



Intercultural Harmony


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Welcome to the Intercultural Harmony Project



Harmony results from individuals and groups communicating successfully and overcoming the differences, tensions and conflicts of daily life. Like in music, harmonious coexistence incorporates the sounds and voices of many. Harmony allows for occasional dissonance, but overall, the melody prevails.

Emilia E. Martinez-Brawley, Professor of Social Work
and John F. Roatch Distinguished Community Service Scholar
Project Director

Acknowledgements
Participants
Slide Show

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OVERVIEW

The purpose of the Intercultural Harmony Project was to arrive at a basic curriculum for harmonious coexistence that could be shared with individuals and groups involved in educational or community affairs.

A group of community leaders of various ethnic groups, cultures and faiths met at a retreat to discuss how individuals are influenced by their own cultures, values, norms and ways of behaving. The group members needed to practice harmonious co-existence as they analyzed how they received the messages of other cultures, languages, religions and points of view and how they could use those messages to create harmony or to fuel disharmony. The result of the meetings was the development of a curriculum incorporating principles of intercultural dialogue and harmonious co-existence selected from research and practice. The curriculum not only offers principles and related concepts as the backbone for action but incorporates practical step-by-step exercises that can be adapted to help individuals or groups practice meaningful dialogue among very different groups.



We offer this curriculum in the hope that individuals or groups consulting it will make a commitment to understanding why so many of us have difficulties relating to people different from ourselves and, more importantly, that they will take steps to remediate the situation. Our panel of experts recognized that harmony lies beyond words and appreciated that it requires more than mere formalities. Our community leaders echoed the words of many in articulating great hope for the children while recognizing that they, too, must practice harmony. If we are to resolve some of the tensions we face, we need to take steps beyond differences and move toward reconciling them in ways that can enhance all the citizens of the world.

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*When we sing together,
we all say the
same words even with different
accents.*



The panel of community experts at the retreat.

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INSTRUCTIONS

We began our curriculum-building effort by reaching agreement among the panel of community leaders on some basic pre-requisites of intercultural harmony. We encourage you to begin by reading them under the heading of

Assumptions.

When consulting this web page, next visit **Principles (from 1-15)**, which are concepts upon which the curriculum was built. Principles are complemented by key thoughts, listed on the page where each principle appears. **Exercises** are activities in which a group can engage to practice harmonious behaviors, and the **Step-by-Step** pages (from 1-29) show exactly how to practice those behaviors in a simple and fun way. For a better understanding, we suggest that you begin by examining the principles and then move, in sequential order, to the detailed step-by-step exercises. The exercises and the steps suggested can be adapted to various different audiences, school children, community groups, seniors, etc.

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We appreciate the support of the Musser Fund which made this project possible.

The project was based at the ASU College of Extended Education and was directed Emilia Martinez-Brawley, Professor of Social Work and John F. Roatch Distinguished Community Service Scholar, who has many years of experience teaching and researching issues related to intercultural communication and exchange. Marcie Lee assisted in the development of the exercises, Judith Padres with the research and Kenichi Maruyama with administration. We acknowledge the participation of a distinguished panel of community professionals and the support of the College of Extended Education staff, particularly Chrys Gakopoulos of the Marketing Department, who provided the technical expertise for the web based product.



Teri Woods kindly permitted us to use a melody from her CD "Tucson to Tir na nOg," containing Celtic-Sonoran ballads and harmonies, www.aislingwestmusic.com. We appreciated Natalie Gakopoulos putting the music on the web.

*Sitting from left to right:
Emilia Martinez-Brawley, Chrys Gakopoulos,
Kenichi Maruyama.
Standing from left to right:
Judith Padres and Marcie Lee.*

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The atmosphere of the retreat fostered openness, emotional trust and security. Individuals verbalized true challenges and concerns while never letting the process of communication break down.



THE PANEL

Shireen Ahmed
Teacher
Islamic Cultural Center Weekend School
sahmed@kyrene.org

Josefina Ahumada
Field Coordinator
ASU School of Social Work - Tucson Component
josefina.ahumada@asu.edu

Christine French
Regional Diversity Leader
American Express
christine.p.french@aexp.com
George Huggins
Assistant Superintendent
Laveen Elementary School District
ghuggins@laveeneld.k12.az.us

Marilyn LaCount
Mathematics Teacher
ASU Office of Youth Preparation
marilyn.lacount@asu.edu

Marcie Lee
Director, Hillel Teaching Scholars Program for the Training of Religious School Teachers
marcie.lee@asu.edu



Doris Marshall
Deputy Director
City of Phoenix - Senior Services
doris.marshall@phoenix.gov

Kit Marshall
Retired Corporate Executive
Diocese of Phoenix Black Catholic Ministry
kimarshall@aol.com

Mark Martinez
Principal
Maurice C. Cash Elementary School
mmartinez@laveeneld.k12.az.us

Emilia Martinez-Brawley
Professor of Social Work and John F. Roatch Distinguished Community Service Scholar
ASU College of Extended Education and School of Social Work
eemb@asu.edu

Linda McCallister
Program Specialist
International Rescue Committee
linda@phx.theirc.org

Wayne Mitchell and Marie Galletti Mitchell
Retired Federal Government Officer
Indian Health Service
drwlmitch@msn.com

Darlene Newsom
Chief Executive Officer
United Methodist Outreach Ministries
dnewsom@umom.org

Buzz Stevens
Methodist Minister, Retired
Central Methodist Church
buzzs1@msn.com

Paz Zorita
Associate Professor
ASU West Social Work
paz.zorita@asu.edu

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Principles of Intercultural Harmony

