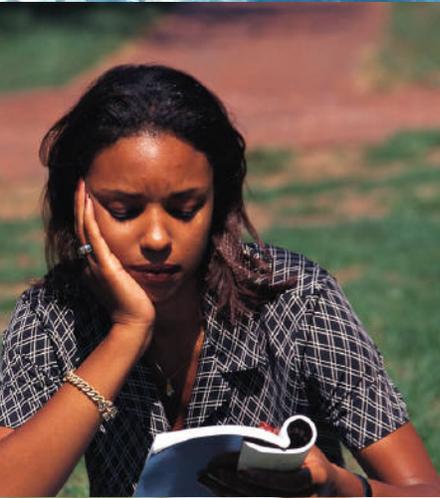


Multicultural Youth Leadership

A project of **SOAR**
helping kids reach for the sky



A curriculum module
for youth professionals
to address culture, leadership,
identity & empowerment
with diverse youth ages 14-18

Curriculum Background

This curriculum module concept is the brainchild of Marina Espinoza, and was written by Marina Espinoza, Deborah (Debs) Gardner, and Sue Lerner. Marina developed the concept through a pilot research project for Leadership Tomorrow. The Multicultural Youth Leadership Project is an Action Team of *SOAR, helping kids reach for the sky*, and grew out of a pilot research project developing a model framework with Leadership Tomorrow. SOAR is a community collaborative in King County focused on the success of children and youth ages birth to eighteen. For more information on SOAR, or to obtain electronic copies of this curriculum, please visit SOAR's website www.childrenandyouth.org or contact SOAR at:

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United Way of King County



Multicultural Youth Leadership

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Introduction

How did this project come about?

As a youth worker and product of youth leadership programs, Marina Espinoza became concerned that most leadership programs did not prepare young people to be effective leaders within both mainstream society and their respective ethnic groups. Instead, most mainstream leadership programs take the best and brightest students of color and mold them to become effective leaders in mainstream society, often disenfranchising them from the very group that they intended to help lead and organize.

This curriculum module is a response to that disenfranchisement. It is intended to be used within youth leadership programs as a component, inspiring staff to create additional activities and discussions based from those enclosed here.

By engaging youth in an age-appropriate analysis of leadership, culture, mainstream models and bridge-building tools, we position them not only as leaders in their own communities, but as leaders in the process of changing how we think about leadership.

Notes to the facilitator –

Thank you for taking on this curriculum module! We hope it adds a unique perspective to your youth development leadership curriculum and helps the youth in your program understand culture, leadership and interaction in a way that helps them throughout their lives.

This is a curriculum module. By this, we mean that it's meant to be inserted into an existing leadership curriculum of a youth development program. Youth should also have completed basic leadership training, or be far enough into a leadership training program that they understand basic concepts of leadership, such as "power" and "influence" as they pertain to leadership. They should have experience with decision-making and with working with adults who see leadership potential in young people.

You may build on or add to the activities in this module, if you or the youth in your program develop other ideas that bring out an understanding of cross-cultural bridge-builder leadership. With creativity, you can add activities relevant to service-learning, the arts (media or performance), writing, history, family engagement, or a variety of other areas.

This module does deal with some sensitive and difficult topics. Youth will be coming from different places and experiences regarding culture and leadership. Some may have more leadership experience than others. Some will feel at home in mainstream leadership styles. Others will not. All will have a unique combination of cultural background, family situation, experience, level of privilege, and identity. You may want to think ahead of time how to support and facilitate difficult conversations on topics such as racism, isolation or cultural conflict. How can everyone in the room feel heard? How will culture impact your own facilitation?

Youth express a strong interest in having opportunities to talk about "real" and challenging topics with people their own age. Whether their conversations are difficult or amazing or both (likely both), having a safe opportunity to have these conversations is valuable for all youth.

Preliminary Activity Option 1: Exchanging Name Stories

Adapted from EdChange Multicultural Pavilion by Paul Gorski
www.edchange.org/multicultural/activities/name.html

This activity helps bring forward the stories of individuals sharing something unique about their identities. It is appropriate both for groups that are getting to know one another for the first time and groups that have been working together for a longer period.

Ask participants to write short pieces about their names. Leave the assignment open to individual interpretation as much as possible, but if asked for more specific instructions, suggest some or all of the following possibilities for inclusion in their stories:

- **Who gave you your name? Why?**
- **What is the ethnic origin of your name?**
- **What are your nicknames, if any?**
- **What do you prefer to be called?**

Encourage participants to be creative. In the past, some have written poetry, included humor, listed adjectives that described them, etc. Also, be sure to let them know that they will be sharing their stories with the rest of the class.

Facilitator Notes:

In order to ensure that everybody has an opportunity to share her or his story, break into diverse small groups of 8-10 if necessary. Give participants the option to either read their stories or to share their stories from memory. Ask for volunteers to share their stories.

Points to remember:

1. Because some individuals will include very personal information, some may be hesitant to read them, even in the small groups. It is sometimes effective in such situations for facilitators to share their stories first. If you make yourself vulnerable, others may be more comfortable doing the same.
2. Be sure to allow time for everyone to be able to speak, whether reading their stories or sharing them from memory.
3. When everyone has shared, ask participants how it felt to share their stories. Why is this activity important? What did you learn?

