Training Orientation Leaders to Promote an Inclusive Environment and Creating Respect and Diversity Programming for Incoming Students
Cultural Exposure for Cal Poly Orientation Programs
Training Orientation Leaders to Promote an Inclusive Environment
and Creating Respect and Diversity Programming for Incoming Students

A Senior Project
presented to
the Faculty of the Liberal Arts and Engineering Studies Department
California Polytechnic State University, San Luis Obispo

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Arts in Liberal Arts and Engineering Studies

by
Sofia Rodriguez Mata

June 2013

© 2013 Sofia Rodriguez Mata
California Polytechnic State University in San Luis Obispo is home to the largest student run orientation program in the nation. The success of the program is due to a combination of student volunteer involvement, comprehensive topic coverage, campus and community involvement, and dedicated leadership. Topics to ensure student success are carefully researched, conceptualized, and implemented to construct programming for Soar and Week of Welcome. As an Executive Board Member, supervising a committee focused on student and student supporter transition and awareness topics, one has the option to specialize on projects. Improvement of respect and diversity training and programming needed to be completed. Research of activities and trainings done in higher education environments was conducted and training was restructured to reflect the conclusion of the research. A workshop session was created for training focusing on culture and communication and was run sixteen times through a period of four weeks. Data collection of different cultural clubs and organizations in the San Luis Obispo community was conducted and stored for the program’s reference. A video project focusing on respect and diversity on the campus was planned and will be filmed and edited from July to August to be shown during presentations for incoming students during Week of Welcome. The combination of training materials, a database, and video production was the culmination of senior project and a side project as an Executive Board member. The initial results and feedback have been positive and future assessment will be conducted by the future Board of 2014. The products of this research and project have been customized to be used in the future for different groups.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>General Goals</td>
<td>5</td>
</tr>
<tr>
<td>BACKGROUND</td>
<td>6</td>
</tr>
<tr>
<td>Orientation Programs Umbrella</td>
<td>6</td>
</tr>
<tr>
<td>The Transitions Committee</td>
<td>7</td>
</tr>
<tr>
<td>Spring Training</td>
<td>8</td>
</tr>
<tr>
<td>Soar 2013</td>
<td>8</td>
</tr>
<tr>
<td>Week of Welcome 2013</td>
<td>9</td>
</tr>
<tr>
<td>DELIVERABLES</td>
<td>10</td>
</tr>
<tr>
<td>Culture and Communication Session</td>
<td>10</td>
</tr>
<tr>
<td>Database of Cultural Clubs and Organizations</td>
<td>11</td>
</tr>
<tr>
<td>Week of Welcome Respect and Diversity Presentation</td>
<td>11</td>
</tr>
<tr>
<td>DESIGN AND IMPLEMENTATION</td>
<td>13</td>
</tr>
<tr>
<td>Culture and Communication Session</td>
<td>13</td>
</tr>
<tr>
<td>Database of Cultural Clubs and Organizations</td>
<td>13</td>
</tr>
<tr>
<td>Week of Welcome Respect and Diversity Presentation</td>
<td>15</td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>17</td>
</tr>
<tr>
<td>Culture and Communication Session</td>
<td>17</td>
</tr>
<tr>
<td>Database of Cultural Clubs and Organizations</td>
<td>18</td>
</tr>
<tr>
<td>Week of Welcome Respect and Diversity Presentation</td>
<td>18</td>
</tr>
<tr>
<td>RELATED WORK</td>
<td>19</td>
</tr>
<tr>
<td>“Words Matter” Video</td>
<td>19</td>
</tr>
<tr>
<td>“I Am Human” Activity</td>
<td>19</td>
</tr>
<tr>
<td>“Meet in the Middle” Activity</td>
<td>20</td>
</tr>
<tr>
<td>University of Nevada, Reno “Culture Shock” Activity</td>
<td>20</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>21</td>
</tr>
<tr>
<td>FUTURE WORK</td>
<td>21</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>22</td>
</tr>
</tbody>
</table>
INTRODUCTION

California Polytechnic State University has a world renowned orientation program unlike any other University. The university boasts the largest student run orientation program in the nation. The years of innovative programming, traditions, and history which stem from two of its central programs, Soar and Week of Welcome, are shining examples within the Higher Education field. This reputation is upheld and respected by Executive Board members who are chosen to train and evaluate leaders and simultaneously plan and execute Soar and Week of Welcome. Since there is a need to constantly update and improve the programs, Board members are able to make changes to an already solid structure of training and programming.

As an Executive Board Member who is passionate about respect and diversity, I chose to respond to an issue which often plagues the university:

“We are not an ethnically diverse campus”

Below is data from the Fall Quarter 2012 census collected by Cal Poly Institutional Planning and Analysis. A clear majority of white students (61.7%) make up the population of the university. Hispanic/Latino students (13.7%) are the next majority but compared to the 61.7%, their numbers represent a clear minority. As an incoming student who might consider themselves a part of the underrepresented ethnic groups at Cal Poly, making the transition can be a difficult one. Incoming students are faced with the academic and emotional difficulties during this transition and minority groups are in an additional danger of adapting due to the struggles associated with feeling comfortable in an unfamiliar environment which does not support their customs. The negative reputation the university has for lacking ethnic diversity and the ability to make a positive influence on incoming students through Orientation Programs have been the driving force behind this work. Through Orientation Programs, about 90% of incoming students can be reached and it’s a prime time to introduce the topics of respect and diversity.

Figure 1 – Pie Graph and descriptive information of the Fall 2012 enrollment by ethnic origin taken from Cal Poly Institutional Planning and Analysis.
General Goals

The following goals are taken from an Agenda which can be found in the appendix. This agenda was from a meeting with Andrene Kaiwi-Lenting, assistant director of Student Life & Leadership, to discuss the need for improvements in respect and diversity for Orientation Programs in February.

I. A Need for a cultural portion in Orientation Programs
   a. General feeling is that students hear about these topics from “word of mouth”
   b. In the path of trying to be inclusive, we exclude by brushing over the topics
II. Defining Culture vs. Diversity
   a. Ethnicity, gender, faith, sexual orientation
   b. “Diversity can be anything, from our experiences to involvement...”
III. Goals
   a. Incoming students will be knowledgeable of the cultural aspects Cal Poly and the community offers
   b. A renown sense of inclusivity and a movement from an ethnocentric culture to a ethnorelative one
   c. Gain a new perspective of their own culture in relation to the world around them
   d. Diminish stereotypes through education
   e. Encourage continual education of these topics past their Poly experience

These were the initial goals which were brainstormed at the start of this project and which geared the planning for training and programming. Over the course of the project, it became apparent that two goals could summarize the overall theme of the project:

- To train orientation leaders to promote an inclusive environment
- To create respect and diversity programming for incoming students
BACKGROUND

The best way to explain the work of this project is to use an analogy: I was working for a client to create training and programming with the goal of being effective in promoting an inclusive environment between the client’s employees and incoming members of the community they serve while representing the university in a positive light. This was a small part of my job as an Executive Board member which became the basis of my senior project. However, this analogy is not enough to fully provide the reader with a background of the meaning and impact of my work.

The following sections are intended to provide the reader with a general understanding of the program so they can better understand how the project was delivered and implemented.

Orientation Programs Umbrella

Orientation Programs currently exists within Student Life and Leadership. The program is home to Poly live (a web show), Open House, Soar, and Week of Welcome. For the purposes of this senior project, Soar and Week of Welcome will be discussed as Orientation Programs.

The structure is composed of the Director of Orientation Programs (Andrene Kaiwi-Lenting), Coordinator of Orientation Programs (Jason Mockford), Graduate Assistants, and eight student Executive Board members. The Executive Board dedicates 30 – 60 hours a week for 13 months completing a multitude of responsibilities. The Executive Board members plan and execute programming for Soar and Week of Welcome in addition to training and evaluating 61 students which make up the Orientation Team and 71 students which make up the Soar staff.

Within the Orientation Team there are six committees: Campus Life, Connections, Customer Service and Administration, Production, Marketing and Communications, Training, and Transitions. Each of these committees is chaired by one or two Board members who focus on the topics of those committees. The training committee is composed of team members who become facilitators and receive specialized training to evaluate leaders in training during Spring Training. Through the guidance of the Board members, these facilitators evaluated Leaders in Training and graduated a total of 555 from Spring Training. These are leaders who will guide groups during Soar and/or Week of Welcome or will be part of the event staff for Week of Welcome.
The Transitions Committee

The Transitions committee is responsible for creating awareness programming during Soar and Week of Welcome and supporter programming during Soar. The committee is made up of ten Orientation Team members and is chaired by two Executive Board members (Ryan Vilfer and myself). For the duration of Spring Quarter, this committee works on training on awareness topics for Spring Training and they aid in the development of programming for Soar and Week of Welcome.

A variation of presentations, workshops, installations, and projects are created by this committee to serve as awareness programming. The topics include:

- Alcohol and drug awareness
- Bystander Intervention
- Healthy living
- Mental and emotional health
- Personal safety
- Respect and diversity
- Sexual assault
- Sustainability

As co-chair of this committee, I took on the task of assessing the past work done for respect and diversity and developing and implementing improvements to the respect and diversity sections of programming.

Figure 3 - Mental and Emotional Health section in the 2012 Awareness Gallery which is part of awareness programming.
Spring Training

Spring Training is an event put on by Orientation Program’s to train and evaluate student volunteers during Spring Quarter. This event takes place in Chumash Auditorium on Tuesday nights from 7 p.m. to 10 p.m. Students apply to become Leaders in Training and go through the requirements of Spring Training which include Tuesday meetings and one workshop. If these students are successful in the evaluation process, their facilitators will graduate them by the end of the Quarter. Students who become Orientation Leaders have the ability to apply for Soar Staff or to be Week of Welcome group leaders or Week of Welcome event staff.