Click on the principles below



<p>1 The language we use to describe cultural situations is not precise.</p>	<p>2 Facts are interpreted through the experiences and biases of those hearing them.</p>	<p>3 Prejudices must be acknowledged to move toward harmonious living. Behaving harmoniously can become second nature to those who practice.</p>
<p>4 Knowledge can contribute to prejudice reduction, but knowledge by itself does not always reduce prejudice.</p>	<p>5 A supportive, nurturing and positive environment fosters an open-minded individual and helps overcome differences in resources and personalities.</p>	<p>6 Language that does not judge character is key to harmonious interaction.</p>
<p>7 People can appreciate what is different and what is the same in people.</p>	<p>8 Individuals bring their cultural assumptions to any dispute. In an intercultural dispute, divergent cultural assumptions may cause one or both parties to experience frustration.</p>	<p>9 Continuous dialogue is a key to harmonious understanding.</p>
<p>10 When addressing controversial issues, elicit various points of view. Premature agreement can curtail dialogue.</p>	<p>11 Acknowledging wrongdoing is a vital and essential step for peaceful living.</p>	<p>12 Restoration of others in our mental and emotional domains may help to establish harmony, even if we cannot do justice or offer material restoration.</p>
<p>13 Forgiveness can be a spiritual experience or simply a step toward contentment. Respecting the spaces of people, their heroes and accomplishments can move us toward restoration and harmony.</p>	<p>14 When various groups and their interests are well represented at the top, things tend to work better up and down the line.</p>	<p>15 Education is our best hope. Schools need to set an example of empathy, altruism, trust, fairness, justice, compassion, and respect for diversity.</p>

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Principle One: step-by-step exercises

The language we use to describe cultural situations is not precise.

EXERCISES | 1 | 2 | 3



1. I KNOW THAT'S WHAT I SAID, BUT THE PICTURE IN MY HEAD IS DIFFERENT!



STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> • People translate and understand identical words differently • The exact same words mean different things to different people
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> • To see that hurt from words can be the result of misunderstanding rather than intentional insult • To ask for clarification
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> • At least three members of the group who speak a common second language (for example, three Spanish speakers) • To have one of the three bilingual members prepare ahead of time a vignette in the second language. The vignette should not exceed four brief sentences. The writer should lead the exercise. (See below) • A circular seating arrangement
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> • The leader will explain to the entire group that he/she will read a short vignette and ask each bilingual member to take a turn, one right after the other, translating it to the group (without discussion in between) • After all bilingual members have translated, they will be asked in turn to explain the context of the events in the vignette by offering the scenes they visualized • Discuss the differences in what the various speakers envisioned and consequently translated. Show how the same words conjured up different scenarios for each speaker.
VIGNETTE	<p>Have three speakers of Spanish translate the following and then explain the "picture in their heads," that is, what they imagined the scene was when they were translating. Follow the above instructions.</p> <p>¡Que pena, dijo el pobrecito! Se le cayó el arroz y no podrá vender más sus muñecos de madera.</p> <p>El Pobrecito Return to Top</p>

2. I THOUGHT I COULD TAKE A MESSAGE!

STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> • People usually modify words in their attempt to repeat exactly what they have heard • Frequent repetition of original words by different people usually increases the degree to which meaning is modified
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> • To ask for clarification before making a judgment or drawing a conclusion
STEP 3	<p>To do this exercise, you will need</p> <ul style="list-style-type: none"> • Group members sitting in a circle, close enough to each other to whisper in their neighbors' ears
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> • Have someone write a sentence on a piece of paper that no one else sees and set the paper aside • While all other group members sit quietly, the writer whispers, as clearly as possible, the sentence he or she wrote down, into the ear of the person sitting next to him/her, and this continues through the end of the line • The person who has heard the words whispers them to the next person <ul style="list-style-type: none"> • The last person to hear the sentence then says it out loud for the whole group to hear. Those words are likely to be different from the words originally written down, which the writer now shows to the group • Have a discussion on the reasons words are often changed when repeated <p>Return to Top</p>

3. BRIDGES TO BABEL

STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> • There are many common roots for the same words in different languages • People who speak different languages have more in common with other individuals than they often consider
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> • To appreciate the ways in which languages have influenced and enhanced each other • To appreciate and possibly develop interest in other languages and the people who speak them • To feel more confident risking communication with those who speak other languages • To teach and learn words in each other's languages <ul style="list-style-type: none"> • To consider the value of traveling to places where other languages are spoken and hosting those who speak other languages <p>To do this exercise, you will need</p> <ul style="list-style-type: none"> • A good English dictionary with word roots • Bilingual dictionaries

STEP 	<ul style="list-style-type: none"> Blank cards and pencils
STEP 	<p>To complete this exercise</p> <ul style="list-style-type: none"> Instruct participants to select and write at least one word they think comes from another language and explain why they chose it Point out the commonalities of diverse languages and diverse people and how much they can enrich their own language by learning about others'
VARIATION 1 Belle, Bella, Belo	<p>Have a small group prepare a list of English words with common roots as those in Spanish, French, Italian, Portuguese, German, etc. When the list is complete, put one word in at least two languages on a blank card, preparing the same number of cards as participants</p> <p>Distribute one card to each person in the group who will read and write the pair of words on a board or easel in the appropriate column for each language</p> <ul style="list-style-type: none"> Note the similarities
VARIATION 2 The World on a Deck	<p>The leader selects excerpts from Simon Winchester's "The Meaning of Everything: The Story of the Oxford English Dictionary" (Oxford University Press, 2003)</p> <p>Make a list of English words that come from other languages: German, Italian, Spanish, Portuguese, Algonquin, Dutch, Turkish, Persian, Latin</p> <ul style="list-style-type: none"> Distribute the list to small groups and have people test each other on the origin of the words Whoever has the most cards at the end of the allotted time wins <p>Return to Top</p>
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Principle Two: step-by-step exercises

Facts are interpreted through the experiences and biases of those hearing them.

