



National Farmers Union

*“Diversity: It’s What We Have In
Common”*

Section 5: Grades College/Adult

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Lesson 1: Literally Celebrating Diversity

- Unit Objective:** Students will learn how celebrations by region contribute to America's unique sense of variety and diversity.
- Grades:** Adult
- Length:** 1 hour
- Materials Needed:** Handouts of the **We Need A New Holiday** worksheets and pens or markers.
- Preparation:** Set up round tables (if available) or rectangular tables in classroom style facing front. Go to daysoftheyear.com or thenibble.com or tfdutch.com to print out examples of diverse events.

Background:

Americans have developed nationwide celebrations that are coast-to-coast favorites, and we have embraced other celebrations that emphasize regional or even local traditions and cultures. This lesson looks at how diversity in celebrations can be unifying regardless of where anyone lives or their own background. In groups, your students will develop their own "celebration" beginning with a little inspiration and a clean sheet of paper.

Teaching Strategy:

1. *Americans like to party. This attitude goes back to our founding fathers. Benjamin Franklin in particular enjoyed living life to the fullest and embracing the freedoms of America. We even go out of our way to designate a day, a week, or a month as a way to celebrate. June is Dairy Month, but the fourth week of May is National Frozen Yogurt Week and National Cheese Lover's Day is January 21. Wouldn't you think a little coordination would help keep all of the dairy-related events grouped more closely together? We are not likely to celebrate every single daily event, or every weekly event, or every monthly event... but it is nice to know we have options. Also worth noting is the diversity these options provide. Some celebrations are rooted in religious events, others in historic events. We have holidays based on cultural events and ones based on ethnic events. The U.S. calendar of events honors our diversity.*
2. *Let's take a look at a few of the more unusual reasons to celebrate. Hand out the examples you chose and printed out in advance. You may have guessed that each industry, each culture, and many organizations all have their own days, weeks, and months to place additional emphasis on a particular subject.*
3. *What are uniquely American holidays or celebrations? Write down their answers on a white board or flipchart. Answers should include Independence Day and Thanksgiving. Some holidays, such as New Year's and Christmas are celebrated in many countries worldwide. Yet even this holiday take on an American flavor down to specific regions. We think of Christmas as being about snow and decorated pine trees. Florida residents prefer to decorate their palm trees with lights, rather than go to the trouble of finding pine trees. They will build a Santa Clause from beach sand rather than snow. In New Mexico, Christmas Eve is aglow with luminaries made from sand supporting a lighted candle inside a paper bag. WE have Martin Luther King Day and Black History Month. In the northern states people of Norwegian heritage celebrate Syttende mai, or Constitution Day in May. During the same month people of Mexican heritage in southwestern states are celebrating Cinco de Mayo, a colorful observance of when the country defeated the French army in 1852, which is not to be confused with Mexico's Independence Day held in September.*
4. *Let's briefly consider five American celebrations and think about how represent diversity in our lives. These*