Leadership development topics and situational training are covered during the ten weeks of Spring Training. Awareness topics are included in situational training as previews of presentations or projects and through inviting guest speakers.

Historically, the number of Leaders in Training participating in Spring Training has ranged from 500-900. The number of graduated Orientation Leaders for 2013 is 696.

Soar 2013

![Soar Staff 2012 getting ready to greet program guests.](image)

Soar is Cal Poly’s summer orientation program geared towards preparing incoming students to become successful new members of the Mustang family. The Soar 2013 program is scheduled to include eight freshmen sessions, one transfer session, and one out of state/international student session. All sessions included separate programming for students and their supporters (parents, family members, friends, etc.). Presentations and activities will be hosted by faculty members, advisers, and staff. Both the campus and the community are incorporated in these sessions, with business deals and busing provided for
travel. Each session is split up into two tracks: Gold and Green tracks. These tracks are identical but switched timing to spread out meals from on and off campus. Guests chose their own lodging accommodations, with the options to stay off campus or in the on-campus resident apartments (Poly Canyon Village).

The transfer session will be geared towards transfer students receiving advising and then registering for classes. The out of state/international student session will be one day to accommodate those students and pair up with Week of Welcome.

The awareness topics will be touched upon during Soar but not heavily covered.

**Week of Welcome 2013**

*Figure 5 - Orientation Leaders and incoming students participating in a Week of Welcome event.*

Week of Welcome is Cal Poly’s fall orientation program. Week of Welcome is a week long and is only for incoming students. Programming involves a combination of learning and having fun while covering topics to prepare a student to succeed during their time at Cal Poly. Participating students are placed into groups of around 20 other students who are lead by two Orientation Leaders. These groups are lead by the Orientation Leaders to several mandatory presentations and sessions and the events planned by the Orientation Leaders.

During this time, the bulk of awareness topics will be covered. Students will attend three mandatory presentations covering bystander intervention, respect and diversity, and alcohol and drug awareness. These topics and the remaining awareness topics are covered in the Awareness Gallery, which is a museum-like installation in the Dexter Art Gallery.
DELIVERABLES

To accomplish the two overall goals of this project,

- To train orientation leaders to promote an inclusive environment
- To create respect and diversity programming for incoming students

the following deliverables were created:

- A session titled “Culture and Communication” for Spring Training workshops which included an activity and presentation
- A database of cultural clubs and organizations in the San Luis Obispo community

and the following deliverable will be created from July to August 2013:

- A video project for the respect and diversity presentation of Week of Welcome

The following sections are intended to describe the deliverables and additional materials relating to the deliverables may be found in the appendix.

Culture and Communication Session

Figure 6 - Facilitators of the Culture and Communication session for workshop.

One of the requirements to graduate from Spring Training is to attend a workshop. A total of four workshops were provided in a span of four weeks on Friday, Saturday, or Sunday. A total of five sessions made up each workshop and a range of 15-40 students would attend
each session. An estimate of 700 students attended the workshops. This session was indeed an improvement and innovation to the program since no other session had ever been put on like this before. A sample agenda for a workshop is available in the appendix.

The first overall goal was accomplished through this session – to train orientation leaders to promote an inclusive environment. At a quick glance, the session consisted of an activity, processing, and an interactive presentation. The structure of the activity was inspired by the University of Nevada, Reno “Culture Shock” activity but adapted to fit the goals to train leaders on the topics of culture and communication. After the activity, ten minutes of processing would occur in which the facilitators of the session would moderate. The activity and processing would then be wrapped up and related to their roles as Orientation Leaders through an interactive presentation covering relevance to them as leaders and key definitions regarding culture and communication.

The materials used for the Culture and Communication session are available in the appendix.

Database of Cultural Clubs and Organizations

Research and outreach was done through the entirety of Winter and Spring Quarter to create a database of cultural clubs and organizations in the San Luis Obispo community. This database is intended for reference for Orientation Programs to utilize. This information is public to the members of Orientation Programs and may be used for their website or publications. During Spring Quarter, a member of the Transitions Committee continued this project with my supervision. This database can also be used to train and educate Orientation Leaders and staff on the different resources available to incoming students from minority groups to feel comfortable in their new community.

Week of Welcome Respect and Diversity Presentation

The creation of the Week of Welcome Respect and Diversity presentation will occur from July to August to correspond with the grander timeline of Week of Welcome scheduling. The planning for this large-scale project was conducted during Spring Quarter. This presentation will meet the second goal to create respect and diversity programming for incoming students.

The video will replace the current “Words Matter” video utilized during past Respect and Diversity presentations. The video will showcase different Cal Poly students and staff, most notably Annie Holmes (Executive Director for campus diversity and inclusivity), President Jeffrey Armstrong, and Andrene Kaiwi-Lenting. The plan is for students and faculty to respond to several questions regarding diversity, stereotypes, discrimination, and racism. The video will also encourage students to be positive bystanders in situations where discrimination and/or racism are present.
The video will be paired with activities or guests speakers. This section of the presentation is to be determined because it relies on availability of guest speakers, budget, and time conflicts.

Agendas from meetings regarding the video project are in the appendix. Tentative materials to be utilized for the video project are in the appendix. The entirety of this section of the project will be implemented during Week of Welcome in September.
DESIGN AND IMPLEMENTATION

Culture and Communication Session

The Culture and Communication session includes a presentation and activity led by myself and other Orientation Team members. This session was designed to be easy to learn and run by Orientation Team members. During each workshop, I would run the session by myself 2-3 times until the Team members were comfortable enough to attempt to run the activity by themselves. In general, the team members would only run the activity, as the presentation material required more in depth cultural and communication knowledge. A total of three individuals were eventually trained to be adept at running the session with my supervision.

The session is flexible in that it can be reworked to be done in one or three hours, depending on the needs of the program. Since we were working with the limitations of workshop, the session was edited to be one hour long.

Database of Cultural Clubs and Organizations

The database of cultural clubs and organizations is an excel file with three different sheets of information located in the shared drive of the Student Life and Leadership computers. This is meant to be a file which can be edited and updated as future Board, Team, or Staff come into the program. This information can be utilized for several purposes depending on the needs of the program.

The first sheet is for cultural organizations and contains the following information:

- Organization name
- Abbreviation
- Type of organization
- Description
- Contact
- Website

![Database Screen Shot]

*Figure 7 - Sample taken from the cultural clubs and organizations database.*
The second sheet is for cultural places and contains the following information:

- Type of cultural place
- Name
- Description
- Contact information

![Table](image)

*Figure 8 - Sample taken from the cultural clubs and organizations database.*

The third sheet is for community organizations and contains the following information:

- Organization name
- Abbreviation
- Type of organization
- Description
- Contact information
- Website

![Table](image)

*Figure 9 - Sample taken from cultural clubs and organizations database.*

This database was started by me during Winter Quarter and then handed off to a member of the Transitions Committee assigned to help with respect and diversity topics. This is due to part of the requirement for committee members to be a part of a sub-group of the Transitions committee.
Week of Welcome Respect and Diversity Presentation

The role of an Executive Board member goes till October 2013. Due to several limitations and restrictions of program time lines, the filming for this video project cannot be done until July and August. The planning for this large scale video project was conducted during Winter and Spring Quarter.

First, the existing material for the Respect and Diversity Presentation of Week of Welcome was assessed. Before taking on any grand video project, there has to be a clear need to recreate already existing material. In 2012, a video created by WOW Team titled “Words Matter” was shown during the presentation. This video was paired with two activities: “I Am Human” activity and “Meet in the Middle” activity. Both of these activities can be found in the appendix. The video can be found on the data CD. The presentation was one hour long and was mandatory for all Week of Welcome participants to attend.

In order to assess whether or not this was successful in accomplishing the second goal, to create respect and diversity programming for incoming students, I met with the Director of Orientation Programs, Andrene Kaiwi-Lenting. Agendas for some of these meetings (as some were of informal nature) are available in the appendix. After discussing the matter, the task was given to me to update the video because “Words Matter” was outdated and produced in lower quality than our current media. An additional issue was that the video was in direct response to the 2008 Crop House incident in which students of the Crop House displayed hateful and racist signs and objects, including a noose, a confederate flag, and a sign with racial and homophobic slurs. Though this incident is still important to note, it has lost much of its impact because students present during that time were scheduled to graduate in 2012. Another issue was that the video was too reliant on images and music. There was also little representation of Cal Poly students and faculty with a clear mission statement regarding respect and diversity.

In response to these five issues, it was my task to find a way to resolve these issues. Improving the quality of the video would be simple since the program has newer equipment. To solve the issue of not relying on images and music, I decided to interview students and faculty. Reaching out to staff and faculty was the time consuming portion of this project. During this time, Cal Poly hired an Executive Director for campus diversity and inclusivity. Annie Holmes was the recipient of this new position in the university but she was not scheduled to begin her role until March 4. This was a key contact that the program wanted to have for this project, so my contact with Dr. Holmes could not occur until she began her position. After meeting with her, she agreed to support the project and will be a participant in the video and act as an additional type of ‘client’ or adviser, providing her suggestions to the project. Through her connections, we are reaching out to President Jeffrey Armstrong to appear on the video. In addition to Dr. Holmes, a faculty member of the Kinesiology Department, Dr. Estrada, has reached out to the program in hopes of becoming involved. It is in the plan to include him and Dr. Holmes in the advisory group for this video. With the help of these two individuals, Andrene Käwi-Lenting, and the MultiCultural Center, we will recruit students to appear on the video.
There is a possibility that the activities which were used in 2012 will once again be used in 2013. These two activities are successful and do not need to be replaced. At most, I would be editing them for content. Another possibility is that we do away with the activities and instead have a panel of students, faculty, and staff speaking on topics of respect and diversity. A possible panel would include Dr. Holmes, Dr. Estrada, and students from the MultiCultural Center. Having a panel would serve the purpose of introducing key individuals and resources of the campus to incoming students. The only issue with this is availability of faculty and staff. The Respect and Diversity presentation during Week of Welcome runs two parallel presentations at the same time. Due to this, there would have to be two different panels. Since the panels would be tailored to the audience involvement, there is a possibility that students would have different experiences and provided information. These are two options which are being taken under consideration at the moment. I will be working with Andrene Kaiwi-Lenting to finalize the decision by mid-July.

