INSTRUCTOR GUIDELINES

Key Concepts/Objectives to Emphasize in Instruction and Learning Activities:

1. The vast array of cultural differences in the United States. (8-1 to 8-31)
2. Principles of culturally-proficient interactions with crime victims. (8-3 to 8-6)
3. Specific practices of culturally-proficient victim services. (8-6 to 8-14)

Objective:

1. Understand what it feels like to be categorized or prejudged based on limited information about who individuals are.

Description of Activity and Faculty Guidelines:

The culture in which we are raised greatly influences our attitude, beliefs, values, and behavior. In order to provide sensitive and effective services to victims, witnesses, and survivors from cultures that are different from our own, two things must occur:

- An awareness of our own cultural values and beliefs and recognition of how they influence our attitudes and behavior.
- An understanding of the cultural values and beliefs of the agency and its employees and how they influence our attitudes and behavior.

It is important that the instructor for this exercise be comfortable with and skilled at working with potentially sensitive discussions and reactions concerning diversity issues. The instructor passes out the student worksheets, and asks each student to complete it individually. Then the instructor facilitates a full group discussion (orally, without tear sheets), utilizing the three questions on the worksheet:

- Advantages/disadvantages?
- Anything missing from the descriptions?
- How did it make you feel?
Can Be Utilized As:

____X____ Individual Activity  _____ Small Group Activity  _____X_____ Large Group Activity

Anticipated Amount of Time Required: 20 Minutes

- 03 minutes to distribute student worksheets.
- 08 minutes for students to complete worksheets.
- 09 minutes for full group processing of student responses and feelings.

RESOURCES NEEDED  (Please check all that apply:)

_____ Tear sheets and felt pens
_____ VCR/monitor
_____ Overhead projector and screen/LCD and laptop
_____ Blank overhead transparencies and overhead pens
_____ Masking tape
_____ Index cards
____X_____ Individual or group worksheets
____X_____ Timer
_____ Other (please describe):
# STUDENT WORKSHEET

## ASSESSING YOUR OWN SOCIAL IDENTITY

### “Who Am I?”

*Instructions: Circle all items in each of the four columns that best describe you.*

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Class</td>
<td>Anglo Saxon</td>
<td>Female, Male</td>
<td>Business Person</td>
</tr>
<tr>
<td>Middle Class</td>
<td>American</td>
<td>Married, Single, Separated</td>
<td>White Collar Worker</td>
</tr>
<tr>
<td>Upper Class</td>
<td>White</td>
<td>Wife, Mother</td>
<td>Professional</td>
</tr>
<tr>
<td>Militant</td>
<td>Black</td>
<td>Father, Husband</td>
<td>Technician</td>
</tr>
<tr>
<td>Radical</td>
<td>Negro</td>
<td>Stepparent</td>
<td>Blue Collar Worker</td>
</tr>
<tr>
<td>Liberal</td>
<td>Hispanic</td>
<td>Grandparent</td>
<td>Skilled Worker</td>
</tr>
<tr>
<td>Moderate</td>
<td>Latin American</td>
<td>Aunt, Uncle</td>
<td>Student</td>
</tr>
<tr>
<td>Conservative</td>
<td>African-American</td>
<td>Daughter, Son</td>
<td>Service Provider</td>
</tr>
<tr>
<td>Indifferent</td>
<td>Irish American</td>
<td>Sister, Brother</td>
<td></td>
</tr>
<tr>
<td>Republican</td>
<td>Asian-American</td>
<td>Grandchild</td>
<td></td>
</tr>
<tr>
<td>Democrat</td>
<td>Immigrant</td>
<td>Niece, Nephew</td>
<td></td>
</tr>
</tbody>
</table>

I best describe myself as [pick one from each column]:

- Column A: __________________________
- Column B: __________________________
- Column C: __________________________
- Column D: __________________________

1. What is the advantage and disadvantage of being this type of person in my professional life?

2. Was there something that you would like to add to each column that describes you, but it is not on the list? Why?

3. How did these descriptions make you feel?