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- events range from purely American to international, with a regional one thrown in to add a measure of perspective. No surprises, here. The celebrations will talk about are Super Bowl Sunday, Independence Day, Veteran's Day, Thanksgiving, and New Year's.
5. Okay, Super Bowl Sunday may not be an official holiday. It is an American event that draws people together to celebrate. Super Bowl parties are a way of life for, well, millions of Americans from coast to coast along with Alaska and Hawaii, as well as for U.S. citizens and military personnel around the world. Just as people worldwide celebrate the World Cup, Americans are more than ready to rally behind a football team, or at least rally in front of the television set to see commercials and a halftime show of American entertainment.
 6. Write down "Friends" on the white board. Super Bowl Sunday is about being with our friends. It is not a national holiday, but a lot like deer hunting in some states, it is on everyone's calendar and the only thing we talk about in most conversations the days before and the day after the game. Randomly ask a few people what traditions they may have relating to Super Bowl Sunday.
 7. Independence Day is entirely a day of celebration. Write "Celebration" on the white board. We have parades and picnics and dances and fireworks and family reunions. Do other nations have the Fourth of July? Of course. But do they celebrate it? No. Independence day is, in effect, our birthday. So, the patriotic colors of red, white, and blue are everywhere. We remember the Declaration of Independence, and the Bill of Rights. Randomly ask a few students what their traditions are for Independence Day.
 8. Veteran's Day and Memorial Day are more somber celebrations. Write down "Somber" on the white board. Some say we have forgotten what these holidays are about. Especially Memorial Day, which has become a kick-off to summer complete with barbecues rather than a recognition of the men and women who died while serving in the U.S. military. When you think about it, we not only remember those who died fighting overseas, but those who died fighting against other Americans during the Civil War. Veteran's Day is similar, except that we recognize people who have served in the armed forces and especially those who lost their lives in the great world wars of the last century. Ask a few students if they have any memories of or current traditions relating to Veteran's Day.
 9. Thanksgiving is all about food. Or football. Or family. Or black Friday. Or Cyber Monday. Write down "Family" on the white board. Okay, it's about family. Like Christmas, we travel for Thanksgiving. It is a top travel weekend. Trains, planes, and cars are full of people going home or coming to visit. It is a uniquely American holiday. We use Thanksgiving to count our bounty and our blessings. That bounty is represented by our seasonal harvests of everything from wheat and apples to hogs and maple syrup. And never forget the cranberries. Ask a few students what their Thanksgiving traditions might be.
 10. At the end of the year is, naturally, New Year's Eve. This is both a unifying yet unique celebration. Let's call it a community celebration. Write down "Community" on the white board. New Year's is celebrated worldwide. Yet for thousands of Americans, it means being in Times Square when the ball drops. It means being out in large groups to enjoy drinks and dancing and music and kisses at midnight. New Year's celebrations are shared with close friends and complete strangers. Ask a couple of students if they have New Year's traditions.
 11. Just out of curiosity, are there any traditions for any of these holidays you would like to change? For example, would you like pizza instead of turkey for Thanksgiving? Let your students volunteer answers.
 12. Holidays and celebrations often reflect cultural heritage and historic events. Mardi Gras in New Orleans is a New Orleans event, yes? Listen for responses to each of these questions. Or is it a religious event marking the beginning of lent? Or is an ethnic event meant to honor the French or Cajun heritage of the people who lived here before the United States were actually united? Or is it a chance to parade around in wild costumes?
 13. What about St. Patrick's Day? It seems to bring out more green-minded people in the U.S. than in Ireland, while Earth Day brings out the naturalists in all of us. Again, listen for comments.
 14. We are going to create our own celebration. Pass out the **We Need A New Holiday** worksheets. Mind you, this is not a contest to see who can get done first, nor are there any right or wrong answers. In the group at your table, you need to develop a new celebration. Here's the catch. You need to link it to real elements or examples of diversity. And, when you think about it, choosing music will lead to a discussion on diversity? Jazz, blues, hymns, rock, country? Time of year? Spring or summer, fall or winter? Location? Big

cities, small towns, coastlines, mountaintops? Please be respectful of ethnic and cultural traditions, as well as events that are somber or religious in nature. You will find diversity at every step. It's pretty much self-explanatory, so let's get started.

15. Allow your students plenty of time to work on this task. Float around the room to answer questions or offer advice.
16. When your students appear to be wrapping up their work, give them a two minute warning to complete their project.
17. *Okay. Each group will come up to the front and tell the rest of us what we can look for on next year's calendar of must-do events.* As the facilitator, you need to listen carefully and ask questions. Although this is meant to be fun, you need to keep each group connected to incorporating and appreciating diversity in their concept: look for opportunities to applaud the use of cultural inspirations. Encourage other students to ask questions of each group as it gives its presentation. Continue until each group has reported. **NOTE:** If you have more time, you may choose to provide craft materials and encourage your students to design hats or posters promoting their new holiday.
18. When your groups are done, thank them for their creativity and involvement. *The next time you hear of someone celebrating an event you consider to be strange. Just think back to what you created here. Diversity is as old as the earliest holidays – did you know New Year's celebrations have been going on for 5,000 years – to something as new as Martin Luther King Day. We celebrate diversity. In March you tap into your Irish roots, even if they really aren't there. In May you celebrate your Mexican roots, even if they aren't there. In September you remember our fallen soldiers, even if your family was lucky enough not to have lost someone in a war. At Thanksgiving you reach for the cranberries. Celebrate well and remember the real reasons we do so.*

–**Sources:** KnowledgeStorehouse

We Need A New Holiday

What do we need to celebrate?

In one word, what is this celebration about?

What is the name of this event?

How are we going to celebrate, and with whom?

When and where will we celebrate?

How do we incorporate diversity?