Sample:

My full name is Tasanee Jitprasert. Tasanee means “beautiful view” in Thai. My parents wanted to pick a name for me that would sound lovely. Even though Tasanee is my first name, my friends and family mostly call me Noi. Noi is my nickname. In my culture, it’s common for everyone to have a short, fun nickname. Noi means little, and I was so tiny when I was born, that’s what they picked.

Having a long, unusual name and a totally different nickname has always confused the teachers and new kids on the first day of school. When we were littler, I’d tell kids that Noi rhymes with Boy, but I got teased because I wasn’t a boy. Now, my friends call me either name, mostly Noi. It’s hard for them to say “Tasanee” but they’re pretty close. They like me and they like my name. Or, I should say, they like my names. Tasanee and Noi.

Preliminary Activity Option 2: Knowing the Community – Sharing Activity

Adapted from EdChange Multicultural Pavilion by Paul Gorski
www.edchange.org/multicultural/activities/activity2.html

This activity begins to build the community through showing difference within groups and similarities among members of different groups.

Objectives:

- (1) Participants will get to know the names of each person in the class, group, or community, as well as something about each person's background.
- (2) Participants will have a greater understanding and appreciation for the diversity within the group, while realizing that they have things in common with some of the people they have felt most removed from.

Activity Description:

Participants should sit in a circle for this exercise if possible. Facilitator should hand out a list of questions for each participant to answer for the group. Possible questions could include name/nicknames, ethnic background, where they are from and where their parents were born, which generation they represent in America for their family, and one custom or tradition their family practices. Give participants time to write down some ideas for answering the questions.

Before you begin the exercise, instruct the participants to identify one or two people in the group whom they do not know, and to think about what answers they expect from those people. This part is not to be shared among group members, but can help people realize how they formulate ideas about people based on appearance.

Now you are ready to begin. It is important to tell the group that each person will be limited to about two minutes in order for everyone's voice to be heard. Once everyone has had an opportunity to share their information, ask the group to discuss what they have learned from the exercise.

Facilitator Notes:

- (1) The facilitator could begin this exercise in order to model the kind of information that should be shared.
- (2) This activity can be emotional for certain people. The participants who find this emotional are often those who don't know about their heritage and those who have been adopted. If someone seems to be getting emotional remind them that they only have to reveal what they feel comfortable revealing.
- (3) Certain themes usually emerge:
 - **Even members of the same "groups" have very different backgrounds.**
 - **Often members of different "groups" have more similar backgrounds than they realize.**
 - **Cultural diversity transcends black/white.**
 - **Many people find out information which allows them to connect somehow with someone else in the group.**
- (4) Ask participants why this is an important activity.

Activity Series 1: Culture and Leadership

This activity series covers the following topics:

- Defining culture – and how it has defined us
- How has culture shaped our identity and leadership styles?

Objectives: To understand what culture is and how culture impacts our actions and leadership styles

Time needed: 1-2 hours, depending on how many activities used, how long discussions go

Handouts: Copies of “Ingredients of Culture” page. Optional: copies of “How is culture like a car?” page

Introduce the activity:

Explain that we’re going to talk about what culture is, how culture has impacted who we are, and how it affects leadership styles.

Preface:

Facilitator – before leading this activity explain the context to participants. You can say something like this:

“We’re going to have some conversations about leadership, cultural identity, and how who you are as a leader is shaped by your own cultural identity. We’ll be talking about different ways to be a leader. But first, we want to take a step back and look at culture itself. What is culture? What does it mean? Why would culture matter when you’re talking about leadership? Let’s start here.”

Culture is like a car

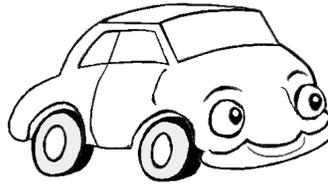
Walk participants through the “How is culture is like a car?” handout. You can distribute it in advance, or you can lead the discussion as indicated on the sheet. A visual component helps – if you don’t use the handout, have them draw a car or look at an actual car or toy car during the conversation.

How is CULTURE like a CAR?

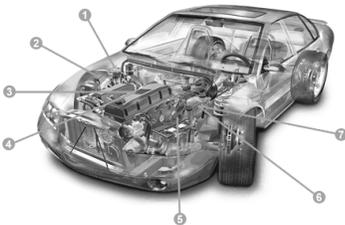
Culture is like a car. How?

CARS

You can learn some things about cars by looking at them on the **surface** but cars are really **complex** when you look **deeper**.



There are a lot of parts that make up a car. Many parts are visible by looking at the outside (body, paint color, wheels, headlights, windows, windshield, seats...). All of these things help make a car what it is, and make it somewhat unique.



However, those visible parts aren't the main things that make a car run. Cars also have hundreds of hard-to-see, complex and intricate little parts *inside* that do most of the work of making them run.

There are more complicated, below-the-surface parts of a car than visible ones.

CULTURE

Culture is like this too – complex below the surface. Our cultures have some parts that are **visible and obvious** on the surface and many parts that are **less visible, more complex and subtle** – even things we may have to think about to realize they're part of our own cultures.