Materials associated with planning for this video project are available in the appendix.
ANALYSIS

Culture and Communication Session

The general topic of this session was inspired by a course I took in Winter Quarter 2012. The course was part of my Global Studies requirement for my degree. This course was taught by Dr. Blau of the Communications Department and was titled Intercultural Communication (COMS 416). The course focused on the intricacies between culture and communication and how their relation can cause conflict. Concepts learned from this course were used in the workshop session.

When defining key terms or concepts, I referred to information provided by the MultiCultural Center. The MCC representatives were utilized because the program likes to refer to resources we work with and this was a natural partnership to draw upon. Whenever there was a question regarding these topics, I had the MCC to consult with.

During Fall Quarter 2012, I researched activities and presentations done by other universities on the topics of diversity. I also reached out to Dr. Lehr, a professor from the Ethnic Studies Department, to see if she had any suggestions. After going through countless activities and presentations, I settled on drawing upon the “Culture Shock” activity utilized by University of Nevada, Reno. The original activity can be found in the appendix. The set-up of the “Culture Shock” activity was somewhat borrowed, but otherwise it is completely different.

Once the workshop began, each workshop would be followed by a debrief with our Orientation Team. This was an opportunity for each Team member to share their feedback on each session. In this manner, we were able to verify the success or failure of the session. The feedback from the debriefs were positive which indicated that the purpose of the session was being accomplished. The only feedback which varied from positive was that there was not enough processing time during the first workshop. This was taken into account and changed for the other three workshops.

Figure 10 - A debrief after workshop with participants.
Database of Cultural Clubs and Organizations

The database of cultural clubs and organizations did not need analysis. The way this database was verified was by calling each club or organization to verify information and cross-referencing with their websites.

Week of Welcome Respect and Diversity Presentation

As this presentation has not yet occurred, there is no way to verify its success. In partnership with key campus figures, the project has been guided to best represent the program and university. At the end of Week of Welcome 2013, participants of the event will be sent out surveys in which they can share their feedback on the different presentations. This information is analyzed by the graduate assistants of the program and the results are shared with the new Board to make changes as needed.
RELATED WORK

The following are brief descriptions to understand the related work most relevant to this project. Additional information to better understand this work is included in the appendix or the data CD.

“Words Matter” Video

This video focuses on the impacts words can have. It was created by the Week of Welcome Team in response to the 2008 Crop House incident. The video features clips from Martin Luther King’s “I Have a Dream” speech. The video then goes on to show the impact words can have and why it is important to be conscious of the words an individual use because words can hurt others. Images of different Cal Poly clubs, organizations, or events are then previewed in a slideshow against a musical background. Topics relating to the LGBTQIA community, gender issues, and discrimination are represented.

“I Am Human” Activity

This activity was done during the Respect and Diversity presentation of Week of Welcome 2012. The goal of the activity is to visually challenge common stereotypes and conclude with the message that we are all human.
“Meet in the Middle” Activity

This activity was done during the Respect and Diversity presentation of Week of Welcome 2012. Several statements are read out loud from stage and students are indicated to make their way to the middle of the room if they identify with the statements read out loud. The statements are chosen to represent diversity and privilege.

University of Nevada, Reno “Culture Shock” Activity

The “Culture Shock” activity from University of Nevada, Reno was the initial inspiration for the Culture activity of the Culture and Communication session during workshop. This activity ranges from 60-90 minutes. This activity split up into two groups and then into roles of explorers, scientists, and anthropologists. This activity also included assessment and review for students which were not relevant for our purposes. Much of the information used in this activity could not be utilized for the purpose of this project, which is why it was more of a structural inspiration.
CONCLUSION

This project has been an invaluable lesson in working with a real life client. The project has allowed me to work under limitations and restrictions while trying to solve a problem with innovative solutions. Considering the two overall goals of the project,

- To train orientation leaders to promote an inclusive environment
- To create respect and diversity programming for incoming students

it can be concluded that both goals have been accomplished. The first goal was accomplished through the Culture and Communication session of workshop which was received with positive feedback. The second goal was to create respect and diversity programming. The basis of this creation has been completed and looking towards the future, it will be filmed and edited. The success of this programming will be reviewed by the graduate assistants and Board of 2014.

FUTURE WORK

With the nature of Orientation Programs, the Board, Orientation Team, Soar Staff, and Orientation Leaders are replaced each year. Though my contract will be over in October 2013, my work will be carried on by the future Transitions Committee and co-chairs. Knowing this, the materials which stemmed from this project will be left for them to continue on. Through my work, we have secured future resources to work alongside with, such as Dr. Holmes and Dr. Estrada.

The project can be expanded upon by creating media which utilized the database of cultural clubs and organizations. This database could be utilized to create printed or online leader handbooks including this information. The session could be tweaked to be done during Spring Training to a group of 500-800 instead of being a workshop session.

The Respect and Diversity presentation during Week of Welcome is adaptable in that it can include activities, guest presenters, or a panel. Based on the feedback from Week of Welcome 2013, the new Board can choose from these options.
APPENDIX CONTENTS

MEETING AGENDAS
   February 1 Meeting
   April 11 Meeting

CULTURE AND COMMUNICATION SESSION MATERIALS
   Culture and Communication Agenda
   Culture Activity
   Culture Activity Handout
   Celebrating Culture Presentation

DATABASE OF CULTURAL CLUBS AND ORGANIZATIONS

WEEK OF WELCOME RESPECT AND DIVERSITY PRESENTATION MATERIALS
   Meeting Outline
   Video Brainstorm

RELATED WORK
   “I Am Human” Activity
   “Meet in the Middle” Activity
   University of Nevada, Reno “Culture Shock” Activity
I. A Need for a cultural portion in Orientation Programs
   a. General feeling is that students hear about these topics from “word of mouth”
   b. In the path of trying to be inclusive, we exclude by brushing over the topics
II. Defining Culture vs. Diversity
   a. Ethnicity, gender, faith, sexual orientation
   b. “Diversity can be anything, from our experiences to involvement…”
III. Goals
   a. Incoming students will be knowledgeable of the cultural aspects Cal Poly and the community offers
   b. A renown sense of inclusivity and a movement from an ethnocentric culture to a ethnorelative one
   c. Gain a new perspective of their own culture in relation to the world around them
   d. Diminish stereotypes through education
   e. Encourage continual education of these topics past their Poly experience
IV. Team
   a. Continue to encourage participation in workshops, conferences, etc.
      i. For example – Status Quo, Diversity Colloquium
   b. Diversity/Ally Training or other presentations
   c. Practice the interactive activities
   d. Training/handout for OLs to know available clubs, organizations, resources
V. Spring Training
   a. Diversity/Ally Training or other presentations
   b. Interactive activities i.e. Sierra Nevada Journeys
   c. “Culture” faire or a training, handout for all OLs to know what clubs, organizations, resources are available to incoming students
VI. Soar
   a. Supporter Programing
      i. Parents want to know their students are going to a place where they can continue to practice their faith, be involved in their traditions, etc.
      ii. UU Resource tour – develop to clubs, organizations, etc.?
VII. Week of Welcome
   a. “Culture” faire (similar/with to Awareness Faire?)
   b. Addition to Awareness Gallery
   c. Presentations/Speakers
VIII. Suggestions/Ideas
   a. Erin’s expertise (MCC, Pride Center, assistant director of campus activities)
   b. Program/Events with similar purpose: Culturefest, Polycultural, Diversity Advocate Training, Vagina Monologues, Intersections Week, etc.
IX. Where do we go from here?
I. Workshop
   a. Culture Activity adapted from Nevada State
   b. PowerPoint presentation covering:
      i. Mustang Way and connection to respect & community
      ii. Key concepts
      iii. Importance as an Orientation Leader

II. Respect & Diversity Video (Words Matter)
   a. Needs to be updated – font, logo, images, etc.
   b. Tie in the Mustang Way – “We are one community, we accept responsibility, and we lead by example…”
   c. 2008 Crop Unit Incident – sign incident

III. Guidebook for OL’s
   a. Pamphlet/guidebook/online
      i. Quick guide for OL’s to use to direct their Soaries/WOWies to what is available in the campus and community

IV. Spring Training
   a. Week 8 could be Transitions if not utilized
      i. Interactive Activities taken from Sierra Nevada Journeys
      ii. “Culture” faire – create a handout or pamphlet for all OLs to know what clubs, organizations, resources, etc. are available – could be online
   b. Handout/pamphlet/guide for OL’s

V. Soar
   a. Presentation could be modified for a session/in collaboration with MCC
   b. Video Project could be done?
      i. We are one community – one culture

VI. Week of Welcome
   a. “Culture” faire (similar/with to Awareness Faire?)
   b. Addition to Awareness Gallery
   c. Show the video.. updated Words Matter or other video
   d. Presentations/Speakers

VII. Suggestions/Ideas

VIII. Where do we go from here?
Purpose: To introduce Leaders in Training to the concepts of culture, diversity, and respect and how it applies to them as leaders and role models. The workshop hopes to begin the conversation of promoting a positive culture within Spring Training, Soar, and Week of Welcome.