What about food, music, parades, colors, costumes, decorations?

What can we do to make this local, regional, or national in scope?

Lesson 2: I Am Not A Stereotype

Unit Objective: Students will gain an appreciation for how stereotypes can be harmful.

Grades: Adult

Length: 1 hour

Materials Needed: Markers, copies of the **My Identity** worksheet.

Preparation: A classroom with a whiteboard or flipchart and tables. Print out enough copies of the My Identity worksheet for each student.

Background:

This lesson challenges students to consider how they process stereotypes both internally and externally. As the instructor, your primary role will be as a facilitator to encourage healthy and respectful discussion on how gross generalizations hurt demographic groups as well as individuals.

Teaching Strategy:

1. Ask four of your students to step forward to the white board. I want each of you to write four words that describe people. You might write white or black, male or female, conservative or liberal, Christian or atheist, artist or hunter, redneck or elite, doctor or lawyer or teacher. Simply write down what comes to mind. Once they are done, invite them to return to their seats.
2. *I need four new volunteers to step up and write down a stereotype often associated with this word. Give your students a few moments to do this and then ask them to return to their seats.*
3. *What are stereotypes? They are gross generalizations that apply specific attributes to a group of people. You might think all Norwegians like lutefisk (or all Brits like fish and chips... use an example that relates to your students). This is not true. To say an attribute unquestionably applies to everyone in a demographic group is not accurate and it is not fair. Groups can and do acquire some pre-assigned attributes because the percentages are in favor of many of that group's members actually embracing those attributes. As an example, conservatives tend to support smaller government and lower taxes, yet conservative voters and elected officials have at times taken actions to do the opposite. Liberals are known to support social programs and funding for education, yet they have taken actions at times to cut spending for education and reduce social programs. A generalization only gives a likelihood of what may happen. And a group is much different than an individual.*
4. *Let's see how this applies to you.* Pass out the **My Identity** worksheet to your students. *Take a few minutes to fill this out and consider the questions below. Be sure to fill out the "I am/I am not" line. This is not a race and there are no right or wrong answers.*
5. After it appears your students have completed this sheet. Ask each student to share his or her responses, including sharing the stories of examples based on personal experience.
Note: If you have a lot of students, you have the option of making this class longer to accommodate all responses from each of them, or you have the option of asking just one person at each table to offer a response.
6. Use the responses to continue a discussion on how we use stereotypes to judge others, yet we do not want such generalizations applied to us as individuals.
7. *I need two volunteers to come forward and stand with their backs together. I want the rest of you to call out things about these two that are different. Differences sometimes pull us apart. As each difference is called, the volunteers take one step apart. When they reach the end of the available space, I want them turn and face each other and wait. The differences you cite can be anything you see that's different. Once the two volunteers have reached the end of the space available, ask them to turn around and pause.*

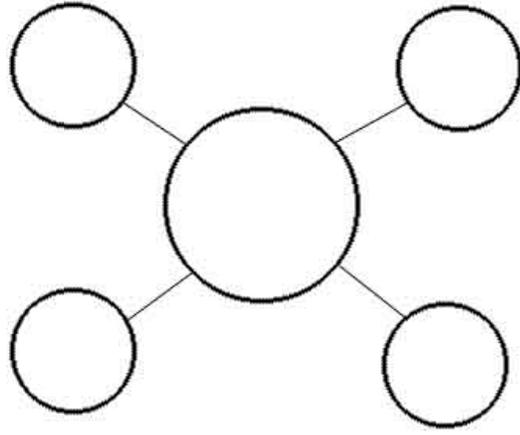
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- Now, ask the audience to call out similarities of these two. As each similarity is called out, I want you two to take one step toward each other. After the volunteers are face to face, ask them to face the others in your class.*
8. *Think about the things that were noted as differences. How many were things that we can easily see? Allow your students to answer, examples may include gender, size, hair color, skin color, dress, and wearing glasses or not.*
 9. *What were some of the similarities? Again, allow your students to answer.*
 10. *While certain physical characteristics are similar, many other similarities are not so visible. Perhaps both “volunteers” are enthusiastic or both have similar interests or goals in life. How might we discover this?*
 11. *Now, divide into two standing groups, with one volunteer in one group and the other in the opposite group. Walk to the head of one group and point to the volunteer in the other group and say, “She (or he) is a woman (or man) and must be too emotional (or too unfeeling) to help us with our project.” Pause. I have made a gross generalization. I have offered a stereotype. What is likely to happen to the rest of you in this group. What about in that group? (point to the other one). Allow your students to consider this situation and offer comments. This discussion should focus on how simple comments shared among friends can shape attitudes.*
 12. *What happens if the first person to speak to my comment agrees with me? Discuss this question. What happens if the second person to speak disagrees with me? Discuss this question. If a second person agrees with a statement that’s wrong, people are unlikely to try to correct them as the group mentality takes over... much as happens with bullies, in gangs, and in some organizations. If someone is quick to point out that statement is wrong, it makes it easier for others to add their voice and such actions can quickly offset a stereotype, as well as make the person who first raised it think twice before doing it again.*
 13. *Talk about the importance of the differences and of the similarities among members of any group. Do we really want to be exclusive of others? Do we want to be inclusive only of people who are just like us? If we want the latter, America would not be here today. America, including Canada and the United States, have cultural histories that were blended from the millions of immigrants who arrived from around the world. Be sure to talk about the importance of accepting and welcoming all members into any group. Diversity brings out multiple points of view and numerous options on how to achieve success while avoiding unintended consequences.*
 14. *Write “I’m Anything But Stereotypical” on the white board. Ask your students to step up and write one thing about themselves below the statement that shows how they are unique as individuals. After they are done, invite them to take photos of the statements and post them to their Facebook Pages.*