What are some of the visible, obvious, and big ingredients of culture?

(Things like language, clothing, food, religion, cities, buildings, art...)

What are some of the less visible ingredients of culture? As a group or as

groups of two or three, talk about some subtle things that make up culture.

(Things like communication style, gender roles, and views about conflict).

Explain: These **less visible** things are often about **how we interact with one another** and **how we see ourselves in the world**. Interaction and our views about ourselves affect how we express leadership. *Can you think of examples of how your culture tells you to interact with other people?*

We also make **choices** about our cultures, to some extent. Just as we might choose some things about a car, we sometimes choose what aspects of our culture we wish to express, and in what way. Culture shapes us, and we shape culture.



Sure, you can tell just by looking that my culture's traditional cuisine involves carrots. But did you know that my culture also values avoiding conflict? Or that it places strong importance on education?

Activity Options for “Ingredients of Culture”

Use one of these activity options for facilitating the “Ingredients of Culture” handout.

Activity Option 1. Spectrum

Explain the Ingredients of Culture handout and ask for examples of other cultural ingredients. Pick one indicator (e.g. “Attitude toward conflict”) and make two signs that show the two different ends of the spectrum (e.g. “Conflict is fine, and sometimes necessary” on one piece of paper, and “Conflict should be avoided” on the other). Hang these pieces of paper at opposite ends of the room. Ask participants to stand on a spectrum between the two extremes. The first time you do this, participants stand on the spectrum based on where their culture falls (they can pick one of their cultural backgrounds if they have multiple). Discuss where participants are standing and why – they may talk with those standing nearby and then as a whole group. Then, reshuffle the group to stand on the spectrum where they choose to fall personally. Discuss whether they have moved and why. If participants are comfortable with the material, broach the question of how factors other than ethnicity shape and define our cultures (e.g. socio-economic status, urban/rural/suburban etc.)

Activity Option 2. Improvisation Game

Select three volunteers – particularly ones who enjoy performing or would like to be challenged to perform. Ask the rest of the group for examples of:

- A location
- The names of three famous people
- Something people could disagree about.

These things don’t have to be related – and the scene is often more fun if they are not. (Example: Location = On top of the Space Needle; Conflict = what to have for dinner; Three famous people = the president, a pop star and a historical figure).

Next, assign the three roles to the three volunteers. Tell them they should now improvise a short scene about those three people, going to that location and having that conflict. Let them play the scene (“Scene 1”). Then, they should replay the scene, but this time, give them a cultural attitude to shape how they interact with each other (“Scene 2”). For Scene 2, give them an attitude from either Example A or Example B below. Then, tell them to replay the scene a third time (“Scene 3”) with the other attitude from the pair.

Example A:

Scene 1: Original scene they improvise

Scene 2: Attitude = Conflict is fine, and sometimes necessary

Scene 3: Attitude = Conflict should be avoided

Example B:

Scene 1: Original scene they improvise

Scene 2: Attitude = Communication is only verbal

Scene 3: Attitude = Communication is often non-verbal (though they still speak, of course)

Next, they should debrief as a group about how their communication changed through the three scenes. Ask whether, in the first scene (the one in which they hadn’t been told to have a particular attitude) any attitudes came through about conflict or communication that were similar to ones they intentionally played later.

Then, hand out the “Ingredients of Culture” sheet. Explain that these are some of the complex ingredients of culture, harder to see if you don’t know they are there – just like the workings under the car hood. Discuss their reactions to the sheet or specific examples.

Activity Series 2: Types of Leaders

Objectives:

- Introduce the concept of:
 - Mainstream Leadership
 - Traditional Leadership
 - Cross-Cultural Leadership
 - Bridge Builders
- Categorize leaders into one of the three listed above.
- Understand behaviors and actions that describe leaders within these categories

Time needed: 1.5 hours (Can take longer due to participants' need to process for a longer period)

Materials: Butcher paper, Post-It notes, three cd players, three sample songs that are mainstream/Western, traditional to a culture, and influenced by multiple cultures respectively (see suggestions in Part 2 of Activity), assorted art supplies from the art store: colored paper, markers, glue, tape, puzzles, fake jewelry, action figures, magazines, and 3 box lids.

Handouts: Hand out the list of definitions. The quotes needed for work stations are attached in Appendix B.

Introduce the lesson: Types of Leaders

Ask students to define leadership. Then, follow up with the definition listed below or use one that your group has already been using.

Leadership: The ability to influence others and possess a certain level of power.

Discuss examples of using leadership for positive or negative agendas.

Examples: Martin Luther King vs. Hitler.

Part 1 of Activity

Note to facilitator:

In advance, prepare the four definitions listed below on butcher paper and hang them around the room. In this section, you will ask a participant to read the definition out loud and then ask another to read the case scenario that corresponds to the definition. You have the option of using the youth or adult case scenarios or both. You can find the scenarios on the following pages. The last step will be to debrief both the definition and case scenario.

Tell the group:

"Next, I'd like to introduce the following styles of leadership: Mainstream, Traditional and Cross-Cultural. In addition, we'll discuss the concept of Bridge Builder. We will review each definition, read a case scenario that matches it, and then debrief both the term and the scenario."