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1. I CAN'T BELIEVE YOU CAN'T SEE THAT! JUST LOOK.

STEP 1	<p>Doing this exercise will show that</p> <ul style="list-style-type: none"> • People can view the same thing and see it very differently
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> • To accept that there is more than one way to view the world • To entertain alternative proposals and solutions
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> • An external object, phenomenon, landscape, or set of facts. For example, the Arizona Mountain range called "Four Peaks" in English is called "Cinco (five) Picos" in Spanish. Those who in the early days viewed the phenomenon counted either peaks or valleys as one can do on one's hand. For a brief history see the box below. • A leader familiar with various interpretations of the object, phenomenon, landscape or facts
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> • Explain that everyone will look at or consider the same object, phenomenon, landscape, or set of facts then take turns explaining it and giving it a name. • When everyone has finished, have discussion of peoples' different perceptions of the same thing, highlighting the fact that there may even be seemingly conflicting names for the same object, phenomenon, landscape, or set of facts.
Four Peaks or Cinco Picos	<p>According to Arizona history the mountain range which lies 25 miles northeast of Phoenix contains a group of peaks known as Cinco Picos in Spanish and Four Peaks in English. According to Barnes (1988), the Apache's sign for these peaks was "one hand held up with fingers wispread, indicating it meant either four peaks or four spaces between them." Obviously different people interpreted the sign differently.</p> <p>Return to Top</p>

2. HE WENT UP A HILL AND CAME DOWN A MOUNTAIN!

STEP 1	<p>Doing this exercise will show that</p> <ul style="list-style-type: none"> • People are invested in their own histories and that of the places where they live
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> • To accept that there is more than one way to view the world • To accept that insiders or locals have different ways of viewing the world and that they need to be open to the suggestions of outsiders
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> • To rent the film "The Man who Went up a Hill and Came down a Mountain," a very amusing local story set in Wales • A leader who can explain how locals become invested in the features of their towns or villages • How careful outsiders must be when trying to influence local perceptions
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> • Have a group discuss what they just saw and the lessons they learned <p>Return to Top</p>

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Principle Three: step-by-step exercises

*Prejudices must be acknowledged to move toward harmonious living.
Behaving harmoniously can become second nature to those who practice.*
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1. RAINBOW RALLY








STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> Teamwork by diverse members pursuing a common goal can help individuals overcome existing fears and prejudice and develop more collaborative interactions
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To effectively collaborate with diverse individuals on teamwork projects and recognize their positive contributions To recognize that team success depends on each individual's efforts and on group support for each member To learn that a reliable way to better know an individual is to interact with that person and abandon any prejudices about that individual's culture To learn that prejudices about a group cloud accurate understanding To learn that judging groups rather than individuals is counterproductive
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> To organize a diverse group and select a task for the team (for example, organize a work group to create a mural for the school or other setting representing what humankind at its best would look like)
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Explain the project focusing on socializing effectively Monitor the group's progress Showcase the final product and have the contributors explain it <p>Return to Top</p>

2. A HUNTING WE WILL GO!

STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> There is something to talk about with every person in a room It is possible to learn at least one specific thing about each person Common interests can bring and keep diverse people together
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To collaborate more effectively To get more work done To feel good about participating in the group To continue involvement with the group
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> To prepare a customized list of descriptions, attributes, and interests suited to the group's purpose (camping, foreign language club, cooking class) To have at least double the number of selections as there are participants in the group To duplicate the list for distribution to each group member For an example for a math class or club exercise, see box below
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Ask participants to arrange themselves around the perimeter of the room Distribute one list to each person Explain that the task is to fill in at least one half of the blank spaces on the page Discuss what people have learned about each other, what they have in common, and how they are different When the exercise is complete, discuss what was not filled in
Example for a get-acquainted meeting	<p>Fill in at least half of the blanks on your list; find and write down the name of a person who fits the statement</p> <p>Got an "A" in algebra _____</p> <p>Has traveled to Ecuador _____</p> <p>Knows Italian as well as Spanish _____</p> <p>Teaches Spanish in a school _____</p> <p>Has been to Greece and Lebanon _____</p> <p>Has a job tutoring at the mosque _____</p> <p>Is a volunteer translator at the synogogue _____</p> <p>Has a brother who is a missionary _____</p> <p>Knows how to dance flamenco _____</p> <p>Makes delicious tortillas _____</p> <p>Return to Top</p>

3. THIN ICE IS EASILY BROKEN

STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> There are specific, quick and easy ways for diverse members of a new group to establish and focus on complementary interests, strengths, and work styles
	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To navigate group tasks more effectively