– Source: KnowledgeStorehouse; PennState

My Identity

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles, meaning an identifier or descriptor that you feel is important in defining you. This can include anything: big sister, female, father, athlete, educator, scientist, conservative, Christian, or any descriptor with which you identify.



Share a story about a time you were especially proud to identify with one of the descriptors you used above.

Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.

Name a stereotype associated with one of the groups with which you identify that is not consistent with whom you are. Fill in the following sentence:

I am (a/an) _____ but I am NOT (a/an)_____.

(So if one of my identifiers was "Christian," and I thought a stereotype was that all Christians are radical right Republicans, my sentence would be:

I am a Christian, but I am NOT a radical rightwing Republican.

Lesson 3: Human Rights & Diversity

Unit Objective: Students will consider how human rights are essential to allowing for the continuation of cultural and individual diversity.

Grades: Adult

Length: 1 hour

Materials Needed: Copies of the **United Nations Declaration of Human Rights** and **In My Voice** worksheets.

Preparation: A classroom with tables.

Background:

Human rights and diversity go hand in hand. Eliminating diversity often is used as the justification for ignoring human rights. As is appropriate for this age group, this lesson puts the task of learning on the individual and on the group through the use of interpretation, reflection, and discussion. This indeed is a discussion class, not an activity class.

Teaching Strategy:

1. Greet your students with enthusiasm and a smile. *We are going to talk about diversity today. Diversity can describe musical styles, holiday celebrations, even fast food joints. For our purposes, diversity describes the wide variety of cultures in our own hometowns, in our families, in our state, our nation, and worldwide. Specifically, cultural diversity depends on human rights.*
2. *In World War II, Japan and German justified the extermination of millions of people to eliminate cultural diversity. People by the thousands were rounded up and killed because of their religious faiths, because of their race, because of their physical disabilities. In Eastern Europe people in Bosnia were methodically killed en masse just because of their cultural backgrounds. Russia purged its most educated people as well as those who held contrary political points of view. Call it the holocaust, or genocide, or war... people are killed simply because a few powerful individuals, organizations, and nations are willing to eliminate anyone who does not fit in. Today entire cities in the Middle East have been subject to mass killings as one religious group tries to exterminate another.*
3. *Even in America we have had groups such as the KKK that has used mobs to kill people just for being of a different race. I use these examples to show that human rights have been and continue to be under attack around the world.*
4. Pass out copies of the Universal Declaration of Human Rights to your students. *Take a few moments to first read through the summary paragraph.* After your students are done, proceed. *Read through all of the articles and choose one that has meaning to you. Answer the questions below based on your own beliefs and experiences. This is not a race and there are no right or wrong answers.*
5. Give your students enough time to read, reflect, and respond to the articles and subsequent questions. When it appears they are done, give them a two-minute advisory to wrap up their work.
6. By your very choices of articles, you will show how diversity is acting on our lives every day. We are going to go around the room and listen to what you have to say. Invite each student to share is or her comments regarding diversity. Make sure other students pay attention and are respectful of each example given. As this discussion progresses, look for ways to link current comments to ones give earlier.
7. When you are done with this activity, thank your students for their candid and heartfelt comments.