Mainstream: Leadership that reflects the values, norms and behaviors of the predominant group in power. **Scenario**

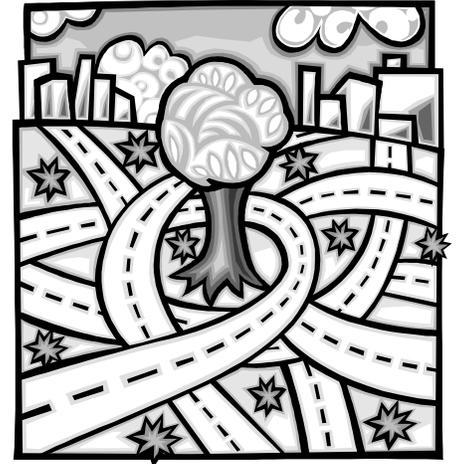
Traditional: Leadership that comes originally from within a cultural group and is not perceived to have power within the mainstream power structure. **Scenario**

Cross-Cultural: Leadership that is effective across two cultural groups. This type of leadership style maintains a certain level of influence and power within the mainstream power structure but also maintains credibility with the second cultural group. *People who possess cross-cultural leadership skills are sometimes called "bridge builders."* **Scenario**

- **Bridge Builder:** An individual who successfully works and navigates between cultural groups. As a result, he/she is able to help build bridges and exchange resources between the groups.

(See next page for handout of definitions.)

Three Types of Leadership



MAINSTREAM LEADERSHIP

Leadership that reflects the values, norms and behaviors of the predominate group in power.

TRADITIONAL LEADERSHIP

Leadership that comes originally from within a cultural group and is not perceived to have power within the mainstream power structure.

CROSS-CULTURAL LEADERSHIP

Leadership that is effective across two cultural groups. This type of leadership style maintains a certain level of influence and power within the mainstream power structure but also maintains credibility with the second cultural group. *People who possess cross-cultural leadership skills are sometimes called “**bridge builders**.”*

- **BRIDGE BUILDER:** An individual who successfully works and navigates between cultural groups. As a result, he/she is able to help build bridges and exchange resources between the groups.



SCENARIO EXAMPLES - YOUTH

Mainstream Leadership Scenario - Jane

Hi, I'm Jane. I'm the president of my school government. I'm glad I got into school government, since all my friends are in it. I've always wanted to be a leader. My parents know a lot of important people in our city, and have given me some tips on how to be a leader. So, I was really prepared when, in student government, we started learning the same stuff my parents had taught me about leadership!

I get to keep meetings moving quickly, and make sure we complete all our responsibilities. Even though I'm in charge, we all get a vote so it's pretty equal. I want to make sure everyone gets to have a say, but I still want to end all our meetings on time!

Traditional Leadership Scenario – Asad

Hello, my name is Asad. I go to a pretty large high school, and have a small group of friends. We're really close. We have all known each other since our freshman year, two years ago. My friends and I are all from the same cultural background, and that's important to us in a high school where we don't really feel like we fit in.

Anyway, we steer clear of student government and the official clubs and stuff like that, but we've started making our own place at school lately. I came up with this idea, that we plan a cultural event the whole school can come to. I think we're going to do it. It's going to be great; our parents are helping too. It's so easy to plan with these guys. We listen to each other respectfully. We don't feel like the other kids in our classes listen to us.

Cross-Cultural Leadership Scenario (Bridge Builder) - Maria

My name is Maria. I am in high school. I was born in another country and came here when I was three years old. I live in a neighborhood with lots of other people from my native country. My parents do not speak English, so I often act as the family translator and help my family understand the way this country works. I often feel like I'm living in two different cultures.

I am easily able to adapt to mainstream leadership settings like high school government or planning for the drama club's play. However, when I am at home with my family, I am always careful to behave and follow our own way of making decisions, like letting elders speak first and taking more time to discuss things. I can fit in anywhere, but I still want to honor what my family taught me. I want to make it easier for people in my culture and people in the mainstream to relate to each other better – without feeling like I'm trading in any pieces of who I am.

SCENARIO EXAMPLES - ADULTS

Mainstream Leadership Scenario – Tom

My name is Tom. I am the mayor of a large, metropolitan city and was elected to set the political agenda. In an effort to maximize time, my staff provides me weekly updates on the latest developments related to our five year strategic plan and ensuring that we stay within budget. I have appointed long-time colleagues to various leadership positions. I'm confident that these individuals will do a good job; I have known them for a long time. If I had to identify my leadership style it would be mainstream.

Traditional Leadership Scenario – Maya

My name is Maya and I am from an island far away from the United States. I was educated in the American educational system, but I come from a culture that has a different style of leadership than most mainstream organizations in the States. I used to be a lawyer, but I gave that up because I wanted to lead and organize my community.

I have a lot of leadership positions in the community, but I never compromise my leadership style or values to adjust to that of the mainstream. I lead according to the values and norms of my own community. Just because I have a law degree doesn't make me powerful in my community – I have to be respectful too.

Cross-Cultural Leadership Scenario (Bridge Builder) – Bao

Hi, I'm Bao. I've lived in this country since I was a young kid. Now I'm grown up and a father of three fantastic kids, two boys and a girl. I like to play music in my spare time, mostly on the guitar.

