, CKI is about helping EVERYONE and if these members continue to wear offensive things and in turn you start losing members and/or your service projects you may have to take more serious action. Try doing some icebreakers that address understanding. For example, put a piece of rope in a straight line down the middle of a room. Have everyone stand on one side and say cross the line: if you went to private school or cross the line if you were ever homeless, ect. This will lead to people understanding where others are coming from and eventually will lead to group unity. I can't stress enough that talking things out is always the best way to solve disagreements.

Yours in Diversity and Service, Darren

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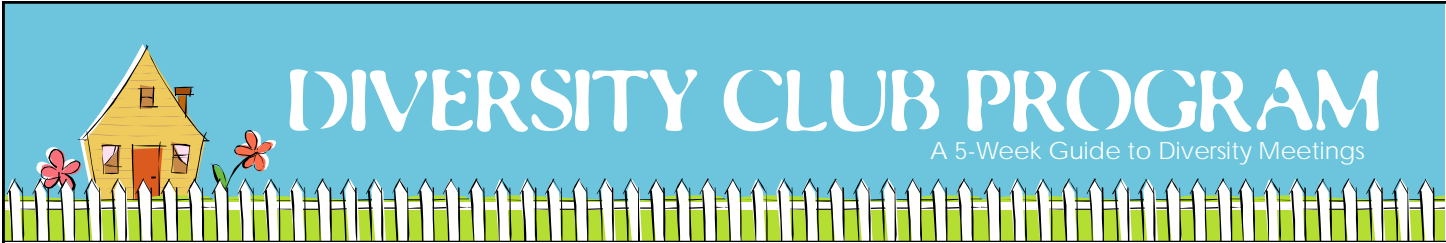
Ricardo Torres

DIVERSITY CLUB PROGRAM

The final portion of this manual is dedicated towards a Diversity Club Program. This program is designed to help guide you in expanding your clubs diversity. This manual can be used to give you ideas, reference, and reflect upon your progress.

*DIVERSITY
Embracing Tomorrow*





HOW TO DIVERSIFY YOUR CLUB MEETINGS

CKI Diversity is the recognition and embracement of all identities in order to achieve a higher level of personal growth- while pursuing service, leadership, and fellowship – with the ultimate purpose of serving the children of the world.

That’s all fine and well, but what does that have to do with you? I know what you are thinking. You’re thinking that you have your club meeting structure all worked out and if it isn’t broke, don’t fix it. What we are offering here is not a call for complete meeting revolution, but rather an opportunity for refocusing. The *Diversity Club Program* guides club leaders in the exploration of new perspectives by incorporating diversity themes into regular club meeting structures. While dedicating ourselves to the realization of mankind’s potential, it is imperative that we attempt to understand humans from a reality of diverse perspectives.

Step 1: Block off 4 weeks on your CKI calendar for your diversity program.

Step 2: Using the service project suggestions, correspond your projects during the weeks of the diversity program to the specific themes.

Step 3: Using the speaker suggestions, invite appropriate speakers from your campus and community to join you for the themed-meetings and share their real-world experiences.

Step 4: Advertise your program and encourage members to add to each theme with their own expertise.

Step 5: Run your meetings with the supplied statistics, icebreakers, discussion questions, speakers, and theme-related fun! You may want to supply a handout of additional resource information so your members can continue learning on their own!

MEETING THEMES

WEEK 1..... Gender & Sexuality Diversity

WEEK 2..... Religious Diversity

WEEK 3..... Cultural Diversity

WEEK 4..... Abilities Diversity

ICEBREAKER: LEARNING SOCIAL ROLES

Purpose: This activity continues self-reflective processes as participants write and share short pieces about how their gender identities were affected through childhood messages about what it meant to be a boy or a girl (also adaptable for race, sexual orientation, socioeconomic class, religion, and other identifiers). This activity can be used to introduce a discussion on gender issues, setting the groundwork for maintaining a focus on talking about issues from one's own experience instead of their perceptions of the experiences of "those people."