Total Time: 40 minutes

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Explain Activity/Hand out Materials</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Culture Activity</td>
</tr>
<tr>
<td>8 minutes</td>
<td>Processing Questions</td>
</tr>
<tr>
<td>9 minutes</td>
<td>Presentation on Celebrating Culture (PPT)</td>
</tr>
<tr>
<td>1 minute</td>
<td>Announcements/Adjournment</td>
</tr>
</tbody>
</table>

Materials Needed:
- Computer
- Projector
- Culture Activity Handouts
- PowerPoint
This activity was inspired by University of Nevada, Reno “Culture Shock” activity.

**Time:**
- 30 minutes total
- 2 minutes to explain the Activity and pass out materials
- 5 minutes for LITs to read handout
- 13 minutes for activity
- 10 minutes for processing

**Objective:**
To introduce the topics of culture, diversity, and respect and how they relate to the transition of incoming students and the Cal Poly Mustang Way culture.

**Materials:**
- Handouts

**Explain the Activity Procedure:**
- Facilitator will explain the setup of the activity
- Leaders in Training will be split up into two groups
- One group will be given the handout for Group 1, the other group will be given the handout for Group 2

**Handout**
- They will be given 5 minutes to read the handout and adopt the new traits of their culture

**Culture Activity Procedure:**
1. The facilitator of the activity will instruct the Leaders in Training to interact with the other groups utilizing the traits from their handouts
   a. Leaders in Training should not reveal their traits to the other group
   b. The facilitator should clarify that Group 1 is trying to interact and start conversations with Group 2 and vice versa.
2. The Leaders in Training will interact with each other for 15 minutes.
3. End the activity and sit in a circle for processing
Follow up questions are encouraged. The conversation should flow and be directed by the facilitator.

**Processing Questions:**
Ask each group individually for the following:
- What traits do you believe the other group was embodying?
- Ask the other group to explain what they were embodying and vice versa

These questions can be asked to the whole group:
- How was it trying to communicate with the other group?
  - Why do you think that happened?
  - Why do you think those difficulties or issues occurred?
- Did anyone start making assumptions about the other group?
- Have you ever experienced prejudice or stereotyping in your own life?
  - Do you think it’s okay to have those assumptions about others?
- Did anyone notice anything about the name of their group? (Human vs. Alien)
Traits of Group #1
You are part of the human group. The individuals of this group live under complex social structures, dividing its inhabitants by multiple traits and characteristics. If an individual were to break these norms, structured order would be broken and they would face consequences.

Traits:
1. It is very important for you to know the name of an individual when you first meet them and to shake hands.
2. It is customary to ask people about their past or present when getting to know them. For example: Where are you from? What is your favorite childhood memory?
3. When you want to have a private conversation, you stand very close to others. If others try to approach, you give them a dirty look.
4. To signal the end of a conversation, you hug each other. This is better than withstanding an awkward silence.
5. Your group likes to talk about material objects. For example: How much money you make, what you own, what brands you’re wearing…
6. If you see anyone acting outside of the norm, you rapidly approach them, wave your arms around, and loudly say “Stop! Stop! Stop!”

Traits of Group #2
You are part of the alien group. The individuals of this group live in unison and harmony, perhaps due to their homogenous appearance. Names are not given to individuals of this group. The characteristic which differentiates the alien group is age. The taller an individual is the older they are, the shorter they are the younger they are.

Traits:
1. Your group doesn’t bother with greetings or introductions.
2. You ask others about their future instead of past or present. For example: Where will you live in 100 years? What job do you have in 215 years?
3. You talk and interact to anyone as if you had known them for hundreds of years. There are no such things as private or exclusive conversations in your group. Distance does not reflect the level of privacy in your conversations.
4. You don’t mind if a conversation drags or lasts a long time. There are no awkward silent pauses. You have all the time in the galaxies.
5. You are very curious and like to think about everything. If an individual criticizes you or tries to make you act in a way which you don’t want to, you sit down and ask “Why?” You try to get the root of things.
6. When someone is shorter than you, it means they are younger than you. You value the youth of your group and so you place your hands on their shoulders and compliment them while maintaining 30 seconds of direct eye contact.
other Group

Keep your handout and rules a secret from the other group.

Come back together and interact with Group 2.

Learn the traits/rules of your handout with your own Group 1.

Group 2 takes handout 2.

Group 1 takes handout 1.
What traits do you believe the other group was embodying? Is that an accurate depiction of the traits you embody? What traits do you believe the other group was embodying?
What was it like trying to communicate with the other group?

- Why do you think that happened?

What was it like trying to communicate with the other group?
Did anyone start making assumptions about the name of their group? (Human vs. Alien)

Have you ever experienced prejudice or stereotyping in your own life?

Do you think it’s okay to stereotype or did anyone start making assumptions about the other group?
Celebrating Culture

Helping Orientation Leaders transition incoming students to the Mustang Family
Defining Key Concepts

- Racism
- Stereotypes
- Prejudice
- Respect
- Ethnorelative
- Ethnocentric
- Cultural Competence
- Culture
Generally refers to the ability of an individual to communicate, empathize with, understand, and work effectively with people from other cultures. To be culturally competent we need to know our own beliefs, values, perceptions, feelings, and reactions.
Ethnocentric
Prejudice
Stereotypes
Racism
Ethnorelative
Respect

Defining Key Concepts cont.
A culture for incoming students from different cultures to feel safe, feel valued, and to be able to contribute their personal best to meet shared goals. We want to create...

Showcase this culture for student supporters to feel comfortable with their students joining The Mustang Family.
As Cal Poly, we are united under these principles, honored those who

Mustangs face all actions and decisions with perseverance, honor, and character. **We Lead by Example**

Responsible, thus strengthening the Cal Poly Family. Mustangs support one another while also taking pride in accepting personal responsibility. **We Accept Responsibility**

Personal commitment and participation in the Cal Poly community is the cornerstone of the Mustang experience. **We Are One Community**

Positive differences that make us unique. Mustangs strive to create an atmosphere of mutual respect, celebrating the

**We Embrace One Another**

Scholarly achievement. Learn by doing is the foundation of our engaged pursuit of knowledge and

**We Are Focused on Excellence**

As Cal Poly Mustangs, we are celebrated for a lifetime. The privilege of coming before us and insipiring the Mustangs who follow. The privilege of

**The Mustang Way**
"Difference is of the essence of humanity. Difference is an accident of birth and it should therefore never be the source of hatred or conflict. The answer to the question of how to respect it, there lies a most fundamental principle of peace: respect for diversity."