<p>STEP </p>	<ul style="list-style-type: none"> To respect diversity among those who share a common interest To collaborate rather than compete within the group To widen their own horizons by considering other viewpoints on the same subject To provide concrete information about their own background, culture, and relevant skills
<p>STEP </p>	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> To design statements that participants complete about the endeavor and/or the backgrounds of participants in the common endeavor
<p>STEP </p>	<p>To complete this exercise</p> <ul style="list-style-type: none"> Seat participants in a circle or semicircle Announce that the entire group, one at a time around the circle, will complete the following statements. There can be multiple rounds.
<p>EXAMPLES</p>	<p>My favorite holiday is _____ because _____.</p> <p>My favorite play is _____ because _____.</p> <p>When I have to solve a problem, the first thing I do is _____ because _____.</p> <p>I prefer to have an early/late lunch because _____.</p> <p>I am afraid/happy to talk to strangers because _____.</p> <p>I always have to accept what my father says because _____.</p> <p>Return to Top</p>
<p>4. PEER PAIRS Recommend Your Group Sees "The Mighty," A Film Based On The Book "Freak The Mighty" By Rodman Philbrick</p>	
<p>STEP </p>	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> Peer teaching relationships help partners learn new approaches and expose them to new ideas and interests Partners are strengthened by each other's talents Every person has talents or strengths, challenges and shortcomings
<p>STEP </p>	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To understand that lack of experience is often the sole reason a person feels he or she cannot do something or do it well To collaborate rather than compete To realize that in peer partnerships, people with shortcomings enable their partners to see what it is like to deal with these challenges
<p>STEP </p>	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> Group members to talk about their strengths and challenges. As they talk, develop an exchange chart on the board. Match a person possessing a special skill with a person who wants to develop skills in that area. Group members can do this themselves using the board chart for the exchange Assist pairs in setting clearly defined goals for each session and an overall goal for all sessions
<p>STEP </p>	<p>To complete this exercise</p> <ul style="list-style-type: none"> Monitor progress of peer pairs, making sure they fairly assess their progress and adjust their goals and timelines as necessary
<p>EXAMPLES</p>	<p>"I am good with computer skills" is matched to "I want to learn Powerpoint"</p> <p>"I can play basketball quite well" is matched to "I wish I had better coordination"</p> <p>"I can play the Spanish guitar" is matched to "I wish I could play rock and roll"</p> <p>Return to Top</p>

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Principle Four: step-by-step exercises

Knowledge can contribute to prejudice reduction, but knowledge by itself does not always reduce prejudice.

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1. A FAIR AFFAIR	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> How all members of a community can be celebrated
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To feel invested in their community To work for the welfare of the community To value individuals in the community To value diversity in the community
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> Volunteers to research and plan a Community Cultures Fair Research groups that exist in the community, making sure that all groups are invited/represented Either decide on a theme like foods of different cultures, holidays of different cultures, or let each group decide how to represent themselves — (with foods, costumes, music, etc.)
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Invite a representative from each group identified in the community to help plan the details of the affair Publicize the event to the entire community <p>Return to Top</p>
2. VISIT AND DISCOVER	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> How enriching it is to discover differences within our own communities
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To appreciate differences and similarities within their own communities To respect the experiences of others
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> A guide to community neighborhoods and resources A willingness to plan with different people
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Arrange to visit an ethnic neighborhood and have your group eat at an ethnic restaurant Eat and talk to the chef about the new dishes and ingredients you have discovered
VARIATIONS	<ul style="list-style-type: none"> Follow the steps above and plan a trip to a foreign country Follow the steps above and plan a trip to many different churches, making sure your group talks to ministers, priests, rabbis, etc. about their faiths <p>Return to Top</p>
3. THE GOLDEN RULE	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> How the basic principles of different faiths are similar
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To respect the central moral commitments of different people
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> Various versions of the Golden Rule (see box below)
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Have your group read and discuss the various versions below Place on the board a chart and have group members write down similar beliefs

GOLDEN RULE
Courtesy of InterFaith
Action Coalition of
Arizona

	<p>Bahá-i “ Blessed is he who preferreth his brother before himself.” –Bahá'u'lláh</p> <p>Buddhism “ Hurt not others in ways that you yourself would find hurtful.” –Udana-Varga 5:18</p> <p>Christianity “ Do unto others as you would have them do unto you.” –Jesus: The Bible, Luke 6:13</p> <p>Confucianism “ Do not do to others what you do not want them to do to you.” –Analects 15:23</p> <p>Hinduism “ This is the sum of duty: do naught unto others which would cause you pain if done to you.” – Mahabharata 5:1517</p> <p>Islam “ No one of you is a believer until you desire for another that which you desire for yourself.” –The Sunnah (from the Hadith)</p> <p>Jainism “ A man should wander about treating all creatures as he himself would be treated.” – Sutrakritanga 1.11.33</p> <p>Judaism “ Love your neighbor as yourself.” –Leviticus 19:18</p> <p>Native American “ Respect for all life is the foundation.” –The Great Law of Peace</p> <p>Secular “ We should conduct ourselves toward others as we would have them act toward us.” –Aristotle, 385 B.C.</p> <p>Sikhism “ Don't create hatred with anyone as God is within everyone.” –Guru Arjan Devji, Siri Guru Granth Sahib</p> <p>Sufism “ You must see in the heart of another the temple of God.” –Hazrat Inayat Khan: “The Art of Being”</p> <p>Taoism “ I am good to the man who is good to me; likewise, I am also good to the bad man.” –Tao Te Ching</p>
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Principle Five: step-by-step exercises

A supportive, nurturing and positive environment fosters an open-minded individual and helps overcome differences in resources and personalities.

EXERCISES | [1](#) | [2](#)



1. THE "BEST WE CAN BE" CAMPAIGN	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> The advantages of collaboration relative to competition for some goals That because there are no "losers" in collaborative work, there is a greater degree of sustained participation and enthusiasm about projects. When goals are met and everyone is satisfied, everyone is a winner.
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To collaborate effectively To understand and articulate to others that collaborative work is more inclusive than competition To understand that when goals are met and everyone is satisfied, everyone is a "winner"
STEP 3	<p>To do this exercise, you will need</p> <ul style="list-style-type: none"> A leader versed in techniques of collaboration
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Select a group goal (for example, beautifying the school grounds, adopting a needy family, establishing a neighborhood garden) Plan a campaign in which people take different responsibilities and everyone does the best job of contributing that they can Monitor progress and adjust along the way When all goals are met, declare and celebrate that the group did the best job it could do.
EXAMPLE	<p>"We have a garden that our students and staff love" rather than "our garden is bigger, prettier, more expensive than yours." "The needy family we are assisting has enough food for a month" rather than "We collected more money, food, etc. than the neighboring school."</p> <p>Return to Top</p>