Procedure: Allow five minutes for participants to quickly write a free-form reflective piece (words or phrases are perfectly acceptable) on their childhood memories and experiences which helped shape their gender identities. Ask them to address what messages they received as children about what it meant to be a "boy" or a "girl." Also, ask them to consider who sent those messages (parents, teachers, coaches, other kids, etc.). Be clear that this is not to be an academic piece, but a reflective effort regarding their own experiences.

In order to ensure that everybody has an opportunity to share her or his story, break into diverse small groups of eight-10 if necessary. Give participants the option to either read their pieces or to share their pieces and reflections from memory. Ask for volunteers to share their stories.

Source: Awareness Activities, <http://www.edchange.org/multicultural/activityarch.html#icebreakers>

GET INTO THE THEME!

We know this isn't like hosting a birthday party, but there is no reason why you can't get into the theme and have a little fun with this. Try these on for size:

Post your favorite gender/sexuality quotes around the room, ranging from funny to serious to downright obnoxious. Use them to start discussions, or have your members divide into small groups based on which quote they like the best.

- Have your E-board wear **clothing that challenges gender norms!** Discuss why your choices may seem absurd or amusing to some.
- **Gender your refreshments!** Make cupcakes with the male/female symbols on them (candy is great for making designs or spelling out gender words in the frosting....)
- **Adorn your meeting agenda** with pictures of your favorite sex and gender symbols and icons.
- Encourage your members to wear shirts that show their favorite gender representations.

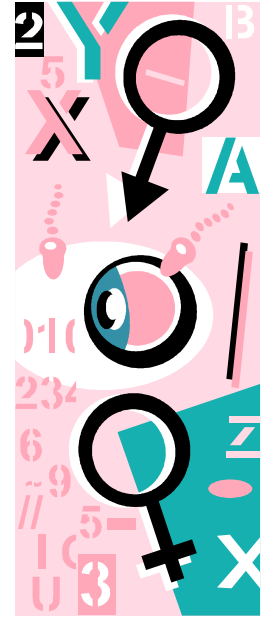
To me gender is not physical at all, but is altogether insubstantial.
It is soul, perhaps, it is talent, it is taste, it is environment,
it is how one feels, it is light and shade, it is inner music.

-Jan Morris



GROUP DISCUSSION QUESTIONS

- 1.) How would you define gender? Sex? Sexuality?
- 2.) Have you ever considered how you developed your gender identity?
- 3.) How is your gender identity still informed or affected by your experiences growing up?
- 4.) What messages do you send to others regarding what it means to be a “boy” or a “girl”?
- 5.) How did (has) your schooling play into your understanding of what it meant (means) to be a boy or a girl?
- 6.) Have you ever been ridiculed for doing or saying something that others didn’t consider “masculine” or “feminine”? How did that make you feel? How did you react?
- 7.) Have you ever ridiculed someone else for doing something you didn't consider “masculine” or “feminine”?
- 8.) Do you think that it is possible for more than two genders to exist in society?
- 9.) What are some common gender stereotypes?
- 10.) How is gender stereotypes portrayed in the media?
- 11.) What are the feelings in society towards individuals who are not easily identified as clearly “male” or “female”? Where influences these feelings?
- 12.) How are people oppressed because of their gender? Sexual orientation?
- 13.) Discuss examples of unique cases in history of people who challenged society’s views of gender? Sex? Sexuality?
- 14.) What are the problems with living as an inter-sex in our society?
- 15.) What are the views of gender and sexuality in other cultures?
- 16.) How can CKI be more sensitive to the reality of diverse gender and sexuality issues? What specific aspects of the club and the international organization are most crucial to ensuring that this type of diversity can thrive?
- 17.) Why might many clubs have problems recruiting more boys?



WHERE DOES SERVICE FIT IN?

While it may not be obvious at first, gender and sexuality can play a large role as your volunteers interact with the community and the “real world”. When scheduling your projects:

Make sure to balance the **gendered-environments** that your club visits. For example, a women’s shelter provides your volunteers with an experience of primarily female issues. Helping out an all-male nature-scouting group will provide volunteers with a very different perspective of community issues. Because our aim to prepare our members to be future leaders, we need to provide them with a variety of gendered-environments and social issues through service projects and reflection.