I'd always just thought of myself as simply "American" and not thought much about my culture, even though I was born in another country and my parents still speak our original language. But when I became a dad, I realized how much my culture has shaped who I am and what choices I make. I want my kids to feel their culture too. So, as a start, I've started teaching music to them and a few of their friends. We're learning some traditional songs my parents taught me, but also we're learning some popular music too. They've even started writing their own songs. It's helping the kids connect with their grandparents and start some really good conversations. It's cool to see the kids use music to find things in common between their culture and mainstream society. And my kids are getting pretty good on that guitar now, too.

Part 2 of Activity

Note to facilitator:

Prepare butcher paper with the three types of leadership styles and draw lines to separate them. Distribute Post-It notes and pens to participants. You will ask each participant to identify a leader and one attribute that describes their leader. Then, you'll ask participants to categorize their leader into one of the three leadership styles.

Tell the group:

*"You are being handed a small piece of paper. On that piece of paper, please identify one leader in your community. Remember, this leader can be anyone from your family, religious group, school, activity outside of school, or community. Then, please choose one attribute to describe this leader. For example, **"My grandmother is resourceful."***

"Based on these three categories, please place your leader in one of the three categories: Mainstream, Traditional, or Cross-Cultural. There is no right or wrong answer. The leaders you have chosen will most likely fit into more than one type, but for this exercise please place them in just one category. Next, can I get volunteers to share what leader you chose and why you placed them where you did?"

Interactive Art Project

Note to the facilitator:

This is an interactive component designed to meet the learning needs of various learning styles. It has a lot of moving parts and requires some pre-planning and set-up. You will set up three stations before the group arrives to the training. Each station will be related to one of the three leadership styles.

Each station will have the following: art supplies, a box lid for them to make their art project in, a copy of the quote below (one per station; quotes are printed large on the following page), a copy of the matching leadership style definition, and a CD player with a song that reflects the definition. The following are some music suggestions: Mainstream – Classical Music (*J.S Bach*), Traditional – Traditional Japanese (*Rinsho Kodeken*), and Cross-Cultural – Mix of Hip-Hop and Salsa (*MeShell Ndegeocello*.) The objective of this art project is for each group to create an art project reflecting the leadership style defined at their work station. After each group has completed their art project, they will share it with the larger group.

Tell the group:

"We're going to do a fun art project that I think you will all enjoy, but I need you to listen closely to the directions. First, we need to count off in groups of three. Each one of you will go to a station where you will find the following: the definition of one of these leadership styles, a quote, a song on a CD player and some art supplies. Your task is to take in all of these resources and then come up with an art project that explains your definition through art. Please use the box lid to make your art project. When the three groups are done, we will come back together and share our art project with the group at large."

Discussion

Debrief for individual groups:

"Tell us what this experience was like for your group. Was it difficult or easy? Were the music and quote helpful? Why or why not? Explain how this art project reflects the definition that your group was given."

Debrief for entire group:

"Are you a leader? If so, what leadership definition do you fall under? Where would others place you? Have you ever played the role of a bridge-builder? What were the groups of people that you had to navigate or work in between? Was the experience challenging/ rewarding?"

Quotes:

Mainstream Quote:	Cross-Cultural Quote:	Traditional Quote:
"The most important quality in a leader is that of being acknowledged as such."	"The leader has to be practical and a realist, yet must talk the language of the visionary and the idealist."	"When the effective leader is finished with his work, the people will say it happened naturally."
-- Andre Maurois	-Eric Hoffer	- Lao Tse

(Facilitator may photocopy and cut these up for the interactive art project)

Mainstream Quote:

“The most important quality in a leader is that of being acknowledged as such.”

- Andre Maurois

Cross-Cultural Quote:

“The leader has to be practical and a realist, yet must talk the language of the visionary and the idealist.”

- Eric Hoffer

Traditional Quote:

“When the effective leader is finished with his work, the people will say it happened naturally.”

- Lao Tse

Activity Series 3: Applying Principles of Cross-Cultural, Multiethnic Bridge-Builder Leadership

Objective: Participants will deepen their knowledge of how to use ethical decision-making, a core bridge-builder skill.

Time needed: 90 minutes (varies depending on discussion time taken)

Materials: soft, throwable ball; chart paper, marking pens

Our next activity will give you an opportunity to learn some strategies to lead groups when they are trying to make hard decisions. Ethics is an important principle of leadership to use in such situations. Ethics is concerned with beliefs about how a moral person should behave – and cultures define “moral” differently. Different people have different views about how they and others should behave. These beliefs are based in their own values which may be influenced by their culture. When groups (especially multicultural groups) try to make decisions together members often come into conflict around their different views of how people should behave (ethics). This activity will simulate a problem that could invoke culturally-based differences. Good leadership will help ensure that the solution is a positive one.

An effective leadership strategy in situations such as in this activity is to use a model of decision-making to guide the group to a common solution they can all support. The Josephson Institute has such a model, the steps of which are summarized below, but you can use a different model. The Josephson model is somewhat mainstream in style. Visit the Josephson website (<http://charactercounts.org>) for more information on their model.