2. I AM GOOD AT ...	
STEP 1	<p>Doing this exercise will show</p> <p>How people can recognize and acknowledge (even publicly) their own worth without devaluing others</p>
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To collaborate as well as compete To reveal talents and good qualities about themselves that can complement and not conflict with others or unnecessarily duplicate skills To use time more efficiently by discovering and utilizing a greater number of members' skills To quickly meet others and recognize new aspects, talents and interests of people they already know
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> A leader who can encourage each person to take a turn and explain that discussion will take place only after each person has spoken Participants arranged in a circle
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> The leader explains that participants will go around the circle and one at a time, will state one specific thing he or she is good at (for example, "I am a good dancer" "I am a creative cook") The leader says that discussion will take place only when everyone has spoken and will focus on the difference between recognizing real strengths and bragging or ranking
VARIATION	<p>"You thought you knew me" (especially useful if group members all know each other):</p> <p>Each person will state one specific thing about himself/herself that most people don't know (for example, "Most people don't know that I have a passion for stamp collecting" or "Most people don't know that I play in a jazz trio.")</p> <p>Return to Top</p>

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Principle Six: step-by-step exercises

Language that does not judge character is key to harmonious interaction.

EXERCISES | 1 | 2



1. DESCRIPTIVE PRAISE OR "I CAN TEACH YOU A FOREIGN LANGUAGE IN ABOUT AN HOUR!"	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> Describing rather than judging the actions of others can positively influence their behavior Precise language for telling people what to do rather than what not to do
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To enhance the self-esteem of those with whom they interact To learn to change their behavior rather than question their good character To diffuse rather than escalate conflict To widen rather than narrow possibilities for more productive interactions and ever deepening relationships with others To feel less threatened and more willing to change for the better when appropriately criticized by others To build relationships rather than isolate themselves and others
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> Someone who is trained or willing to learn the language of "descriptive praise" to lead the group exercise. Examples that list descriptive language instead of judgments Seating arranged in a circle
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> The leader explains that participants are about to learn a new way of speaking to others The leader explains that the usual way of speaking in our society tends to be judgmental The leader suggests the use of language that corrects negative behavior but does not judge The leader asks participants to think of one sentence they said to someone that they could have said differently When the first person speaks the leader asks the group how to transpose the words so that they indicate what to do instead what not to do At the end, the leader explains that this new way of speaking expands rather than contracts possibilities for meaningful conversation by emphasizing open comments or questions ("Tell me about your turban" rather than "What's that thing on your head?") The leader emphasizes that people who are spoken to this way avoid the disharmony of unnecessary confrontational language
EXAMPLES	<p>"You are insensitive" becomes "It hurts me when you call me names."</p> <p>"What's that thing on your head?" becomes "I've always wondered why some people in (country) wear those. Would you mind explaining them to me?"</p> <p>"Wow, what a cool African painting" becomes "Tell me about your drawing!"</p> <p>"What a good girl! You understand Ahmed" becomes "It sure helps me when you listen carefully to Ahmed."</p> <p>"You're selfish for not sharing the bike with Giuseppe" becomes "When you are done riding the bike, please let Giuseppe know so he gets a turn."</p> <p>Return to Top</p>
2. AGREEING TO DISAGREE AGREEABLY	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> That with the ability to disagree agreeably, people can more effectively sustain and even enhance relationships
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To expand their social networks To coexist harmoniously with people who have different beliefs, opinions, practices and outlooks To know and trust that relationships can survive disagreement and conflict
STEP 3	<p>To do this exercise, you will need</p> <ul style="list-style-type: none"> A group of people who have each explicitly committed to sustaining contact throughout heated debate A leader capable of teaching techniques of productive dialogue and effectively moderating heated debate A selection of flashpoint issues such as elections, religious beliefs, health care options, immigration Pencils and paper for everyone Participants arranged in a circle
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> The leader introduces the topic and instructs participants that he/she will assist people in reformulating their language and reconsidering their actions when they or others feel communication is breaking down due to interruptions, verbally attacking another's character, or threatening to depart. If these occur, the leader will say something like: <p>"A more effective way to state your position is..."</p> <p>"It's frustrating when you are afraid you will forget your point. Jot it down till your turn comes."</p>

"You clearly disagree with this policy because it doesn't benefit children.

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Principle Seven: step-by-step exercises

People can appreciate what is different and what is the same in people.

EXERCISES | [1](#) | [2](#) | [3](#)



1. ASSUMPTIONS AVALANCHE	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> Faulty reasoning constrains freedom and satisfying social interactions People can learn to stop the process of faulty reasoning
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To expand the choices they have in most situations To learn how to accept differences without attaching value judgments To build relationships that are deep rather than relationships that stay superficial To avoid "faulty reasoning" and consequent limitation of options (see box below)
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> A leader capable of showing participants how to transform faulty reasoning into rational choice
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> The leader asks participants to list things they don't like or are afraid of and how they came to have those feelings The leader uses language that superimposes appropriate limitations on the illogical or limiting assumptions that are mentioned (for example, "I don't like math because I had a bad math teacher last year" can become "It's unfortunate I had an ineffective math teacher. This semester, with my new teacher, I expect that the concepts will be clearer to me") The group practices these transformations until all participants can do them effectively <p>Return to Top</p>
EXAMPLES	<p>" My fiancée betrayed me." > my fiancée is female > women can't be trusted. can become " Miriam betrayed my trust. I sure am disappointed and sad we could not work it out."</p> <p>" Brian was mean to me." > Brian is from (X country) > all boys from (X country) are mean" can become " I will tell Brian I don't like that behavior and don't want him to do it again."</p> <p>" A white person at the community center called me names." > I am Chinese > all white people hate Chinese can become " That person is ignorant and scared. I will introduce myself and give her another chance to call me by my name."</p>
2. LET ME COMPLEMENT YOU	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> That you can be good without being better than someone else
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To understand and admit that they are good in their own right To see that collaborating creates multiple "winners" and eliminates "losers" To distinguish when competition has its appropriate place (in sports, for example) and when collaboration is more effective in human relationships. To compete less and collaborate more on group endeavors
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> A leader willing and able to keep the exercise moving without interruption until each person has stated one thing he or she is good at and who then summarizes the potential of the group
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> The leader instructs participants to complete the sentence "I am good at _____" The leader explains that discussion takes place only after every person has offered one thing he or she is good at and that the leader will help summarize the complementary skills at the end of each round Subsequent rounds can be added
EXAMPLES	<p>"John is verbal (and can ask the questions during the interview), Mary is quiet (and can watch the candidate's body language), and Lin is an English tutor (and can evaluate the candidate's essay for writing abilities). We will make a great interview committee. "</p> <p>Return to Top</p>
3. VOICES OF A SINGLE CULTURE	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> Cultural origins shape but do not accurately define or explain an individual There is diversity within each culture Learning about others can include practical experience as well as academic study

