**Chapter 5: Classroom Activities**

These classroom activities can be used to illustrate several of the themes in the chapter applying the principle that "one in the eye is worth two in the ear." By participating in an activity the otherwise abstract becomes more real.

**CULTURAL VALUE SYSTEMS WITH CONFLICTING POINTS OF VIEW**

Objective

To demonstrate contrasting and conflicting aspects of interactions between persons who do not share the same basic assumptions by discussing value conflicts.

Procedure

1. Divide into two or more individual or group units.

2. Generate alternative value systems from the members' own backgrounds (Example: a system that is property or rule oriented and one that is person oriented).

3. Assign each value system to one of the individual or group units.

4. Discuss a topic in which those value systems are likely to be contrasting or conflicting with one another.

5. Require each individual or group unit to maintain a position consistent with the assigned value system.

6. Assign one or more observers to take votes and referee.

7. Evaluate each group according to:

a. The criteria of whether they maintained a position consistent with their assigned value system

b. Whether they were more skillful in developing a powerful argument for their position based on these borrowed values

Insight

Cultures are not always in agreement on important issues.

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**CULTURAL IMPACT STORYTELLING**

Objective

To stimulate new perceptions and development of new knowledge through storytelling. The American Indians, along with many other ethnic groups, used storytelling as a major vehicle in disseminating their culture. Such an activity is what stimulated Alex Haley to trace his "roots." Many cultures fell away from the art of storytelling with the advent of mass-production printed communication. Storytelling, however, assists us to quite vividly get in touch with our personal "his stories" and thus to know more of ourselves. Paulo Freire in Pedagogy of the Oppressed. By accounting the events, the joys, the sorrows, the people and the decisions which made us uniquely ourselves, we may realize perceptions and knowledge of how we have been impacted culturally. - From Sam Keen in Telling Your Story and To A Dancing God.

Procedure

As you perform the exercise think specifically of those people or events which, from a cultural perspective, significantly affected you.

1. Using large sheets of paper and crayons, graphically, i.e. using symbols, sketches, etc., represent the events, the joys, the sorrows, the people and the decisions which have had an effect on your unique cultural development.

2. Now, looking over your story, place a plus (+) sign by one event you consider a highly positive experience. Next place a negative (-) sign by one event you believe an extremely negative experience.

3. Before your group, "tell your story." First, hang the graphic where all can see. As you come to them, describe in detail your "+" and "-" experiences.

4. Analyze variables that were operative thus creating either a positive or a negative impact. In attempting to understand the dynamics of the two variables, can the variables be explained with a concept or a theory?

Insight

Much of our thinking process is guided by culturally learned stories.