Ask yourself if any of your members might feel **uncomfortable in the project environment**. Religious-affiliated projects may make individuals of minority sexual orientations uncomfortable because of doctrinal issues. If doing any religious-affiliated projects, be sure to fully inform volunteers beforehand.

When working with groups of children, encourage your members to challenge themselves by **working with children of the opposite sex**. Discuss which kind of interactions work better for which gender, and why this might be.

Does your club seem interested in getting more involved with gender and sexuality issues? Find a group on campus (Women’s Councils, Men Active Against Sexual Assault, LGBT groups) and discuss with them the possibilities of a **joint-service project**, or **raise money as a club to support a speaker** coming to campus to discuss these issues.

FINDING THE RIGHT SPEAKERS

- With gender and sexuality studies growing within all academic disciplines, **professors** are a great resource for potential speakers. Call or visit your campus department offices and inquire about the individual research that is being done by its department faculty- Is anyone researching an interesting topic having to do with gender or sexuality?
- Contact campus or community **LGBT groups** and ask if they know of or could provide any speakers that could share unique experiences regarding the categories of gender and sexuality in society.
- Ask the **directors of local service centers, shelters, food kitchens**, etc. that you work with to have them describe the specific issues and concerns involving gender and sexuality that come into play as they provide their services.



Whoever named it necking was a poor judge of anatomy.

-Groucho Marx

STATISTICS

The spiritual trends in the United States (according to the ARIS 2001 national survey):

- 217,872,000 identified as Christian
- 37,593,600 identified as non-religious
- 5,503,192 identified as Mormons
- 3,702,400 identified as Jewish
- 2,756,170 identify as Eastern Orthodox
- 2,400,000 belong follow the Buddhist tradition
- 1,708,800 are registered Jehovah's Witnesses
- 1,424,000 are Muslim
- 1,424,000 are agnostic
- 1,000,000 identify with the Hindu tradition



ICEBREAKER ACTIVITY: RESPECT

“Ask everyone to find someone in the room who they do not know. Instruct them to introduce themselves to that person, and spend five to ten minutes talking about respect. What does it mean for you to show respect, and what does it mean for you to be shown respect? After the allotted time, ask the participants to return to their seats, and open the discussion. What ideas did people come up with?

Common responses include the “Golden Rule,” looking somebody in the eyes, being honest, and appreciating somebody's ideas even when you do not agree with them. It is important to mention that respect is a crucial ingredient in any discussion, but especially in a discussion of often-controversial issues regarding multicultural issues. The point is to learn from our differences-to understand each other's understanding. The point is NOT to agree. Another important part of respect is knowing each other's names, and how to pronounce them. Also, respect includes keeping the conversation in the group. This type of community building-and the safety which people feel with it-can make or break an attempt to facilitate discussions on multicultural issues. This activity touches many bases. First, it starts the crucial path toward building a community of respect. This is the first step in maintaining a constructive exchange regarding issues such as racism, sexism, etc. At the most basic level, participants meet someone they did not know, and exchange ideas with that person. Second, the community is built through an understanding of how the group perceives respect, and how they negotiate its meaning. Third, the similarities and differences in participants' ideas about respect begin to show the first signs of similarities and differences within the group on a larger level.”