--John Hume

(Irish politician, 1998 Nobel Peace Prize Winner, 1999 Defender of Democracy Award, 2001 Gandhi Peace Prize)
<table>
<thead>
<tr>
<th>Name Abbreviation</th>
<th>Type of Organization</th>
<th>Description</th>
<th>Contact</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIESEC</td>
<td>Professional/Cultural</td>
<td>We are the world's largest student run organization, and we aim to provide students around the world with opportunities via our reciprocal international internship exchange program.</td>
<td><a href="mailto:aiesecslo@gmail.com">aiesecslo@gmail.com</a></td>
<td><a href="http://www.aiesecus.org/slo">www.aiesecus.org/slo</a></td>
</tr>
<tr>
<td>AHA</td>
<td>Religious, Special Interest, Community Service, Cultural</td>
<td>Don't believe in god? You're not alone. The Cal Poly Brights is one of the largest groups for skeptics, naturalists, and agnostics on California's beautiful central coast.</td>
<td><a href="mailto:ahaslo@ahaslo.org">ahaslo@ahaslo.org</a></td>
<td><a href="http://www.ahaslo.org">www.ahaslo.org</a></td>
</tr>
<tr>
<td>aKDPhi</td>
<td>Greek Cultural</td>
<td>Alpha Kappa Delta Phi is the first and largest internationally recognized Asian Interest sorority with 48 chapters. Our chapter here at Cal Poly was established in the Spring 1996 and is dedicated to promoting the values of sisterhood, scholarship, leadership, service, and Asian-American awareness.</td>
<td><a href="mailto:slokdphi.president@gmail.com">slokdphi.president@gmail.com</a></td>
<td>sloakdphi.org</td>
</tr>
<tr>
<td>AISA</td>
<td>Special Interest, Cultural</td>
<td>Club for American Indians and students interested in learning more about American Indian Culture.</td>
<td><a href="mailto:aises.aisa@gmail.com">aises.aisa@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>AIGA</td>
<td>Professional/Cultural</td>
<td>A student group of AIGA, committed to the advancement of design as a professional craft and cultural force. We want to encourage student interaction with the local and regional design community and provide a forum for further design education.</td>
<td><a href="mailto:aiga@calpoly.edu">aiga@calpoly.edu</a></td>
<td>aiga.calpoly.edu</td>
</tr>
<tr>
<td>APIC</td>
<td>Greek Academic, Cultural</td>
<td>Asian Pacific Islanders Commission aims to give recognition to the accomplishments of graduating Cal Poly students.</td>
<td><a href="mailto:rtuairau@gmail.com">rtuairau@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Bellydance Club</td>
<td>Recreational, Performing Arts, Special Interest, Cultural</td>
<td>The Cal Poly Bellydance Club aims to encourage athleticism and raise cultural awareness by providing student and guest-led bellydance instruction at the California Polytechnic State University. By providing a minimal-cost, convenient, fun, friendly, and social dance learning environment.</td>
<td><a href="mailto:majida_f@yahoo.com">majida_f@yahoo.com</a></td>
<td>slobellydanceclub.com</td>
</tr>
<tr>
<td>Black Commencement Committee</td>
<td>Academic, Cultural</td>
<td>Black Commencement Committee is responsible for organizing and planning the commencement ceremony.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chi Delta Theta</td>
<td>Greek Cultural</td>
<td>Chi Delta Theta Sorority is an Asian-American interest sorority that strives to promote sisterhood, academics, community service, cultural awareness, and social activity in the lives of its members.</td>
<td><a href="http://www.slochidelts.com">www.slochidelts.com</a></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Club Name</td>
<td>Type</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Chicano Latino Commencement Committee</td>
<td>Academic, Cultural</td>
<td>Promotes a graduation commencement ceremony for Latino or interested students fulfilling degree requirements.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Chinese Cultural Club</td>
<td>Recreational, Cultural</td>
<td>Focuses on Chinese culture and language.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Chinese Students' Association</td>
<td>Special Interest, Community Service, Cultural, Environmental</td>
<td>Provides educational and cultural opportunities for Chinese students.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Country Line Dancing Club</td>
<td>Recreational, Cultural</td>
<td>Offers country line dancing lessons and social events.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Delta Upsilon Greek Community Service, Cultural, Environmental</td>
<td>fraternity dedicated to advancing justice and developing character.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Driven Towards Sisterhood</td>
<td>Community Service, Cultural</td>
<td>Aims to bridge the gap between minority women on campus.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Empower Poly Coalition</td>
<td>Political, Special Interest, Community Service, Cultural, Environmental</td>
<td>Connects students to ongoing projects and other clubs.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Epic</td>
<td>Religious, Cultural</td>
<td>Asian-American branch of Cal Poly Cru, focusing on authentic faith and God's love.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Fair Trade Club</td>
<td>Political, Academic, Special Interest, Community Service, Cultural, Environmental</td>
<td>Educates the community about the importance of Fair Trade.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Gamma Zeta Alpha</td>
<td>Community Service, Cultural</td>
<td>Latino-interest fraternity, emphasizing academic excellence, community service, and maintenance of Latino culture.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Chicano Latino Commencement</td>
<td>Academic, Cultural</td>
<td>Supports the graduation of Chicano Latino students.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Chinese Cultural Club</td>
<td>Recreational, Cultural</td>
<td>Focuses on Chinese culture and promotes educational opportunities.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Chinese Students' Association</td>
<td>Special Interest, Community Service, Cultural, Environmental</td>
<td>Supports Chinese students with cultural and educational opportunities.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Country Line Dancing Club</td>
<td>Recreational, Cultural</td>
<td>Offers country line dancing classes and social events.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Delta Upsilon Greek Community Service, Cultural, Environmental</td>
<td>fraternity dedicated to justice, character, and academic excellence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Driven Towards Sisterhood</td>
<td>Community Service, Cultural</td>
<td>Aims to bridge the gap between minority women on campus.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Empower Poly Coalition</td>
<td>Political, Special Interest, Community Service, Cultural, Environmental</td>
<td>Connects students to ongoing projects and other clubs.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Epic</td>
<td>Religious, Cultural</td>
<td>Asian-American branch of Cal Poly Cru, focusing on authentic faith and God's love.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Fair Trade Club</td>
<td>Political, Academic, Special Interest, Community Service, Cultural, Environmental</td>
<td>Educates the community about the importance of Fair Trade.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Gamma Zeta Alpha</td>
<td>Community Service, Cultural</td>
<td>Latino-interest fraternity, emphasizing academic excellence, community service, and maintenance of Latino culture.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Chicano Latino Commencement</td>
<td>Academic, Cultural</td>
<td>Supports the graduation of Chicano Latino students.</td>
<td></td>
</tr>
</tbody>
</table>
Global Food Tasters Special Interest, Cultural

The Global Food Tasters Club will provide Cal Poly with a new way of exploring and enhancing student’s communication skills through a creative outlet which is accessible to all Cal Poly students and staff.

Hip Hop Congress Recreational, Special Interest, Cultural

Hip Hop Congress promotes positive hip hop culture to the Cal Poly community by hosting various events and sharing the four elements - DJing, graffiti, emceeing (rapping), and bboying (break dancing).

polyhiphop@yahoo.com

Hispanic Business Student Association HBSA Professional, Cultural

The Hispanic Business Student Association promotes academic and professional development in a nurturing and diverse environment.

hbsa.calpoly@gmail.com cphbsa.com

Hmong Student Association HAS Academic, Community Service, Cultural

hsasanluisobispo@gmail.com

Imagen y Espiritu Ballet Folklorico de Cal Poly Cultural

Imagen y Espiritu Ballet Folklorico Club is a club that aims to not only represent dances from various regions of Mexico but to promote awareness of the Mexican culture to the Cal Poly and SLO community. We are a club that welcomes all students no matter their ethnicity or cultural background.

http://www.calpoly.edu/~grupclub/

Indian Students Association ISA Cultural

We’re an on-campus club promoting Indian culture and diversity at Cal Poly. With awesome events like Diwali Banquet, cultural shows, fundraisers, parties, dinners & socials, and dance performances, you know you’ll want to join.

International Student Friendship Club Recreational, Religious, Cultural

The club will build lasting friendships among international students and American friends and address students’ unique interests - physical, social, emotional, and spiritual - and help them reach their full potential as leaders.

International Student Friendship Club

Intravarsity Christian Fellowship Religious, Community Service, Cultural, National Society

We are a group of students growing together in pursuit of God. We are striving to follow Jesus’ example in our lives, pursue justice, and build a real, multiethnic community along the way. All backgrounds, types, and stages in belief are invited to join us!

staff@ivslo.org http://ivslo.org/

Korean American Student Association KASA Cultural

A cultural club that strives to promote Korean culture on campus through social events.

cpkasa@gmail.com https://sites.google.com/site/calpolykasa/

Latinos for Academic Design Advancement LADA Professional, Cultural

Latinos for Academic Design Advancement (LADA) is a network designed to ease the transition into the CAED lifestyle, provide support, guidance, and networking opportunities among the CAED students, and to exchange knowledge among the different class levels and various disciplines.

lada.cp@gmail.com http://www.ladacp.org/
<table>
<thead>
<tr>
<th>Name</th>
<th>Website Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Fe Religious, Cultural Association</td>
<td>La Fe Religious, Cultural Association is a Hispanic-oriented community of students that study God's word. A comfortable place to interact, hang out with other Latino students and have activities that promote and advocate cultural diversity. <a href="https://www.facebook.com/groups/344663582221547/">https://www.facebook.com/groups/344663582221547/</a></td>
</tr>
<tr>
<td>Lambda Phi Epsilon Greek Fraternity</td>
<td>Lambda Phi Epsilon's vision is to become the preeminent international Asian-interest fraternal organization, providing outstanding leadership, philanthropy, and advocacy in the community. <a href="calpoly.lambdaphiepsilon.com">calpoly.lambdaphiepsilon.com</a></td>
</tr>
<tr>
<td>Lambda Sigma Gamma Greek Sorority</td>
<td>Lambda Sigma Gamma Sorority, Incorporated is the only multicultural sorority established at Cal Poly. We pride ourselves on academics, community service, multiculturalism and sisterhood.</td>
</tr>
<tr>
<td>Lambda Theta Alpha Latin Fraternity</td>
<td>Lambda Theta Alpha Latin Sorority, Inc., is the first national Latin sorority in the United States that was founded in 1975. <a href="lta_linethree_tre@yahoo.com">lta_linethree_tre@yahoo.com</a>  <a href="http://www.lta-deltachi.webs.com/">http://www.lta-deltachi.webs.com/</a></td>
</tr>
<tr>
<td>Lambda Theta Phi Latin Fraternity</td>
<td>Lambda Theta Phi, Latin Fraternity, Inc. was founded on December 1, 1975 at Kean College in Union, New Jersey. Lambda Theta Phi is a non-profit service/social fraternity emphasizing Latin unity and the celebration of the Latin culture. <a href="alpha_omega_n2@yahoo.com">alpha_omega_n2@yahoo.com</a>  <a href="http://www.originallambdas.com/chapters/alphaomega/">http://www.originallambdas.com/chapters/alphaomega/</a></td>
</tr>
<tr>
<td>Las Damas Academic, Community Service, Cultural Association</td>
<td>Las Damas Academic, Community Service, Cultural Association (B.E.L.L.A.) encourages Latinas to pursue higher education. <a href="slobellas@gmail.com">slobellas@gmail.com</a></td>
</tr>
<tr>
<td>Latinos in Agriculture Professional, Community Service, Cultural Association</td>
<td>Latino’s in Agriculture (LIA) is an organization that began more than 20 years ago with the purpose of creating a home away from home, for all minorities in the College of Agriculture, Food and Environmental Sciences (CAFES). Lia strives to promote diversity at Cal Poly and the SLO <a href="calpoly.lia@gmail.com">calpoly.lia@gmail.com</a></td>
</tr>
<tr>
<td>Minna No Anime Special Interest, Cultural Association</td>
<td>An organization which celebrates Japanese media, specifically, Japanimation (anime), as well as the culture that has grown around it. <a href="minna-no-anime@minnanoanime.org">minna-no-anime@minnanoanime.org</a>  <a href="http://www.minnanoanime.org">http://www.minnanoanime.org</a></td>
</tr>
<tr>
<td>Movimiento Estudiantil Xicano de Aztlan Political, Cultural Organization</td>
<td>To promote and recruit students into higher education, preserve our cultural identity, and study our history. We are interested in bringing culture awareness to Cal Poly. <a href="mexa@calpoly.edu">mexa@calpoly.edu</a></td>
</tr>
<tr>
<td>Muslim Students Association Religious, Cultural Association</td>
<td>The purpose of the Muslim Student Association (MSA) is to bring awareness about Islam and what it means to the student body, as well as the surrounding population in SLO. It is also meant to provide Muslims an opportunity to learn more about their faith and engage more in Islam. <a href="msa@calpoly.edu">msa@calpoly.edu</a></td>
</tr>
<tr>
<td>Club</td>
<td>Brief Description</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
</tr>
<tr>
<td>Net Impact Professional, Community Service, Cultural, Environmental</td>
<td>Sustainable business club affiliated with Net Impact Central as an undergraduate chapter. Net Impact Cal Poly is dedicated to providing students with opportunities for leadership positions, to attend statewide and national conferences, and be involved in local projects.</td>
</tr>
<tr>
<td>Nu Alpha Kappa NAK Greek Cultural</td>
<td>We, NU ALPHA KAPPA, seek to unite and involve all students in a more harmonious and brotherly atmosphere through academic, social and cultural means. There is a need to bring together all disciplines at Cal Poly to learn ecological consciousness, act to create ecological communities and engage students in their surrounding community.</td>
</tr>
<tr>
<td>Persian Students of Cal Poly (PSCP) Cultural</td>
<td>The Persian Students of Cal Poly (PSCP) is a non-political, non-religious student organization whose main objective is to host Persian social and cultural activities and events to help its members get through college. We provide a home away from home.</td>
</tr>
<tr>
<td>Pilipino Cultural Exchange (PCE) Cultural</td>
<td>The Pilipino Cultural Exchange (PCE) prides itself on providing a &quot;home away from home&quot; to anyone who seeks it. The diversity and full spectrum of personalities in this organization makes it easy to feel at home.</td>
</tr>
<tr>
<td>Poly Permaculture Cultural, Environmental</td>
<td>Poly Permaculture is dedicated to reach beyond sustainability to achieve community resilience through Holistic Design. We strive to bring together all disciplines at Cal Poly to help its members get through college. Act to create ecological communities and engage students in their surrounding community.</td>
</tr>
</tbody>
</table>
Society of American Foresters