1. Review and clarify the steps (below) of the Josephson Model for Ethical Decision Making, or another model you've chosen, and adapt it to the needs/readiness of the participants. Post the names of the steps on the wall for reference by the group. Discuss the model – does it resonate with participants? Why or why not? How mainstream or culturally specific is this style? Participants can keep these questions in mind as they use the model later on in this activity.
 - STOP AND THINK
 - CLARIFY GOALS (*Example adaptation: What are you trying to achieve?*)
 - DETERMINE FACTS
 - DEVELOP OPTIONS (*List possible ways this dilemma could be solved*)
 - CONSIDER CONSEQUENCES (*What will happen as a result of each of your possible solutions?*)
 - CHOOSE A SOLUTION FROM YOUR LIST
 - MONITOR AND MODIFY (*Watch what happens and change as needed*)

In order to experience what might happen when different people interpret the rules differently, we will play a round of “Integrity Ball” (adapted from Fireball, Affordable Portables, p. 23)

1. Stand in a circle.
2. The ball will be tossed around the group using the following rules:
 - No one can make any sound.
 - No one is allowed to move except to catch or throw the ball.
 - No one may make a bad throw or a bad catch.
3. Explain that each individual interprets these rules for him/herself. If she feels she broke any of these rules, then she is to step back from the circle – take herself out of the game. No one can decide for anyone else, even if they think that person should or should not go out.
4. If participants want more clarification of the rules, just tell them they are to decide how to interpret them for themselves.
5. Do this for a few minutes, then ask the following questions:

- Without using names, was there a time when you thought someone should have pulled themselves out of the game? What happened?
 - Was there a time when you weren't sure if you should pull yourself or not? What happened? What did you end up doing – staying or going?
6. Discuss people's various interpretations of the rules. (Was it OK even to move their eyes? What about laughing – was that OK?) There are no right or wrong answers.
 7. Invite everyone back into the game and try another round.
 8. Do as many rounds with discussion as appropriate for your group.

Lead the following discussion: *So now that we've seen what happens when different people interpret the rules differently, what have we learned that might be important to remember when leading a group to resolve an ethical decision? (Examples could include: clarify the rules in advance; help the participants understand that the different interpretations may result from deeply held beliefs and they must be respected; keep a focus on the group's goal.)*

2. Activity: Small groups grapple with an ethical decision, identifying the steps they would take and the possible consequences of those steps.

Read aloud and clarify the following problem situation**:

You are attending a large high school in an urban location. Although the student body is ethnically diverse, in the three years you have attended there has been no one from your culture elected to student body office. You and your friends have finally found someone to run for ASB Secretary. During the campaign some students accuse your candidate of having cheated on a test in the past. You chalk the accusations up to politics and you work very hard to get her elected. She wins! After the elections you find out that the accusations were true. WHAT WOULD YOU DO NOW?

Divide participants into groups of 3-5. Each group will grapple with the situation above. The goal is to develop consensus on a solution. They should follow the steps to ethical decision-making listed above. They will record on chart paper the steps they might take in response to this situation, including possible consequences of the solution and the actions they would take.

After each group has recorded their possible solutions including actions they would take, pros and cons to each possible solution and consequences of their suggested solutions, all groups should share their responses with the other small groups.

***If the youth in your program would not consider this an egregious enough ethical dilemma to provoke debate, feel free to use another ethical dilemma that may resonate more with the group. For example: the student may have stolen money or lied in her campaign materials about something significant.*

Activity Series 4: Group Decision-Making, Culture and Leadership

This activity series covers the following topics:

- How culture impacts our choices and shapes who we are
- Being leaders together: Group decision-making methods, barriers & breakthroughs for group decision-making leadership settings

Objectives: To understand further how culture impacts our actions and leadership styles, and how to work together as bridge builders in group decision-making situations

Time needed: 1.5 – 3 hours, depending on how many activities used, how long discussions go

Materials: Large body-size paper for tracing and markers for tracing (if doing Body Outlines activity). Pens and paper for brainstorming. Scissors and “sample cultural characteristics” slips of paper pre-cut.

Introduce the activity:

Explain that we’re going to talk about how culture impacts leadership styles in individual and group decision-making situations.

Then, we’re going to play out some group decision-making situations and see how culture might affect our ability to have our voices heard and be seen as a leader when we’re making decisions as a group.

Follow the activities in this section, taking breaks or having discussions where needed.

Self-Reflection – Body Outlines (Optional Activity)

Based on the previous conversations, participants may be thinking about their own experiences.

At this time, have participants pair up and give each a piece of large butcher paper at least as tall as they are. Distribute markers. Participants pair up and take turns tracing one another's outlines lying down on their respective pieces of paper

Facilitator asks the group whether there were moments while we were talking about culture earlier that they were thinking about how their own cultures influenced them. Discuss. Facilitator can also ask, "What has made you who you are? What parts of who you are came from the inside, from your choices, and what came from the outside – your culture, your family, your friends, the places you've lived, and so on?" Discuss, individually or in pairs.

Then, participants have fifteen minutes to fill in their outlines with words or pictures – inside the outline, they should write or draw things about themselves that have come from the inside, from their own choices and development. On the outside, they should write or draw things about themselves that have come from the outside – culture, society, family, friends, other people, media, etc.

