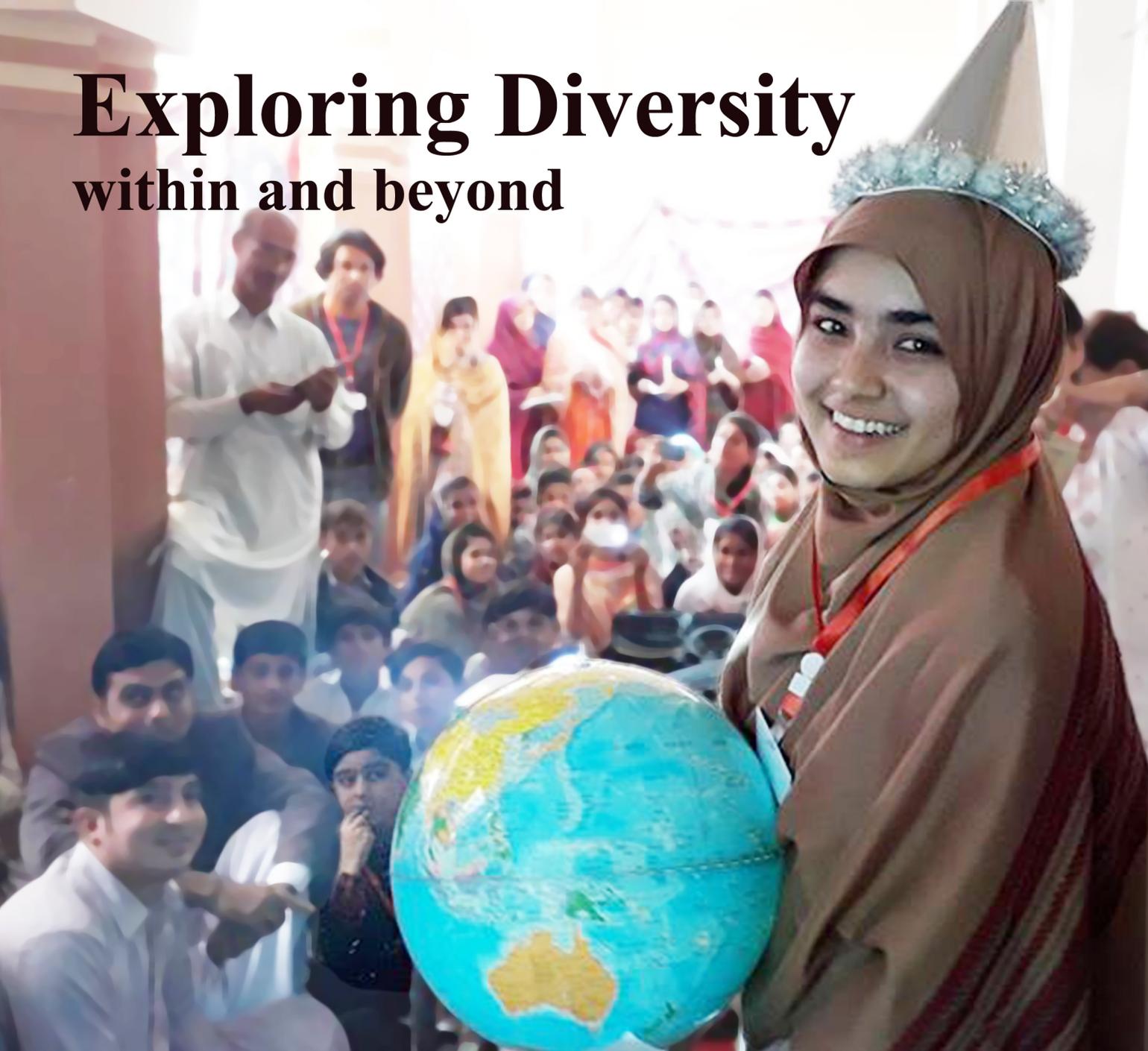


# Exploring Diversity within and beyond



**A dialogue enriched training that will take you on a journey from distant introduction to a personal exploration of ‘diversity’, a multi-faceted phenomenon**