The Cal Poly Student Chapter of the Society of American Foresters functions as a professional organization that strives to provide the latest forestry information and contacts for those students primarily interested in forestry or forestry related careers.

http://nres.calpoly.edu/clubs/ldml

Society of Black Engineers and Scientists

To increase the number of culturally responsible black engineers who excel academically, succeed professionally, and positively impact the community.

sbes.president@gmail.com

Society of Hispanic Professional Engineers

The Cal poly SHPE Chapter shall exist to educate and develop the Hispanic community through academic excellence. Provide a support system for academic, professional, and personal growth. Increase the number of professional Hispanics through recruitment and retention.

calpolyshpe@gmail.com shpe.calpoly.edu

Spectrum

Spectrum is Cal Poly’s Gender and Sexuality Alliance giving a welcoming environment for all of the LGBT students and their allies.

cpspectrum@gmail.com

Students for Justice and Peace in the Middle East

Students for Justice and Peace in the Middle East is a student-run club focused on creating awareness, promoting peace and advocating justice in the Middle East.

calpolysjpme@gmail.com http://calpolysjpme.com/

Students' Stage Performing Arts

We are a club that produces student written, acted, and directed work. We provide opportunity for students to showcase their artistic abilities.

studentsstage@gmail.com

Studio Art Club

Studio Art Club exists as a way to expose students to the contemporary art world outside of a classroom setting.

studioartclub@calpoly.edu

Swing Club

We are one of the driving forces of swing dancing in SLO. In alliance with other members of the community, we keep the Lindy Hop spirit swinging with our lessons, venues, workshops, & dances. We pride ourselves on not only being a community of dancers but a community of friends!

cpswingclub@gmail.com www.sloswing.com

Thai Vietnamese Student Association

The Thai-Vietnamese Student Association warmly welcomes people of all ethnicities to learn about and appreciate the rich cultures of Thailand & Vietnam. Meetings are every other week and there are fun events planned throughout every quarter.

cptvsa@gmail.com http://www.facebook.com/groups/2231449601/
United Sorority and Fraternity Council (USFC)

Comprised of ten organizations, USFC is the governing council of cultural Greek letter organizations at Cal Poly, San Luis Obispo. As one of three Greek councils on campus, its primary mission is to promote community, diversity, and unity among the Greek community and the greater community in San Luis Obispo.

http://studentlife.calpoly.edu/greek/usfc/index.asp

Veterans Club

Our priority is addressing the health and welfare of student veterans by improving the quality of life and services rendered to members of the veteran community. We work to provide a safe environment with support for veterans on campus. Through our efforts, we contribute to the greater good by making positive changes in the community.

cpslovetsclub@gmail.com
https://www.facebook.com/groups/154104278021405/

Yo Tango

Our purpose is to make Argentine tango more accessible to Cal Poly students and to better the Cal Poly dance community as a whole by introducing this classic style of dance to a new audience.

cptango@calpoly.edu
cptango.calpoly.edu
<table>
<thead>
<tr>
<th>#</th>
<th>What is it?</th>
<th>Name</th>
<th>Description</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hair Cut</td>
<td>Celia's Beauty Salon</td>
<td>Latino Hair Cut for a low price</td>
<td>582 Higuera St, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 781-9516</td>
</tr>
<tr>
<td>2</td>
<td>Food</td>
<td>El Nabor</td>
<td>Mexican Food</td>
<td>Taft St, San Luis Obispo, CA 93405</td>
</tr>
<tr>
<td>3</td>
<td>Food</td>
<td>La Palapa</td>
<td>Mexican Food</td>
<td>3820 Broad St, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 541-2700</td>
</tr>
<tr>
<td>4</td>
<td>Food</td>
<td>Lotus</td>
<td>Vietnamese Food</td>
<td>1819 Osos St, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 439-1188</td>
</tr>
<tr>
<td>5</td>
<td>Food</td>
<td>Shalimar</td>
<td>Indian Food</td>
<td>2115 Broad St, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 781-0766</td>
</tr>
<tr>
<td>6</td>
<td>Food</td>
<td>Thai Classic</td>
<td>Thai Food</td>
<td>1011 Higuera St, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 541-2025</td>
</tr>
<tr>
<td>7</td>
<td>Food</td>
<td>Mandarin Gourmet</td>
<td>Chinese Food</td>
<td>1316 Madonna Rd, San Luis Obispo, CA 93405</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 541-4590</td>
</tr>
<tr>
<td>8</td>
<td>Food</td>
<td>Thai Boat</td>
<td>Thai Food</td>
<td>3212 Broad St, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 594-1638</td>
</tr>
<tr>
<td>9</td>
<td>Food</td>
<td>Mama's Meatball</td>
<td>Italian Food</td>
<td>570 Higuera St, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 544-0861</td>
</tr>
<tr>
<td>10</td>
<td>Food</td>
<td>Chabad House</td>
<td>Jewish events</td>
<td>1661 Fredericks Street, S. Luis Obispo, CA 93405-2003 USA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 706-0256</td>
</tr>
<tr>
<td>11</td>
<td>Food</td>
<td>Shins</td>
<td>Japanese Food</td>
<td>1023 Monterey St, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 543-2348</td>
</tr>
<tr>
<td>12</td>
<td>Prayer</td>
<td>Mission San Luis Obispo de Tolosa</td>
<td>Church</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Food</td>
<td>Tacos de Acapulco</td>
<td>Mexican Food</td>
<td>1273 Laurel Ln, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 784-0539</td>
</tr>
<tr>
<td>14</td>
<td>Food</td>
<td>Thai Palace</td>
<td>Thai Food</td>
<td>1015 Court St, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 594-1744</td>
</tr>
<tr>
<td>15</td>
<td>Food</td>
<td>Nucci's</td>
<td>Italian Food</td>
<td>3165 Broad St, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 545-9444</td>
</tr>
<tr>
<td>16</td>
<td>Food</td>
<td>Goshi Japanese Restaurant</td>
<td>Japanese Food</td>
<td>70 Higuera St, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 543-8942</td>
</tr>
<tr>
<td>17</td>
<td>Food</td>
<td>Oasis Restaurant</td>
<td>Mediterranean Food</td>
<td>675 Higuera St, San Luis Obispo, CA 93401</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(805) 543-1155</td>
</tr>
<tr>
<td>#</td>
<td>Org Name</td>
<td>Abbreviation</td>
<td>Type of Org</td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
<td>--------------</td>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Russian Moms and Children of</td>
<td></td>
<td></td>
<td>Fellowship for Moms and Families who speak Russian and want to keep the culture and language alive in their children, as well as fellowship of moms.</td>
</tr>
<tr>
<td>3</td>
<td>San Luis Obispo County Arts</td>
<td>SLOCATS</td>
<td>Art</td>
<td>SLOCATS exists to build community. Specifically, it offers artists in all media, board and staff members of arts organizations, and other supporters of a vibrant cultural life, the opportunity to exchange information, strategize, collaborate, and advocate. The intended outcome is a community which not only robustly supports the arts, but which recognizes the arts community as central to its attractiveness to residents and visitors, to its sustainable prosperity, and to providing the creative thinking applicable to the many issues we face.</td>
</tr>
<tr>
<td>4</td>
<td>Jewish Community Center of</td>
<td>ICCSLO</td>
<td></td>
<td>The Jewish Community Center of San Luis Obispo seeks to foster a united community on the Central Coast through programs offering educational, social and recreational activities based on Jewish principles.</td>
</tr>
<tr>
<td>5</td>
<td>The Chumash Indian Council</td>
<td></td>
<td></td>
<td>The council's mission statement of goals focuses on the preservation of their Chumash heritage in SLO County and the sharing of information with the public.</td>
</tr>
<tr>
<td>6</td>
<td>Gay And Lesbian Alliance</td>
<td>GALA</td>
<td></td>
<td>Through education, support, recreation, advocacy, and partnerships, we promote the well-being of our GLBT community.</td>
</tr>
<tr>
<td>7</td>
<td>San Luis Obispo Bicycle Club</td>
<td>SLOBC</td>
<td></td>
<td>The SLOBC, organized in 1971, is a non-profit organization that promotes safe and legal bicycle riding for recreation and transportation. We are several hundred strong of all ages who love bicycling and enjoy the company of like-minded people as we explore the hundreds of miles of picturesque roads and byways along the beautiful Central Coast and nearby coastal hills, vineyards and Morros.</td>
</tr>
<tr>
<td>8</td>
<td>Tri-County GLAD</td>
<td></td>
<td></td>
<td>The mission of the Greater Los Angeles Agency on Deafness, Inc. (GLAD) is to ensure equal access of the deaf and hard of hearing community to the same opportunities afforded their hearing counterparts. The organization’s general purposes and powers are directed around the promotion of the social, recreational, cultural, educational, and vocational well-being of its deaf and hard of hearing constituents.</td>
</tr>
</tbody>
</table>
I. Structure of Orientation Programs
   a. Poly Live!
   b. Open House
   c. Soar
      i. Separate student and supporter programming
      ii. Introduction of Awareness topics
   d. Week of Welcome (WOW)
      i. Student programming
      ii. Awareness topics heavily covered