Bring the group back together to discuss.

Next, go back to the definitions of leadership we talked about earlier in the training. Ask them, "What kind of leader are you? What are things you already do, or that you want to do as a leader? How has your culture shaped how you think of being a leader?" Discuss.

Next, participants spend an additional ten minutes adding leadership styles to their outlines – inside the outline for leadership styles that come from the inside, and outside for leadership styles affected by culture, society, family, peers etc.

Outlines may be hung up around the room if you have space. You may also use more time at another point for adding decoration and finishing the Body Outlines art if participants are enjoying this activity.



Fishbowl activity – “What’s happening under the surface?”

Helpful activity to warm up

Any kind of improvisation or theatre-sports games that involve making up and playing characters while thinking quickly. For example, the game “FREEZE!” is a very simple improvisation game. Two participants make up a quick scene about anything, and try to move around during their acting. The rest of the group starts out watching. Any youth watching may yell out “freeze!” after about a minute. The performers freeze in position instantly. The youth who yelled “freeze!” taps one of the performers and takes over his or her exact position. Then this youth unfreezes the scene and begins an entirely new scene inspired by the positions assumed at the moment the old scene was frozen. New players continue to “freeze” in as they see opportunities.

Group decision-making: “What’s really going on?”

- I. What happens when a group of leaders with different cultural leadership styles are working together to plan an event? *Use three leadership styles*
 - a. What styles dominate the group?
 - i. Who sets the mood/tone of how the group will work?
 - ii. How actively do members feel they can participate?
 - iii. Who sets the tone of what it means to participate?
 - b. What assumptions do group members make?
 - i. How do assumptions affect the way the group moves forward?
 - c. What are benefits to making decisions as a diverse group?

Divide the group in half. Organize the chairs in two concentric circles, both facing in, so that half the group will be sitting in a circle on the inside, facing one another, while the other half of the group is sitting on the outside, observing the inside circle. The inside circle pretends they can’t see the outside circle. This is called a “fishbowl” because the people on the outside can observe the people on the inside.



Ask for an example of a situation where a group of youth might be planning an event together. Where would they be? How do they know each other? What is the event? (Example: A youth advisory board is planning a dance or fundraising event.)

Distribute to each member of the inside circle one or two “cultural characteristics” on a piece of paper (see next page for ones you can use, or make up your own). Emphasize that they should not show these to each other. Ensure you don’t give two characteristics that contradict each other to the same youth (e.g., “avoids conflict” and “appreciates conflict”).

Then, tell the inside circle that they are now going to pretend they are that group of youth planning the event, based on the scenario the group came up with, and play out the scenario. Each of them must participate in the group decision-making process as people shaped by the characteristics on their slips of paper. They must stay “in character” but also genuinely try to help the group at its task.

Tell the group on the outside that their job is to observe how decision-making is taking place and to be thinking about culture and leadership styles. Their first job is to figure out what is going on “under the surface” in the fishbowl, especially when it comes to culture. Their second job is to figure out some ideas to help the group work together as well as possible. They can take notes if it helps them.

Allow about ten minutes at least for the inside circle conversation.

After the conversation, let the inside circle debrief first. Ask them questions like: How did this go? How did you feel? How do you think others felt? Who was talking and who wasn't? Why? What was it like playing your character? What was it like listening to the other characters?

They can read out loud what was on their papers. Let them take some time to write and reflect, or talk to a friend and reflect on what kinds of moments they saw affected by the cultural ingredients on their pieces of paper. Then, discuss this as a group.

Ask: How successful was your group at getting things done? At including everyone culturally? What were some great moments? How could it have been better? How did the characteristics on your paper limit you or help you? Can you see this happening in real life?

Then ask the outside group: *What did you observe?* You can also ask some of the same questions you asked the inside group. *What suggestions would you have had for the inside group?*

Rearrange seats so that everyone is back in a circle together. Ask: "What does it mean for a group to be successful? Does it mean everyone feels included? Does it mean you complete the task you set out to complete? Would culture influence how you see what "success" means?"

In pairs, youth partner up for discussion:

Each person has three minutes to share an experience they've had in a group (class, youth program, etc) when they either felt really comfortable and culturally at-home enough to speak up when they wanted, OR when they felt like they didn't want to speak up and why. The other person listens in silence, hearing them, and then has one minute to respond, ask questions, or thank them for sharing. Then, they switch.

Discuss as a group:

- 1) How can we be bridge-builders in situations like the one we just played out? How do we keep ourselves from getting stuck?
- 2) What about when I'm the only one who feels like I'm not "part" of the mainstream leadership, and everyone else seems to share the same cultural assumptions – like they all got the same pieces of paper and I didn't?
- 3) What about when we have mainstream, traditional and cross-cultural/bridge builder leaders all making a decision together? How can we work together best? What are things we would do to make it work?

Sample cultural characteristics Copy page and cut along dashed lines. Give each group member 1-2 of these characteristics to shape how he or she will interact in the activity.

