

Activity 2

Take a walk	Duration: 10 mins
<p>Instruction:</p> <p>Have participants pair up. Each partnership stands face to face and a comfortable distance (about three feet) apart to begin. Tell them they will be discussing the ways in which they are different from, and similar to, their partner. As they discover a difference, they must move a step away from each other. As they discover a similarity, have them move a step closer.</p> <p>Tips</p> <p>The differences are usually things we can see, such as hair color, height, age, and so on. The similarities are often things that have to do with characteristics, preferences, and personality, which require more conversation and questions to discover.</p> <p>Discussion question</p> <ol style="list-style-type: none">1. How far apart did you get before you looked for some similarities?2. How close did you get before you looked for more differences?3. Why is it important to balance the two?4. How soon did you notice qualities vs noticeable characteristics in a person like height vs similar hobby	

Activity 3

Bubble activity	Duration: 15 mins
<p>Instruction:</p> <p>A sheet of paper and marker/pen will be given to each participant. They will then write down in separate words, their different characteristics and what they think makes them up. It can range from the place they are from, the work that they do, the company they belong to, community, gender etc.</p> <p>There will be circles or 'bubbles' that will be drawn around the words. The objective is to list out how many characteristics the participants can find about themselves. This activity will further lead to the 'same but different' activity which will identify how many similarities and differences are there between the participants.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. How many characteristics did you find out about yourself?2. Was it difficult to identify these traits?	

3. How often do you think about the different characteristics that make you, you?

Activity 4

Same but different (flower)	Duration: 30 mins
<p>Goal: The goal of the activity is for the group to identify characteristics and qualities of the group member that are alike and different</p> <p>Instruction:</p> <p>Each team will get a sheet of paper. They will have to draw a large flower (facilitator shows), with petals for each participant. Each participant will write one or more qualities for each group member that is not common to another. The group then identify similarities and writes the common characteristics in the center of the flower</p> <p>Tips</p> <p>Can end the activity with discussing how differences and similarities can be a positive.</p>	

Activity 5

Cook out	Duration: 3.30 hours
<p>Instruction:</p> <p>The activity is for the Team to pick up a lot. There will be bags of required material which will be numbered 1 -4. The corresponding number in the lot will be given to the team. One item of the required will be missing from the given bags. The team has to negotiate or barter with the other team for the required items. Finally they should cook the dish that they have been assigned.</p> <p>Debrief: Advantages of diversity, fun team activity, communication</p>	

Activity 6

Adventure walk	Duration: 20 mins
<p>Instruction:</p> <p>The participants will walk around the campus choosing any direction they would like to. This activity is done individually. The participants need to observe the things (living/non-living) that they see around in the campus. The observation made can be noted down in a note book, photographs can be taken etc. All observations made individually will be put</p>	

together collating the information within the assigned group member. One member from each of the group will present the observations. The presentation can be through photographs, drawings, enacting, or orally said.

Discussion Questions:

1. What are the things that you have observed?
2. Are there any linkages between any of the things that you have observed?
3. What was common observed and rarely observed in the campus?

Activity 7

Web of Wool	Duration: 30 mins
<p>Instruction:</p> <p>Have each team form a web of wools, the more intricate the better. Here comes the best part: switch the teams so everyone has a different web than their own. Each team should then blindfold a team member and have them untangle the web following only their verbal instructions. The first team to do it wins. You have to give concise advice and be receptive enough to follow your colleagues and instincts — should you be the blindfolded one.</p> <p>Tips</p> <p>We get to see the frustration in the team in the beginning, when everyone starts speaking at once and the person blindfolded gets confused. Slowly, the blindfolded person identifies with one person and starts following him/her.</p> <p>Discussion question</p> <ol style="list-style-type: none">1. How did you expect the activity to be and how was it ?2. Whom did you listen to and how did you decide ?	

Activity: Use potatoes to explore diversity.



Adapted from **More Diversity Activities for Youth and Adults** (Penn State College of Agricultural Sciences 2004)

For this activity each student in the class needs a potato to look at/hold.

Each student should take a minute or two to carefully examine their potato, and make a note of its appearance and 'personality'. Each student should then introduce their potato friend to the group and share a story about their potato explaining something about its appearance (shape, bumps, scars etc.). If this is an online class, each student can post a photo of their potato friend with a short introduction and story.

Everyone should then place all of the potatoes into bag. Then students can discuss the following questions by providing reasons for their answers.

Discussion questions

It would be easy to group all potatoes together and categorise them as the same and they are all the same in certain ways.

1. In what ways are the potatoes the same?
2. In what ways are the potatoes different?
3. If I had a line-up of all the potatoes or emptied the bag now would you be able to find 'your friend'? (Students can try to identify their potato amongst the group of potatoes).

We can do the same thing now but think about groups of people. Can you think of students as belonging to certain groups?