Source: Awareness Activities, <http://www.edchange.org/multicultural/activityarch.html#icebreakers>

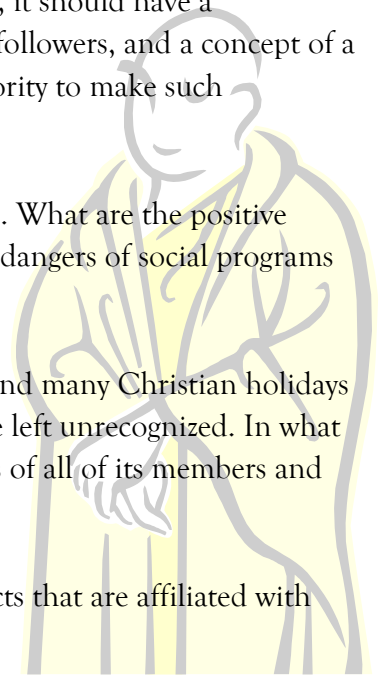
Why not let people differ about their answers to the great mysteries of the Universe?
Let each seek one's own way to the highest, to one's own sense of supreme loyalty in life,
one's ideal of life. Let each philosophy, each world-view bring forth its truth and beauty
to a larger perspective, that people may grow in vision, stature and dedication.

-Algernon Black

GROUP DISCUSSION QUESTIONS

A popular definition of religion among scholars is that to be a religion, it should have a community of followers, a set of beliefs, a set of actions that unite the followers, and a concept of a surreal power. Is the Church of Baseball a religion? Who has the authority to make such distinctions? What impact does the label of “religion” have?

- Many social programs are supported by Religious organizations. What are the positive aspects of this relationship? What are the negative aspects or potential dangers of social programs being offered by religious-affiliated groups?
- Christianity is considered the “majority” religion in America, and many Christian holidays are recognized by our government, while other “minority” religions are left unrecognized. In what ways can CKI groups be sensitive to the religious holidays and customs of all of its members and the community they serve while planning events?
- How do you feel about taking part in community service projects that are affiliated with religious groups? What aspects might make you uncomfortable?
- In the US there is a separation between church and state. In what ways is this upheld? In what ways is breached?
- What religions are prominent in your community? How does this effect how they relate to others of different beliefs?
- Some scholars believe that American patriotism is a civil religion. How do you feel about saying the Pledge of Allegiance at CKI and Kiwanis meetings? How do you feel about invocations at CKI events like District Convention?



For those who have seen the Earth from space, and for the hundreds and perhaps thousands more who will, the experience most certainly changes your perspective. The things that we share in our world are far more

| valuable than those which divide us.

-Donald Williams

GET A SPEAKER!

- Professors in religious studies departments, or in other disciplines focusing on religion and society, who would be willing to discuss the role of religion in America today and how it affects issues and work in the community service sector.
- Religious leaders of lesser-known religions, because knowing more about our neighbors allows us to serve them in a greater capacity through our sensitivity. Ask around your area about local Buddhist monasteries, Hindu temples, Ba'hai groups, Islamic temples, Jewish synagogues, Wiccan groups, etc. (the suggested religions are doctrinally-known to be uninterested in missionary work, with their leaders more likely to focus on educating your group without tones of conversion, which may offend members).



DISCUSS POSSIBLE SERVICE EVENTS

- If your group is involved with projects affiliated with religious groups, now is the perfect chance to discuss some of your observations in working in these areas.
- Because social justice is promoted by many faiths, religious organizations are a unique resource for researching possible community events. Don't dismiss events just because they are affiliated with a religion- if the project is in line with the objects of CKI and is opened to the community, discuss with your members the possibilities of lending a hand.

GET INTO THE THEME!

- If you are using PowerPoint for your club meetings, include pictures of a variety of religious leaders throughout history or photos of important religious sites.
- Probably **NOT** the best idea to encourage everyone to wear their religious paraphernalia to the meeting or decorate the room with religious items, lest you offend members.
- If playing religious music, be sure to represent a variety of religions and try to find some examples of religious music that people are less likely to have heard!

One day our descendants will think it incredible that we paid so much attention to things like the amount of melanin in our skin or the shape of our eyes or our gender instead of the unique identities of each of us as complex human beings.

–Franklin Thomas

GET INTO THE THEME!

- Have a **multicultural potluck!** Encourage your members to bring in their favorite “cultural food.” Have them provide a brief description of the cultural significance of their dish!
- Look up the word for “service” and “community” in a variety of languages. Write the different words on note cards, with the translation on the other side of the card, and pass them out to members as you greet them for the meeting. As an icebreaker, have your members mingle in order to pair themselves with their language match. Go around the room and share!
- Print pictures of a variety of national flags to decorate the room.
- Write out cultural diversity quotes and sayings and tape them around the room.