**When:** 4th March 2018

**Where:** School of Leadership

**Duration:** 4 Hours (9:00 am to 1:00 pm)

**Facilitator:** Ajay Pinjani

# Exploring Diversity within and beyond

## Programme Design

<b>Time</b>	<b>Duration</b>	<b>Segment</b>	<b>Details</b>
09:00 – 09:15	15 min	Assume and Ask	Each participant will first assume the identity of any two participants and then ask who they are.
09:15 – 09:30	15 min	Drawing the Earth	Comparing the drawing of the Earth as we know and as we see.
09:30 – 09:45	15 min	Not as it Seems	Participants will be shown pictures of individuals from across the globe. They will observe, assume identity and share.
09:45 – 10:15	30 min	Cultural Iceberg	Share the story of Titanic and connect with how each day we choose to crash.
10:15 – 10:45	30 min	Tea Break	Enjoy the heat with conversations
10:45 – 11:00	15 min	Jumping over the fire	Connecting with unfamiliar traditions and familiar stereotypes
11:00 – 12:00	60 min	My new identity and the power of collaboration	Each participant receives a non-human earthly identity. They all play the game of competition. Same game played differently and outcomes observed. Reflection on Earthly challenges and possibilities
12:00 – 12:15	15 min	Diversity in my life	Dialogue and moments/connections that matter
12:15 – 12:30	15 min	Feedback	Feedback forms and one on one conversation

# ek nuqta - Introduction

ek nuqta is a concept that finds its place in the couplet

Ek nukte vich gal mukdi ae	At this one point, all talk ends
Phadd nukta, chodd hisaabaan nu	Hold tight to this point, forget your calculations
kar door kufar diyaan baabaan nu	Leave the state of unbelief
Laah dozakh gor azaabaan nu, kar saaf	Do not torment yourself with the fear of death
dile diyaan khavaabaan nu	and hell, for these are imaginary fears
Gal aise ghar vich dhukkdi eh	Only into such a house will the truth enter
Ek nukte vich gal mukdi ae	At this one point, all talk ends

Akin to the saying the platform ‘ek nuqta’ encourages individuals and collectives to experience the journey of education inwards and share its fruits outwards.

ek nuqta is an educational consultancy, teaching and training platform that aims to initiate projects which help create inclusive and holistic learning environments.

The driving energy behind ek nuqta is an educational tri-cycle. Symbolic to three inter-dependent wheels are three educational aspects that run parallel to one another. The front is the guiding wheel that incorporates goals and vision. While the two supporting wheels at the back symbolize the learning environment created to achieve the desired goals, and assessment and evaluation methods designed to record and measure the outcomes. If any one wheel becomes dysfunctional the vehicle comes to a halt. ek nuqta promotes development of each wheel fuelling strength in the educational vehicle as a whole.

## **Exploring Diversity** within and beyond

**Description:** We reside in a culturally diverse world. Culture is a dominant factor that influences both our daily actions and the decisions we make. The understanding of culture and diversity is often restricted to its visible aspects like food, language, clothes and our preconceived ideas. The link between these visible components of culture and the non-visible features including ideas, belief, values and traditions is an important factor of the study.

Exploring Diversity is an interactive 4-hour session that will take participants on a journey from introduction, to understanding and celebration of diversity. This training has been particularly designed to bring about a stimulating experience for all the participants.

### **Methodology:**

The training is divided into two sessions: introducing diversity and appreciating diversity.

Use of audio-visual archive and interactive activities will engage participants throughout the day. The methodologies undertaken traverse from guided inquiry to investigation and finally conclude with reflection.

**Session 1** will use different ways – multimedia and activities to introduce diversity through multiple indicators. The journey will begin from diversity in the human world; travel to diversity within our home, study and work settings and conclude with diversity within the planet Earth.

**Session 2** will re-use the same indicators of diversity with different set of multimedia and activities. The highlight of this session will be reflecting upon the benefits of diversity and celebrating our differences.

### Outcomes

- Im-promptu conversations with one other
- Observe differences between assumptions and ‘what is’

### Resources

- Name tags
- 3 empty chart paper cards for each participant

### Approach

- i. Each participant will receive a name tag.
- ii. The facilitator will encourage participants to converse with unfamiliar faces.
- iii. 10 minutes will be allocated for the given activity.

### Activity

Each participant will introduce themselves to three unfamiliar participants. Before asking about the other, they will first observe the visible attributes of the other along with their name, and write on the card what they assume about the other’s identity.

### De-brief

1. Thank participants
2. Ask them the un-assumed aspects they learnt about one another
3. Taking the stock of background each participant carries, share how so many experiences are present in a single to learn from.

### Outcomes

- Recognizing reality is not restricted to our sight
- Inquiring how we know what we know

### Resources

- Blank paper and pencil per participant
- Images on power-point

### Approach

- i. Each participant will receive a blank page and a pencil
- ii. The participants will be asked to listen to the instructions carefully

### Activity

Two tasks will be shared in a subsequent manner. For each task participants will draw an image. The first image will be drawn on one side of the page while the second one on the flip side of the blank page.