STEP 	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To evaluate people as individuals while developing respect for individuals' cultural origins To interact and work more effectively with a wider variety of people To respect cultural heritage of diverse individuals To learn and teach about people from other backgrounds
STEP 	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> Small groups to plan and conduct research on different facets or individuals of a particular culture
STEP 	<p>To complete this exercise</p> <ul style="list-style-type: none"> Ask the entire group to list all the possible ways to study a culture (see example 1 below) Ask the entire group to identify figures of the same culture who represent differences within the same culture and establish a chart of comparisons and contrasts (see example 2 below)
EXAMPLE 1	<p>If studying Portugal, divide class into smaller groups assigning one to research and prepare typical foods, one to make a recording of the music, another to bring photos of (or actual) ethnic costumes. Assign another to research, learn and teach Portuguese greetings, another to identify Portugal on the map and write to the Portuguese Ministry of Tourism, and discuss its geographical characteristics, and establish pen pals in Portugal.</p>
EXAMPLE 2	<p>Have the group research and present the different approaches to the race issue of Martin Luther King, W.E.B. DuBois, Booker T. Washington, and Marcus Garvey. Have them discuss how they were similar and differed. Fill in the chart of similarities and differences. Return to Top</p>

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Principle Eight: step-by-step exercises

Individuals bring their cultural assumptions to any dispute.

In an intercultural dispute, divergent cultural assumptions may cause one or both parties to experience frustration.

EXERCISES | [1](#) | [2](#)



1. YOU'RE NOT LIKE THAT AT ALL!

STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> Assumptions are incomplete and inaccurate measures of a culture Positive and negative stereotypes hide the truth equally
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To evaluate people realistically based on interactions and behavior
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> Groups of diverse individuals
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Have the group identify the assets of other cultures they know Have the group move beyond stereotypes (Blacks are good dancers, Latinos are expressive, Whites are reserved, Asians are smart, Jews are rich) by identifying members of each group who are accomplished in those areas or fit the stereotype or description, but also members who are not Discuss ways to get to know people without preconceived assumptions <p>Return to Top</p>

2. UNIQUE BEHAVIORS

STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> The uniqueness and strengths of different peoples
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To live harmoniously with others
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> To go to an ethnic neighborhood, market, restaurant or similar setting To be a keen observer
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Visit an ethnic setting and have the group keep a chart of similarities and differences observed in the way people behave to each other Talk about the differences and reflect on the cultures
EXAMPLES	<p>Observe people in a packed elevator in various ethnic neighborhoods. How close are they to one another? Do they talk to each other? Do they apologize constantly if they touch each other? ...</p> <p>Observe people eating in various ethnic restaurants. Do they quietly speak or are they overtly expressive? Do they interact freely with people at other tables or not? Can you read the expressions in people's faces and guess their moods?</p> <p>Return to Top</p>

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Principle Nine: step-by-step exercises

Continuous dialogue is a key to harmonious understanding.

EXERCISES | [1](#)



1. DIALOGUE DESPITE DIFFERENCES	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> • People willing to maintain dialogue despite conflict and disagreement emerge able to understand and coexist with others
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> • To live harmoniously with a wider variety of people than before • To advocate for the rights of others • To disagree agreeably
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> • To assemble a group of individuals committed to participating in and remaining part of a dialogue on highly controversial subjects • To have each participant write down and submit to the organizer a statement based on one cultural perception ("Democracy is the best form of government.") • To have the exercise organizer select the order in which statements will be discussed
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> • Introduce the statement • Elicit and write down all possible alternatives: "Judgment by learned elders is the best form of government." "Monarchy is the best form of government." • Discuss and debate all positions • Point out that everyone has remained engaged, a key to intercultural harmony <p>Return to Top</p>

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Principle Ten: step-by-step exercises

When addressing controversial issues, elicit various points of view. Premature agreement can curtail dialogue.