Bring in symbols and stereotypes of American culture for the discussions (ex. a flag, a hot dog, etc)

ICEBREAKER ACTIVITY: TELL ME YOURS, I'LL TELL YOU MINE

Purpose: To explore diversity by having participants share cultural stories, legends, folk tales, and myths; **Time:** 15 minutes



1. Divide participants into pairs or small groups. Ask each person to think of a special story, legend, folk tale, or myth from his/her own culture.
2. Have the participants spend the next few minutes telling each other their stories. (It is all right if the stories happen to be the same.)
3. Then have them discuss the stories. Ask them to consider any similarities and differences.
4. Reconvene and have the participants briefly report on their discussions.
5. Discuss any generalizations that can be drawn from this activity.

Debrief: Point out that all cultures have a rich heritage of stories, legends, folk tales, and myths. This fact demonstrates another aspect of diversity. Among various cultures, there may be similarities or differences in the stories, but it is important to recognize that they are all equally valid for their particular cultures.

TRAINER'S NOTES: This exercise also works well if you ask participants to discuss objects or symbols that represent their cultures

(Myers & Lambert, *Diversity Icebreakers: A Guide for Diversity Training*)

I do not want my house to be walled in on all sides and my windows to be stifled.
I want all the cultures of all lands to be blown about my house as freely as possible.

But I refuse to be blown off my feet by any.

–Mohandas K. Gandhi

DISCUSSION QUESTIONS

- Discuss the implications of the following quote: *“If all existing customs could somewhere be set before all men in order that they might select the most beautiful for themselves, every nation would choose out, after the most searching scrutiny, the customs they had already practiced”* (Gomperz 1901).
- True or false: cultures can exist only because members follow predictable behavior patterns. What does this mean about the nature of our culture? What are some of our “predictable behavior patterns”?
- Cultures invent, discover, or develop specific values as a result of two forces that affect the culture as a whole: environmental adaptations and historical factors?
 - What are some of the values specific to American culture?
 - What environmental adaptations occurred to influence these values?
 - What historical factors helped form values?
- There is no rule that says every group must survive. What are some factors in our culture that could negatively affect the survival of our American culture? What positive factors point to the survival of our culture?
- What role does assimilation play in the United State? Are we more like a melting pot or a tossed salad, or is there another analogy that better describes our incorporation patterns?
- How can your club be sensitive to and appreciate a larger variety of cultural representation?
- How is culture manifested in your service projects? When does cultural difference present a barrier to effective communication and service? When and how does cultural variety enrich the experiences of your CKI projects and events?

GET A SPEAKER!

- Does your school have an **International Center**? Utilize it to ask for speaker references.
- Does your club have any **international students**? If not, ask your members if they know of any international students who would be willing to share with the club information about their culture and their impression of the American culture.
- Invite **professors** who teach interesting classes on culture and society, or better yet, diversity classes that specialize in a foreign culture, to give the club a summary of their work and what they find most important to teach about cultural diversity.
- Does your campus have international or **culture-specific student organizations**? Ask them to present about some of their events, the purpose of their clubs, or their experiences with cultural diversity.

Reach out to the community. Invite private owners of ethnic food restaurants or stores, or organizations that assist international refugees, migrant workers, or work with specific culture groups.

49.7 million people age five and over in the non-institutionalized population of the US reported at least one disability; this is a ratio of nearly 1-in-5 U.S. residents, or 19 percent. Individuals were classified as having a disability if they met any of these criteria: (1) they were 5 years old and over and have a sensory, physical, mental or self-care disability; (2) they were 16 years old and over and have difficulty going outside the home; or (3) they were 16-to-64 years old and have an employment disability. (2000 US Census Bureau)



ICEBREAKER ACTIVITY: WHO I AM

This activity begins active introspective process while continuing to provide opportunities for individuals to make connections with each other. Participants write short poems, starting each line with “I am,” encouraging them to describe in their own words who they are and what's salient to their identity.