The first task is: Draw the shape of the Earth as you know

The second task is: Draw the shape of the Earth as you see

### De-brief

1. Participants will be asked to share their images
2. They will be encouraged to share the difference in their image and feeling when completing the first and the second task
3. Collectively reach a conclusive answer – how to our naked eyes, the earth looks flat with a semi spherical exterior
4. Conclude by sharing the power of knowing that sight is restricted yet imagination is not, and the latter made our ancestors question the model of flat earth and brought forth a spherical image

### Outcomes

- Exploring perceptions held about different communities around the world
- Discovering stereotypes and reasoning why perceptions are often premised on exaggerated generalizations like ‘*all black are Africans*’

### Resources

- Images on power-point

### Approach

- i. Participants will be shown images using power-point
- ii. Everyone will be encouraged to share their opinions

### Activity

Images of different people from across the world will be showed. For each image the participants will be asked to share their assumption about the identity of the individual in the image.

### De-brief

1. Once participants have shared the identity they will be probed to state the reason for their choice of identity
2. A healthy debate with reasoning is encouraged
3. Once stereotypes are observed they will be shared and a dialogue will be invited upon
4. With multiple difference of opinion at hand, participants will be asked why is it so confusing

### Outcomes

- Differentiate the visible and invisible aspects of individuals and communities
- Explore reasons for which identities are assumed and stereotyped
- Discover the power of invisible aspects of culture

### Resources

- Model of Cultural Iceberg on power-point

### Approach

- i. Reintroduce the story of Titanic and inquire the characteristics of an iceberg
- ii. Connect the model of iceberg with aspects of culture and the concept of diversity

### Activity

The participants will be shown an iceberg, and the story of sinking Titanic will be reiterated with the help of input from audience. A connection will be drawn with, like Titanic sank because it failed to see the invisible 90 % component we crash with other cultures and individuals just on the basis of our pre-conceived notions about the visible 10%

### De-brief

1. Participants will be encouraged to share their perspective about the cultural iceberg model
2. They will be asked what components make up the invisible cultural iceberg
3. Open dialogue will be initiated where participants share their experiences when on the basis of the visible 10% they were judged or others were stereotyped

### Outcomes

- Exemplify a tradition that is often ridiculed
- Identifying the invisible rationale behind the tradition

### Resources

- Demo by the facilitator

### Approach

- i. Facilitator acts and probes

### Activity

The facilitator will demonstrate a tradition where people jump over fire. Once acted upon the participants will be asked to share the image and community / identity that comes to mind. A discussion will take place following which the custom of Nauroze will be introduced where people jump over the fire as a tradition celebrating beginning of a new year. Every jump symbolizes bidding farewell the negatives experienced in the past year and welcoming the light of hope in the coming year.

### De-brief

1. Participants will be encouraged to share their opinion about the act of jumping over fire, and the reasons why people would make such a jump.
2. The facilitator will ask the participants to ponder upon the symbolic meaning of fire – both negative and positive
3. Initiate a reflective dialogue and draw the cultural iceberg model for this particular tradition

### Outcomes

- Introduce living and non-living features that make our blue planet unique
- Acknowledge and appreciate the power of collaboration and co-existence

### Resources

- Identity Cards for each individual

### Approach

- i. Divide participants into different Earth system family group: Water, Fruits, Animals, Birds, Vegetables, and Trees.
- ii. Each participant is a member of one family group

### Activity

Participants will be divided into 10 groups of 6 participants each. Every group will be named a family like 'water' and 'animals'. And within that family each participant will have his/ her own unique identity like 'ocean within the family of water'.

In the first part participants will play the Fizz Buss game by competing within their family. The one winner from each family will then compete with other winners. Thereby only one member will survive the game from the entire Earth, crowned as the winner.

The crown will say "*The Earth is now Yours*"

In the second part of this game participants will again play Fizz Buss but not by competing. They will be expected to play collaboratively first in their groups and then with every family member of the Earth. A target will be provided - example 15, which the group has to reach to collectively win the game.

### De-brief

1. Reflection for first part of the game: Yes the Earth is yours. But the question is How long will you survive without the support of all other families and their members of Earth?
2. Reflection for second part: Let's assume, the entire lot reached the number 20, it would symbolize that 20 survived out of 60. This is not the best result, but in comparison from the time everyone only competed there are more members who have managed to survive.
3. Today we have an amazing cultural diversity on Earth. If more and more resources, time and effort is spent to collaborate and co-exist more people can be saved from tyranny of human driven injustice and a vibrant and colorfully diverse blue planet can survive happily.

**Outcomes**

- Debrief the entire training and encourage sharing of experiences
- Invite questions

**Resources**

- Facilitator

**Approach**

- i. Ask questions and take feedback

**Activity**

Converse in groups of three sharing the learning from the training and the questions unanswered

**De-brief**

1. Feedback is received and questions are collectively discussed