EXERCISES | 1



1. CALCULATED CONTROVERSY

STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> • People with conflicting ideas can arrive at and live with "provisional understandings," from which rational solutions can emerge • Realize that understanding does not have to emerge as consensus
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> • To understand and accept conflicting points of view even in the absence of consensus • To widen the possibilities of arriving at lasting solutions
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> • A highly controversial topic, likely to elicit very different opinions • Commitment from participants to remain part of the exercise, despite disagreement • A leader able to moderate discussion without attempting to sway opinion • A board to record points of views and interim solutions
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> • The leader will explain that the goal of this dialogue is to understand the variety of viewpoints held by different individuals and to practice negotiation • The leader will explain that an effective way to achieve this is to have each person clearly and concisely articulate their point of view on the selected topic and then clarify it by answering questions posed by others • On a board, a member of the group records the points of view • During the dialogue, members of the group ask questions and clarify doubts • The leader or a member of the group contrasts and compares areas where agreement has emerged • Members of the group concur on provisional understandings
EXAMPLES	<p>TOPIC: Big highways across cities</p> <ul style="list-style-type: none"> • "Big highways cause air pollution and take away traffic from in-town businesses" • "Big highways encourage drivers to go at fast speeds" • "Big highways bring strangers to small towns and increase crime" • "Big highways are an economic necessity for modern-day living" • "Big highways decrease the number of traffic deaths on city streets" <p>A potential compromise after discussion:</p> <ul style="list-style-type: none"> • "It would be ok to build XX highway provided the speed limit is lowered across town and in-town businesses are clearly advertised at each exit." • "When the highway is built, the town will make sure to enforce speed limits off the highway." <p>Return to Top</p>

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Principle Eleven: step-by-step exercises

Acknowledging wrongdoing is a vital and essential step for peaceful living.

EXERCISES | [1](#)



1. FORGIVING FACES

STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> • Harmony may be achieved even if justice is not • Among people committed to justice, harmonious living can occur while justice is being sought (even in the face of injustice)
STEP 2	<p>People who realize this</p> <ul style="list-style-type: none"> • Are in a better position to prevent further injustice • Are more willing to take risks for the sake of justice
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> • A leader well versed in different paradigms of forgiveness to conduct and moderate the exercise • Paper and pencils for each participant
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> • The leader will instruct participants that during this session, or over the next few sessions of the conference to: <ul style="list-style-type: none"> ◦ Think of and record three actions for which they have been generously forgiven and three they are willing to forgive. Discuss one from each category. ◦ Think of and record things they cannot forgive. Discuss why. ◦ Consider going to someone they have wronged and ask for another chance to do better and be forgiven. ◦ Think of someone they feel should ask for forgiveness. Discuss how they can approach that person. ◦ Talk about current efforts to publicly acknowledge the hurts of slavery, the loss and annexation of others' lands, the internment of people, and the suppression of human rights around the world. ◦ Invite (or listen to) speakers with various opinions to encourage discussion and thought on these matters. ◦ Study (research) and learn about the spaces that commemorate historical events that have meaning for diverse groups. <p>Return to Top</p>

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Principle Twelve: step-by-step exercises

Restoration of others in our mental and emotional domains may help to establish harmony, even if we cannot do justice or offer material restoration.

EXERCISES | 1



1. HOW FORGIVING MADE ME GROW

STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> That apologizing for our errors does not take away from our merit That reconciliation uplifts our spirits
STEP 2	<p>People who realize this are better equipped to</p> <ul style="list-style-type: none"> Reconcile with those who have inflicted wounds Take errors as a normal part of living
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> A group of individuals who are reasonably open to sharing their feelings To develop some level of introspection
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Have individuals sit in a circle and share, in turn, one small thing for which they have been forgiven and one they are willing to forgive After each person has shared something that was forgiven, the group reflects on how the person may have grown from the reconciliation After each person shared something they are willing to overcome, the group reflects on how beneficial this act can be to the people involved and others
EXAMPLE	<p>An individual could say "I told my neighbor from Ghana how sorry I was I had not invited him to the neighborhood party when he first arrived. He was very gracious and told me not to worry, that I probably did not know he was a neighbor and that he would come to next year's party."</p> <p>Return to Top</p>

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Principle Thirteen: step-by-step exercises

Forgiveness can be a spiritual experience or simply a step toward contentment. Respecting the spaces of people, their heroes and accomplishments can move us toward restoration and harmony.

EXERCISES | 1 | 2 | 3



1. THE SPACES OF HISTORY	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> That we have much to learn about cherished and sad spaces in the world The more we learn about what is important to groups who have suffered, the easier we gain their respect
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To live with others in harmonious ways Not to offend others
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> Access to the Web A comprehensive encyclopedia of American history A world map
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Assign the group to explore the Web (see suggestions below) Develop a presentation of selected American history sites related to different groups. Each person will make a commitment to learn about at least two new sites. Some might research African-American history sites, others American-Indian sites, etc.
EXAMPLES	<p>The following are links to possible sites: http://www2.cr.nps.gov/pad/adventure/links.htm http://www.cr.nps.gov/NR/twhp/feb00.htm http://www.cincinnati.com/nie/archive/05-06-03/ http://www.cr.nps.gov/history/online_books/anthropology74/index.htm Return to Top</p>
2. WHAT WAS GUADALUPE HIDALGO?	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> How much we need to learn about the relationship between Mexico and the United States How many states used to be part of Mexican territory
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To understand their Mexican neighbors and live harmoniously with them To explore sometimes forgotten aspects of American history
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> Access to the Web A comprehensive encyclopedia of American history A map of the United States
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Assign the group to explore the Web (see suggestions below) Have members report on the treaty of Guadalupe Hidalgo, or the Gadsden Purchase, or the current importance of the Rio Grande, or the Arizona desert, etc. Have the members highlight these various sites on their maps and discuss possible differences they make to life in the U.S. today
EXAMPLES	<p>The following are links to possible sites: http://www.loc.gov/exhibits/ghtreaty/ http://www2.cr.nps.gov/pad/adventure/links.htm Return to Top</p>
3. MUCH, MUCH MORE THAN THE SOPRANOS!	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> How much we need to learn about different people even when we think we know a lot
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To appreciate the tremendous contributions of different ethnic groups To want to learn more about newcomers
	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> Access to the Web or to a comprehensive biographical dictionary or encyclopedia

<p>STEP </p>	
<p>STEP </p>	<p>To complete this exercise</p> <ul style="list-style-type: none"> • Have members of the group list as many prominent Italians and Italian-Americans living or dead along with the positive accomplishments each has achieved in various fields (for example, someone can list Michelangelo, great architect, painter of the Sistine Chapel) • Sitting in a circle, each person asks their neighbor to guess either the person or the accomplishment
<p>VARIATIONS</p>	<p>Following the steps above, this exercise can be done with different ethnic groups. Return to Top</p>

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Principle Fourteen: step-by-step exercises

When various groups and their interests are well represented at the top, things tend to work better up and down the line.

