

UNDERSTANDING DIVERSITY TO DESIGN PROGRAMS

Attachments

Attachment 1.1: Group Identification Categories

Attachment 1.2: Dimensions of Diversity

Attachment 1.3: Diversity Bingo Card

Attachment 1.4: Hoopes Intercultural Learning Process

Group Identification Categories

Age

Body Size

Class or Socio-economic Status

Education

Gender

Immigration Status

Language or Accent

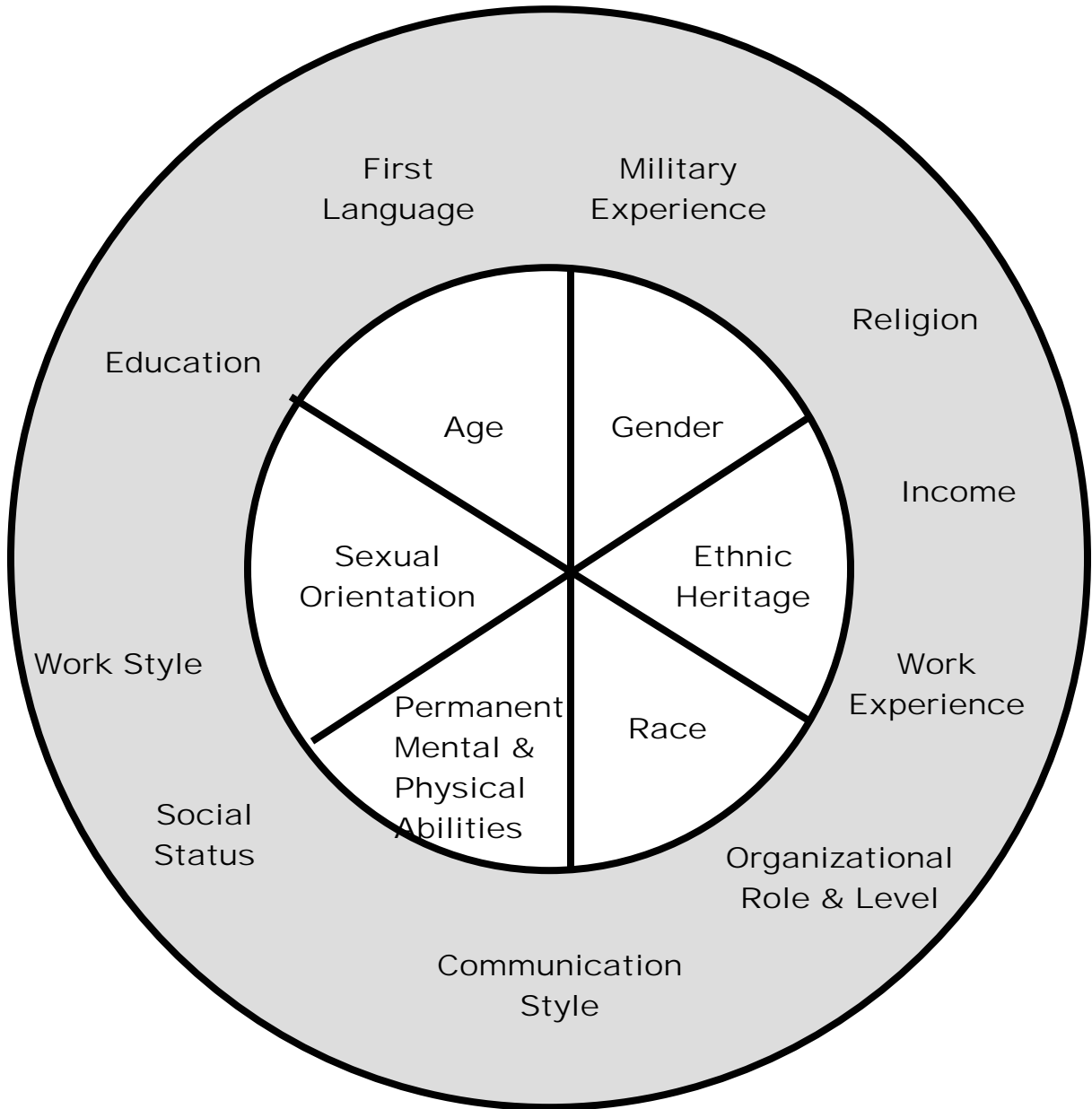
Physical Disability or Impairment

Race and/or Ethnicity

Sexual Orientation

Spiritual Beliefs or Religion

Dimensions of Diversity



 Primary Dimensions

 Secondary Dimensions

DIVERSITY BINGO

A person who is older Than 50 Years	A person with Native American Heritage	A Person Who Did not Graduate from College	A Person Who Was Born Outside Of The United States	A Person with African Heritage
A Person Who is Left-Handed	A Person Who Is or has been a Single Parent	A Person Raised by a Single Parent	A person with a Physical Disability	Someone Raised in a Wealthy household
A Person with Asian Heritage	A Person with Hispanic/Latino Heritage	FREE	Knows someone personally who is or has been homeless	A Person Raised by Grand Parents
A Person Who Is a Vegetarian	Someone Who Lived outside of the United States for more than one year	Someone Who Received Public Assistance	A person who is the First College Graduate in Family	Someone Who Lives in a rural community
Someone Raised in the inner city	Someone Who Speaks More Than One Language Fluently	Someone Who Has Lived in public housing	A Person with Bi-racial Heritage	A person who Has Dated or Married Interracially

Attachment 1.4

Hoopes Intercultural Learning Process

(David Hoopes, 1979)

ETHNOCENTRISM		<p>Belief that every one is like me “My way is best” Individuals strongly believe that their culture is the best; possibly hostile toward other cultures Intolerant of differences</p>
Stages	Awareness	<p>Aware that other “good” cultures exist, but believe these cultures are for others, not for themselves “Live and let live” “I’ll do my thing, you do yours”</p>
Transition	Understanding	<p>Individuals take the time to learn about other cultures Educational phase</p>
ACCEPTANCE/RESPECT (Tolerance)		<p>Individuals are beginning to accept other cultures without comparing or judging Putting what they know to use</p>
Stages	Appreciating/Valuing	<p>Individuals learn to value and appreciate specific aspects of other cultures</p>
Transition	Selective Adoption	<p>Individuals selectively adopt those aspects of another culture that they see as having value for them</p>
MULTICULTURALISM		<p>Individuals are genuinely open to all new experiences</p>