II. Soar 2012
   b. Tour of campus resources (i.e. MCC, Pride Center)

III. Week of Welcome 2012
   a. Preview Words Matter Video
      i. Create a new video – suggestions?
   b. I am Human activity
   c. Meet in the Middle activity

IV. Orientation Team
   a. Transitions Committee – Awareness & Supporter Programming

V. Goals of expanding programming
   a. Create a more inclusive environment
   b. Promote social change
   c. Make Cal Poly a community of respect

VI. Spring Training 2013 (for Soar and WOW leaders)
   a. Week 3 - Respect and Diversity (Pride Center & MCC)
      i. Meet in the Middle Activity
   b. Week 5 – Sexual Assault and Mental Health
      i. Cell Phone Activity
   c. Week 7 – Drugs and Alcohol
      i. Personal Choices and Struggles Video
   d. Workshop – Culture and Communication session

VII. Soar and Week of Welcome 2013 Possibilities
   a. Orientation Leader Pamphlet/guidebook/website
   b. Intro to Awareness/Mustang Memoirs preview (Soar)
   c. Respect & Diversity Session (WOW)
   d. Awareness Gallery Installation (WOW)

VIII. Thoughts/Suggestions/Ideas?

IX. Videos can be found below:
Respect and Diversity Presentation

Video Brainstorm

Purpose:
- Showcase student perspectives on various issues
- Showcase faculty and staff perspectives on various issues
- Showcase Cal Poly culture
- Relate the Mustang Way to respect and diversity
- Showcase San Luis Obispo history relating to diverse groups

Methods:
- Interviews with students, faculty, and staff
- Images of cultural events
- Images of San Luis Obispo historical events
  - i.e. Filipino workers in San Luis Obispo

Key Individuals:
- Cal Poly representative - President Armstrong
- Cal Poly representative - Dr. Annie Holmes
- Orientation Programs Representative - Andrene Kaiwi-Lenting
- MCC representative (Erin Echols?)

Interview Questions for Students:
- What does culture mean to you?
- What does diversity mean to you?
- Does Cal Poly respect diversity? Why?
- Have you ever felt discrimination?
- Have you ever felt stereotyped?
- Have you ever been a survivor of a racist act?

Interview Questions for Faculty and Staff:
- What does Cal Poly think of Diversity?
- Where does Cal Poly stand in Diversity issues?
General Feel of Video

- Focused on interviews and information
- Not so many images, music, and quotes
- We need a general theme (?)
  - “Hate is not a Cal Poly Value”
  - We embrace one another

Presenters?

- [http://www.janeelliott.com/contactjane.htm](http://www.janeelliott.com/contactjane.htm)
- Resources?

Timeline

- June 17-28: recruitment of students and faculty
- July 8-28 - filming faculty, staff, and student interviews
- July 17-28: compiling images for video showcasing campus events, clubs, and organizations
- August 12-19: editing of the video
- September - Week of Welcome!

Possible Activities

- Tearing Away the Words
- Meet in the Middle
- I AM... Human
Week of Welcome Orientation Program

I Am Human (Adapted from Barrier Activity)

Author: Andy Tack
Purpose: To discuss common derogatory stereotypes and their implications.
Activity:
I am __________ but I am NOT
- I am Black but I am not a Nigger
- I am Jewish but I am not a Cheap
- I am Sustainable but I am not a Tree Hugger
- I am in a Sorority but I am not Shallow
- I am Mexican but I am not a Spick
- I am Smart but I am not a Geek
- I am a Woman but I am not a Bitch
- I am in a Fraternity but I am not a Tool
- I am Muslim but I am not a terrorist
- I am Christian but I am not Homophobic
- I am an only child but I am not spoiled
- I am sexually active but I am not a Slut
- I am Asian but I am not Chink
- I am an Engineer but I am not Socially Inept
- I have a vagina but I am not a Cunt
- I have blonde hair but I am not dumb
- I am Christian but I am not Homophobic a retard
- I am a Business Major but I am not a Slacker
- I have a learning disorder but I am not a retard
- I am Gay but not a Faggot
- I am an athlete but I am not a Meathead
- I am Human

Processing:
- Were there any words that you felt too uncomfortable to talk about?
- Were there any words that were not included that you would like to address?
- What if there were positive words placed throughout the wall?
- Did you learn anything new from your peers?
- What have you learned about our TEAM?

Materials:
Posters with words
Script:
For the next portion of this workshop we will be reading a series of statements from the stage. After you hear the completed statement, please move to the middle of the room if the statement applies to you. Please be as honest as you feel comfortable with, but if you do not feel comfortable moving to the center, you do not have to. This activity is done in complete silence. We would like to remind you that this is a safe zone, and if at any time you need to take a moment for yourself, please feel free to step out of the room.

Each statement is read with: “please go to the middle of the room …”

- If you were encouraged to attend college by your parents.
- If you identify as a woman.
- If you are from another country.
- If you follow an organized religion.
- If you consider yourself a spiritual person.
- If you were raised in a non-traditional family.
- If you come from a working-class family.
- If you are the first of your family to attend college.
- If you can speak another language.
- If you have a visible or non-visible disability.
- If you have ever been offended by someone else’s words.
- If you are left-handed.
- If you went to a private high school.
- If you come from a family where alcohol or drugs were or are a problem.
- If you grew up with violence in your neighborhood.
- If you have ever received academic honors in school.
- If you are a minority.
- If you or a member of your family has ever been diagnosed with a mental illness.
- If you or a member of your family have ever been in therapy.
- If you were ever felt criticized for your appearance.
- If you, a member of your family, or a good friend identifies with the queer community.
- If you have ever felt disrespected.
- If you ever disrespected someone.
- If you or your family has ever experienced financial hardships.
- If you or someone you know is or has ever been in an inter-racial relationship.
- If you consider your family nontraditional.
- If you are an only child.
- If you have dietary restrictions based off religion, lifestyle choices, allergies, etc.
- If you lied at any point during this exercise.
- If you ever felt uncomfortable during this activity.
- If you are conscious of the words you use and what they may mean to others.

Thank you for participating, you may now travel back to your seats.
Culture Shock
Target Grade: 4th – 8th

Overview:
Students will simulate two imaginary cultures, interact with one another and, in doing so, explore cultural differences, prejudices, and stereotypes.

Objectives (what students will know or be able to do):
1. Students will participate in the “Culture Shock” activity.
2. Students will interact and cooperate with other students and group members.
3. Students will be able to identify principles of stereotyping, prejudice, and discrimination occurring within groups.
4. Students will engage in a thoughtful class discussion on concepts concerning prejudice, stereotyping, and discrimination.

Background:
See Appendix I

Material
- Attributes of Cultures (See Appendix II)
- Notepads and pens/pencils (optional)

Prep Time: 10 minutes Activity Time: 60-90 minutes

Nevada State Standards Addressed:

Geography
2.3.2 Identify how language, music, stories, art, and customs express culture.

NAAEE Guidelines for Excellence:
1.0 Fairness and Accuracy
2.0 Depth
5.0 Instructional Soundness
6.0 Usability

Key Vocabulary:
Culture—the behaviors and beliefs characteristic of a particular social, ethnic, or age group. Also, the sum total of ways of living built up by a group of human beings and transmitted from one generation to another.
Explorer—a person who investigates unknown regions.
**Anthropologist**—a scientist who studies the origins, history, and development of human culture, and includes in its scope the fields of archaeology, ethnology, and ethnography.

**Lead Information/Engager:**

Ask students if they have heard the word “culture” before. Initiate a discussion about the meaning of this word, calling on students with raised hands to contribute pieces to the definition. Explain that in this activity, students are going to become members of two different cultures—both of which are probably going to seem unfamiliar.

**Activity One: Culture Shock**

**Step 1:** Divide the class into two groups. (If possible, have a teacher’s assistant, aide, parent, etc. work with one of the groups while the instructor works with the other). During the activity, it is best if each group can gather in a different place, preferably where the two groups cannot see one another.

**Step 2:** Provide each group with the lists of cultural attributes contained in this lesson, giving one “Culture 1 Attributes,” and the other “Culture 2 Attributes.” You can also design your own cultures and attributes prior to the lesson and distribute these lists instead.

**Step 3:** Take 5-10 minutes to go over the attributes with each culture and provide students some time to practice and get comfortable with the attributes.