EXERCISES | 1



1. TRAILBLAZERS TALES

<p>STEP 1</p>	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> • Citizens of renown come from every cultural group even if the individuals and their cultural backgrounds are unrecognized • Achievement (success) exists and is possible in all cultural groups
<p>STEP 2</p>	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> • Teach diversity in any subject matter they are transmitting to others • To build into agency groups and structures visible, effective, meaningful representation at the top, understanding that doing this motivates people to work harder for the endeavor
<p>STEP 3</p>	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> • Volunteers within the larger group to research and list by cultural group and field, musical, artistic, literary, architectural, educational, political, scientific, entertainment, sports, fashion, philosophic, adventurer trailblazers, achievers, and contributors from the ethnic, cultural, and religious backgrounds represented in the group • Copies of the lists for all participants • Participants seated in a circle
<p>STEP 4</p>	<p>To complete this exercise</p> <ul style="list-style-type: none"> • The leader specifies the cultural group being studied this session • Going around the circle as many times as possible, have each participant name a person from that cultural group who is accomplished in any of the above fields • When the participants have exhausted the personalities they can think of, hand out the research committee's list so everyone can see how many more exist and add names not on the published list.
<p>VARIATIONS</p>	<p>List by endeavor (music, science, politics) the name and cultural group of as many culturally diverse individuals as possible (music: Itzhak Perlman – Jewish, Jesse Norman – African-American, Luciano Pavarotti – Italian, Placido Domingo – Mexican, etc.)</p> <p>Categories can be further subdivided (music: opera, jazz, classical, country western, etc.) and/or designated as contemporary or historical figures. This can also be done by country as well as cultural group.</p> <p>"Lacking on a List" – Prepare a list of achievement (U.S. presidents, corporate officers, political bodies, etc. Discuss the list in terms of diversity, noting the unrepresented cultural groups and focusing on reasons (historical prejudice, geographic distance, socio-economic status) specific groups are not there.</p> <p>Return to Top</p>

PRINCIPLES | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15



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Principle Fifteen: step-by-step exercises

Education is our best hope. Schools need to set an example of empathy, altruism, trust, fairness, justice, compassion, and respect for diversity.

EXERCISES | [1](#) | [2](#)



1. WE HAVE THE WHOLE WORLD IN OUR HANDS	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> How much people of the world have in common How we can recognize harmony when we listen for it
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To appreciate harmony among diversity
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> A CD/tape/record player
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Have members of the group bring a recorded melody, folk song, or any piece of music from a different country Have the group listen to the music and keep the rhythm by clapping, playing tamborines, castanettes, maraca, guiro, or even tapping with their feet, etc. <p>Return to Top</p>
2. OUR COMMUNITY IS OUR TREASURE	
STEP 1	<p>Doing this exercise will show</p> <ul style="list-style-type: none"> The diversity and richness of local communities How ready different groups are to form associations and participate in the community
STEP 2	<p>People who realize this are better equipped</p> <ul style="list-style-type: none"> To appreciate how different groups have contributed to the richness of American society
STEP 3	<p>To do this exercise you will need</p> <ul style="list-style-type: none"> Access to a community resources book (sometimes published by United Way, or the local chamber of commerce, city or country, etc.) Access to the Web
STEP 4	<p>To complete this exercise</p> <ul style="list-style-type: none"> Have your group invite different community leaders representing various ethnic, artistic or similar groups, or mutual help associations to make presentations highlighting how they contribute to the community at large <p>Return to Top</p>

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Step-by-Step Exercises

Click on the principles below



<p>1 The language we use to describe cultural situations is not precise.</p>	<p>2 Facts are interpreted through the experiences and biases of those hearing them.</p>	<p>3 Prejudices must be acknowledged to move toward harmonious living. Behaving harmoniously can become second nature to those who practice.</p>
<p>4 Knowledge can contribute to prejudice reduction, but knowledge by itself does not always reduce prejudice.</p>	<p>5 A supportive, nurturing and positive environment fosters an open-minded individual and helps overcome differences in resources and personalities.</p>	<p>6 Language that does not judge character is key to harmonious interaction.</p>
<p>7 People can appreciate what is different and what is the same in people.</p>	<p>8 Individuals bring their cultural assumptions to any dispute. In an intercultural dispute, divergent cultural assumptions may cause one or both parties to experience frustration.</p>	<p>9 Continuous dialogue is a key to harmonious understanding.</p>
<p>10 When addressing controversial issues, elicit various points of view. Premature agreement can curtail dialogue.</p>	<p>11 Acknowledging wrongdoing is a vital and essential step for peaceful living.</p>	<p>12 Restoration of others in our mental and emotional domains may help to establish harmony, even if we cannot do justice or offer material restoration.</p>
<p>13 Forgiveness can be a spiritual experience or simply a step toward contentment. Respecting the spaces of people, their heroes and accomplishments can move us toward restoration and harmony.</p>	<p>14 When various groups and their interests are well represented at the top, things tend to work better up and down the line.</p>	<p>15 Education is our best hope. Schools need to set an example of empathy, altruism, trust, fairness, justice, compassion, and respect for diversity.</p>

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