Objectives: In any attempt to increase awareness and encourage self-development, it is crucial to engage participants in activities which call for introspection and self-reflection. It is also important to provide opportunities for participants to make connections across, and even within, cultural lines. The “Who I Am” activity can provide a non-threatening starting point for encouraging self-reflective thought and introspection. It is a safe way for students to think about and share the influences that have shaped their identities. Also, it continues the connection-making process as participants find unexpected similarities and differences between themselves and others in the group

Instructions: Ask participants to take ten to fifteen minutes to write a poem called “Who I Am.” Instruct them that the only rule for the piece is that each line must start with the phrase “I am...” Leave it open to their interpretation as much as possible, but suggest that they can, if they wish, include statements about where they're from regionally, ethnically, religiously, etc., memories from different points in their lives, interests and hobbies, mottos or credos, favorite phrases, family traditions and customs, and whatever else defines who they are. Be sure to let them know that they will be sharing their poems.

Facilitator's Notes: In order to ensure that everybody has an opportunity to share her or his story, you might consider breaking the group into diverse small groups of 8-10 if necessary. Give participants the option to either read their poems or to share parts of their poems from memory.

Source: Awareness Activities, <http://www.edchange.org/multicultural/activities/poetry.html>

LEARN MORE!

American with Disabilities Act Document Center <http://www.jan.wvu.edu/links/adalinks.htm>

ADA home page <http://www.usdoj.gov/crt/ada/adahom1.htm>

Blindness Resource Center <http://www.nyise.org/blind.htm>

Disabilities Statistics Center <http://dsc.ucsf.edu/main.php>

Family Village: A Global Community of Disability-Related Resources

<http://www.familyvillage.wisc.edu/index.htmlx>

Learning Disabilities Association of America <http://www.ldaamerica.us>

“The only disability in life is a bad attitude.”
—Scott Hamilton

DISCUSS SERVICE EVENTS

1. Contact your Center for Disabilities on your campus. A project opportunity may include reading textbooks on tape for the visually impaired student population.
2. Visit www.specialolympics.org and find a Special Olympics coordinator in your area. Get involved with their annual competitions, weekly sports teams, or host a fundraiser!
3. Does your community have a psychiatric center? Contact their director to see how your club can help, like hosting an activities day or visiting residents.
4. Get involved with national organizations like Easter Seals by helping at their annual events.
5. Don't forget Aktion Club! Find or help build one and support the Kiwanis Family!



GET A SPEAKER!

1. Utilize your campus Center for Disabilities by asking for speaker references!
2. Contact a sign language professor to come in and teach important signs to your club, as well as to speak on the concerns of the hearing impaired in your community.
3. Counselors or advisors that work with children or students with learning disabilities may provide a unique perspective as a guest speaker.
4. Community psychiatric centers often have individuals who are willing to speak to groups about ways of coping with psychiatric disorders within families and communities, as well as insight on the ways the psychiatric disorders interact with other societal concerns.

DISCUSSION QUESTIONS

* In what ways are people with disabilities discriminated against in society? In your community? On your campus? In your club?

*How do disabilities interact with other societal concerns? For example, in what ways do a variety of disabilities intersect with poverty? Race? Gender? Age?

* We are all endowed with a variety of abilities, strengths, and weaknesses. How does labeling a certain degree of ability as a “disorder” affect the individuals involved? How does the label effect how society views these individuals? Are these kinds of labels necessary?

*In small groups, imagine and create a society in which different abilities are valued than those emphasized currently in our society. Within your imagined society, list what unique abilities are valued and what are considered “disorders.” For example, a society in which left-handed writing is valued and everyone who is right-handed has a disability. How do these new values affect the individuals in your imagined societies? What can they teach us about how we label “disorders”?

Thank you for your participation in the Club Diversity Program! Please use your own insights to supplement these suggestions. Don't stop here!