**Step 4:** Next begins several rounds of interactions. For each role listed below, designate one, or several, students (depending on the size of the group) to play the role when interacting with the opposite culture. This is where an additional facilitator is beneficial. Facilitators will select students, send them to the other culture, tell them when it is time to return to their original culture, and ask questions about their experience. The roles are as follows:

- **Explorers**—will go to the opposite culture and **observe** the other culture for 2-3 minutes. They will then report to their own culture and share what they observed.
- **Scientists**—will go to the opposite culture and try to interact using **only** the attributes that are familiar to their culture for 3-4 minutes. They will then report to their own culture and share what they experienced.
- **Anthropologists**—will go to the opposite culture to observe and interact with other members by any means they feel necessary for 4-5 minutes. They will then report to their own culture and share what they experienced.

**Step 5:** It is important that students take their cultural attributes seriously and behave appropriately while the explorers, scientists, and anthropologists are visiting.

**Activity Two: Discussion/Debrief**

**Step 1:** The debrief is absolutely the most important part of this activity, so be sure to budget time and leave at least 15-20 minutes for the debrief.

**Step 2:** Begin the debrief by giving each culture an opportunity to share what they observed and experienced. It can be effective to do this one culture at a time—allowing students to share what they believed one culture was trying to communicate, and then comparing this to what the students of the culture self-report that they were communicating.

**Step 3:** Continue to facilitate discussion with the following questions...

- How did the explorers/scientists/anthropologists feel? What was difficult?
- For those that did not have a specific role, how did you feel?
• Did anyone feel like the way the other culture behaved was strange or offensive?
• Has anyone ever felt like an explorer/scientist/anthropologist in real life?
• Has anyone ever felt like you were unable to communicate with a person or group of people?
• Has anyone ever created a prejudice or stereotype about a member of another culture, or has a prejudice/stereotype been formed about you? Is this fair? Why or why not?
• Does anyone have any traditions or practices within their culture that you would like to share with the group? (This can be an excellent opportunity for students to learn a little bit about one another.)

**Step 4:** At the end of the activity, be sure to praise students' successes with this activity. These are not always easy conversations for students to have.

**Review Questions:**
1. What is a culture?
2. Do we all have the same culture?
3. How did your perception of the other culture change throughout the activity?
4. How might this activity relate to you, personally?

**Assessment/Evaluation:**
- Evaluate students' performance throughout by paying attention to their participation, attitude, and contributions to discussion.

**Constructed Response:**
Today we learned about cultural differences.
1. In 3-4 sentences, explain how your perception of the other group's culture changed throughout the activity.

**Cross-Curricular Extension:**
- **Reading**—have students read an autobiography or personal narrative of someone living in a culture other than theirs. Allow students library time to pick out their own books.
- **Social Studies**—have students research a particular country or community and to report on some of the cultural characteristics of its people.

**Differentiation:**
1. **Learning Intelligences Addressed:**
   - **Bodily-Kinesthetic:** students must use bodies to perform the attributes of their culture.
   - **Linguistic:** students will be challenged to communicate with one another in an unfamiliar way.
   - **Interpersonal:** students must work together throughout the activity. They will also be challenged to engage in a personal, intimate discussion with their classmates.

2. **Gifted and Talented:**
   - Have students break into two groups at the beginning of the lesson and, instead of distributing cultural attributes, have students create their own. Use the attribute lists attached as examples.

3. **English as Second Language:**
Appendix I: Background

The word culture has many different meanings. For some it refers to an appreciation of good literature, music, art, and food. For a biologist, it is likely to be a colony of bacteria or other microorganisms growing in a nutrient medium in a laboratory Petri dish. However, for anthropologists and other behavioral scientists, culture is the full range of learned human behavior patterns. The term was first used in this way by the pioneer English Anthropologist Edward B. Tylor in his book, Primitive Culture, published in 1871. Tylor said that culture is “that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society.” Of course, it is not limited to men. Women possess and create it as well. Since Tylor's time, the concept of culture has become the central focus of anthropology.

Culture is a powerful human tool for survival, but it is a fragile phenomenon. It is constantly changing and easily lost because it exists only in our minds. Our written languages, governments, buildings, and other man-made things are merely the products of culture. They are not culture in themselves. For this reason, archaeologists can not dig up culture directly in their excavations. The broken pots and other artifacts of ancient people that they uncover are only material remains that reflect cultural patterns—they are things that were made and used through cultural knowledge and skills.

Layers of Culture

There are very likely three layers or levels of culture that are part of your learned behavior patterns and perceptions. Most obviously is the body of cultural traditions that distinguish your specific society. When people speak of Italian, Samoan, or Japanese culture, they are referring to the shared language, traditions, and beliefs that set each of these peoples apart from others. In most cases, those who share your culture do so because they acquired it as they were raised by parents and other family members who have it.

The second layer of culture that may be part of your identity is a subculture. In complex, diverse societies in which people have come from many different parts of the world, they often retain much of their original cultural traditions. As a result, they are likely to be part of an identifiable subculture in their new society. The shared cultural traits of subcultures set them apart from the rest of their society. Examples of easily identifiable subcultures in the United States include ethnic groups such as Vietnamese Americans, African Americans, and Mexican Americans. Members of each of these subcultures share a common identity, food tradition, dialect or language, and other cultural traits that come from their common
ancestral background and experience. As the cultural differences between members of a subculture and the dominant national culture blur and eventually disappear, the subculture ceases to exist except as a group of people who claim a common ancestry. That is generally the case with German Americans and Irish Americans in the United States today. Most of them identify themselves as Americans first. They also see themselves as being part of the cultural mainstream of the nation.

The third layer of culture consists of cultural universals. These are learned behavior patterns that are shared by all of humanity collectively. No matter where people live in the world, they share these universal traits. Examples of such "human cultural" traits include:

1. communicating with a verbal language consisting of a limited set of sounds and grammatical rules for constructing sentences
2. using age and gender to classify people (e.g., teenager, senior citizen, woman, man)
3. classifying people based on marriage and descent relationships and having kinship terms to refer to them (e.g., wife, mother, uncle, cousin)
4. raising children in some sort of family setting
5. having a sexual division of labor (e.g., men's work versus women's work)
6. having a concept of privacy
7. having rules to regulate sexual behavior
8. distinguishing between good and bad behavior
9. having some sort of body ornamentation
10. making jokes and playing games
11. having art
12. having some sort of leadership roles for the implementation of community decisions

While all cultures have these and possibly many other universal traits, different cultures have developed their own specific ways of carrying out or expressing them. For instance, people in deaf subcultures frequently use their hands to communicate with
sign language instead of verbal language. However, sign languages have grammatical rules just as verbal ones do.

**Culture and Society**

Culture and society are not the same thing. While cultures are complexes of learned behavior patterns and perceptions, societies are groups of interacting organisms. People are not the only animals that have societies. Schools of fish, flocks of birds, and hives of bees are societies. In the case of humans, however, societies are groups of people who directly or indirectly interact with each other. People in human societies also generally perceive that their society is distinct from other societies in terms of shared traditions and expectations.

While human societies and cultures are not the same thing, they are inextricably connected because culture is created and transmitted to others in a society. Cultures are not the product of lone individuals. They are the continuously evolving products of people interacting with each other. Cultural patterns such as language and politics make no sense except in terms of the interaction of people. If you were the only human on earth, there would be no need for language or government.

**Is Culture Limited to Humans?**

There is a difference of opinion in the behavioral sciences about whether or not we are the only animal that creates and uses culture. The answer to this question depends on how narrow culture is defined. If it is used broadly to refer to a complex of learned behavior patterns, then it is clear that we are not alone in creating and using culture. Many other animal species teach their young what they themselves learned in order to survive. This is especially true of the chimpanzees and other relatively intelligent apes and monkeys. Wild chimpanzee mothers typically teach their children about several hundred food and medicinal plants. Their children also have to learn about the dominance hierarchy and the social rules within their communities. As males become teenagers, they acquire hunting skills from adults. Females have to learn how to nurse and care for their babies. Chimpanzees even have to learn such basic skills as how to perform sexual intercourse. This knowledge is not hardwired into their brains at birth. They are all learned patterns of behavior just as they are for humans.

**Non-human culture?**

This orangutan mother is using a specially prepared stick to “fish out” food from a crevice. She learned this skill and is now teaching it to her child who is hanging on her shoulder and intently watching.
Appendix II: Cultural Attributes

Attributes of Culture #1

Your culture has very strict rules. They are important to your culture and are strongly enforced only by women. When a rule is broken, the nearest women hisses (like a snake) towards the offender.

**Rule 1:** In your culture, people stand very close together.

**Rule 2:** To greet another person, you touch pointer finger to the other person’s pointer finger (like E.T.).

**Rule 3:** While speaking with another person, you maintain continuous eye contact. If eye contact is lost you walk away.

**Rule 4:** To signal the end of a conversation, you touch (lightly touch) elbows and say "whoop, whoop".

**Rule 5:** Your culture is very modest. You never talk about yourself. You prefer to talk about music and movies.

**Rule 6:** When you walk by someone who is taller than you, you must stop and flap your arms like a bird as a sign of respect. The tallest woman is in charge of your culture.

Attributes of Culture #2

Your culture has very strict rules. They are important to your culture and are strongly enforced. If at any time a rule is broken in your culture, the nearest person yells “Skittles” and quickly moves away from the incident.

**Rule 1:** In your culture, people keep at least three feet of distance between themselves at all times and never make physical contact.
Rule 2: To greet another person and initiate conversation, you **touch your own nose**.

Rule 3: While speaking with another person, you **never make eye contact**.

Rule 4: To signal the end of a conversation, you **stomp your feet and immediately walk away**.

Rule 5: In your culture, it is very important to show off. You always brag about your athletic ability, your income level, your grades in classes, and your other achievements.

Rule 6: Short people are superior to tall people. When you walk by someone who is shorter than you, you must stop and say "**Oh! Yeah!**" as a sign of respect.