Cut along dashed lines

I avoid conflict at all costs.	I think having conflict is useful for getting all the information on the table and getting a solution.
We need to come up with new ideas.	What the whole group feels is important.
I don't want anyone telling me what to do.	We need to look at what ideas have been done in the past.
Our opinions as individuals are the most important ingredients in making this decision. I want my opinion heard.	It is not polite to disagree with others.
Hierarchy and respect are very important; I should defer to people older than me or who have been in this group longer.	People coming out of this conversation feeling good is more important than anything we decide.
This meeting needs to be over quickly – let's get to answers!	I don't want anyone in the room to feel embarrassed; I have to be careful if I correct someone.
We have all the time in the world.	I think looking at stories will help us find the answer we need.
I need to use as many big words as possible.	I don't want to make trouble.
Girls shouldn't talk as much as boys.	If we have trust in God, everything will be okay.
I talk very fast.	I talk slowly, and think about everything before I say it.
I like to keep some humor in meetings.	I have trouble speaking up in front of people who wear nicer clothes than I do.
I look more at people's expressions and body language than what they're saying. I won't tell how I'm feeling, but it will be written on my face or in my body language.	If you have a problem with something, it's your responsibility to speak up. I believe in personal responsibility!
I believe everything happens for a reason.	We need to have food at all events and meetings.
We need to vote to make decisions.	We need to make decisions by getting the whole group to agree.
It's important to me that everyone arrive on time.	If I see someone being quiet, I'll ask what they think, what their opinion is.
I'm pretty pessimistic. I think it's better to go in thinking, "This is probably not going to work."	I'm pretty optimistic. I tend to think, "This thing we're planning is going to be great!"
I think the easiest route is always the best.	I think we should always try the hardest and most challenging ways of doing things.
If we make this task fun, we'll enjoy it more and do a better job	I'm very quiet

Cut along dashed lines

Cut along dashed lines

Closing

Objective:

- Reflect on experiences and knowledge gained from this curriculum.
- Plan for the future, individually and as a group.

Time: 30 minutes or more as needed

Handouts: Copy of Voice of a Leader page for each youth

Tell the group:

There are many different ways to be a leader. Being a leader is about things you do and say, and about how you think about your community. Together, we've been working on thinking about our communities as leaders. You are all already leaders – and you will always continue adding ways to be a leader to who you are.

You can ask for some examples of what participants want to do next, things they would like to do or try doing as leaders.

Ask the group:

So, why do we learn to be bridge builder leaders? How do our traditional, cultural communities get stronger when we learn how to be leaders but don't forget who we are? Discuss.

Introduce the concept of social justice:

Working for social justice is working for the right of all cultures, communities and individuals to have a voice.

Ask the group: *What do YOU want to do next? Individually? As a group?* (They can discuss as a group, in pairs, write and reflect, or whatever works best.)

How are we working for social justice when we talk about mainstream leadership, power, culture, and being bridge-builders?

In closing, participants write or draw answers to the questions on the following "Voice of a Leader" sheets, indicating what they and people around them must do to ensure all voices are respected as leaders, and how they want to be bridge-builders. Each takes turns reading his or her answers out loud and the others applaud. They may decorate the sheets, and hang them up.

A photograph of the Golden Gate Bridge in San Francisco, California. The bridge is a suspension bridge with two large towers and a long span. The water is blue, and there are some boats in the distance. The sky is clear and blue.

VOICE OF A LEADER

MY voice as a leader is heard when

I hear YOUR voice as a leader when.....

I am a BRIDGE BUILDER. I am my own kind of leader. I navigate and connect my own cultural community and the mainstream world when I am able to....

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APPENDIX A: SUPPLEMENTAL ACTIVITY IDEAS ON LEADERSHIP & CULTURE

These general outlines for activities may be added in to the curriculum or used on their own.

Interview Activities

Participants interview a grandparent or other person from their cultural background who embodies leadership. As a group, develop questions to ask. Share results with the group. This can be done with written notes from the interviews, discussions about how the interviews went, recordings, pictures, videos, websites, reading aloud favorite things the interviewee said, or other ideas. Your program can host a special gathering night to which interviewees and other family members are invited to share food, talk about culture, or share experiences from the interviews.

Participants can also interview someone they see as having leadership skills to gain suggestions on developing leadership skills – and then share those suggestions with the group.

Art, Performance & Creativity Activities

Art is a powerful tool for reflection, exploration and learning. Here are some ways it can be useful in this curriculum:

- **Writing/Media:** Youth in your program can take time for writing poetry, stories, songs, hip-hop, essays, articles, websites, radio pieces, videography, etc about their experiences. These personal pieces can be about navigating the worlds of cross-cultural leadership, learning about their own culture, becoming a leader, bridge-building, or seeing leaders in their own communities and beyond.
- **Performance:** Working as a group toward a final performance or “talent night” can be a bonding process for a group, as well as a reflection tool for individual experiences within the group. Consider hosting a performance night, where youth can share some of the above writing, spoken word, dance, movement, or other media about leadership and culture. Invite families and friends. Encourage the group to be aware of how they work together in planning the event – are they working as bridge-builders? What are their leadership styles?
- **Visual Art:** Encourage youth to create visual art about culture, leadership and their own experiences. This can include collages, paintings, photography, drawings, murals, etc. Display these in your program space if possible, especially if you are hosting a performance night.