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8. *In your groups I want you to discuss and choose what you believe are the three most needed human rights statements from this U.N. list. Then I want you to think of the three that are most violated. Allow your students time to do this.*
9. When they are ready, ask one student from each group to come up to the white board and write down their Top III Needs. Then ask them to write down the Top III Violations.
10. *This is an example of how diversity works in groups. It also works at the individual level. So, I want each one of you to come up and put a mark behind just one Top Need and one Top Violation. We will see how our individual diversity viewpoints may further help us look at human rights.*
11. We are going to do one final thing, today. I want you to right down a human rights statement for yourself. I want you to write down a separate human rights statement for this group. You will have five minutes to do this.
12. Depending on time, you may have a few or all of your students read their human rights statements. You will look for ways in which they are similar, and ways in which they are different. If there are differences, ask your students why they chose one thing for themselves and another for an entire group. *Whether it is in your own homes and families or in your communities or among your friends, you will run into people who may not understand how human rights are related to diversity. Most people will understand diversity actually leads to a better way of life. But lives have been lost, and diversity at the same time, because of human rights violations.*

– **Sources:** KnowledgeStorehouse; United Nations

United Nation Declaration of Human Rights

The Universal Declaration of Human Rights was adopted by the UN General Assembly in December of 1948, and was a result of the experience of the Second World War. With the end of that war, and the creation of the United Nations, the international community vowed never again to allow atrocities like those of that conflict happen again. World leaders decided to complement the UN Charter with a road map to guarantee the rights of every individual everywhere. The document they considered, and which would later become the Universal Declaration of Human Rights, was taken up at the first session of the General Assembly in 1946. The Commission on Human Rights was made up of 18 members from various political, cultural and religious backgrounds. Eleanor Roosevelt, widow of American President Franklin D. Roosevelt, chaired the drafting committee. The entire text of the UDHR was composed in less than two years. At a time when the world was divided into Eastern and Western blocks, finding a common ground on what should make the essence of the document proved to be a colossal task.

Article 1.

- All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

- Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

- Everyone has the right to life, liberty and security of person.

Article 4.

- No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

- Everyone has the right to recognition everywhere as a person before the law.

Article 7.

- All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

- Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

- No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

- Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
- (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

- No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18.

- Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

- Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

- Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

- Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

- Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

- Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

In Your Words

What does this article mean to me?

Do I believe this right is available to me in America?

Is it possible people in other nations do not have this right? If so, why?

How can this right be guaranteed, and who enforces this right?

What might be an argument for getting rid of this right, and by whom?

Did people immigrate to America to enjoy these rights?

Are people still trying to get into America because they do not have these rights where they now live?

If someone wanted to take this right away from me, what could I do to prevent it?

Name one historical event during which human rights were violated. What happened?

Name one foreign or domestic situation in which human rights are not being observed? What is happening?

Lesson 4: Diversity In The Workplace

- Unit Objective:** Panelists will convey some of the professional benefits and personal downfalls of diversity in the workplace.
- Grades:** Adult
- Length:** 1 hour
- Materials Needed:** A classroom or auditorium with appropriate seating. A stage or head table for four persons and a lectern. A school, library, or community room may provide all you need for a minimal fee or even free of charge. Notepads and pens.
- Preparation:** In advance you will need to identify and invite four people to serve on a “diversity in the workplace” panel. One panelist should be female, one should be both male and white, and one should be considered a minority. Invite them at least one month prior to the event, and give them a reminder call one to two days before the event. Advise them that you would like them to talk about how diversity in the workplace is healthy. Examples might include leveraging the enthusiasm of young people with the experience of seasoned employees, allowing people from different cultural backgrounds to bring new ideas to the table, and how people with different points of view can help avoid unintended consequences during strategic planning. Ask them too to talk about how their own diversity may have made their careers difficult at times. Examples might include a woman working in a largely male-dominated field (male elementary teachers often are in the minority in their careers fields as well), or someone who found it difficult to get a job due to his or her accent or a physical disability.

Background:

This is a straight forward panel consisting of two parts. You will introduce the four panelists, each of whom will have five minutes to talk about their careers and answer a few of the questions you poised to them when you invited them to this event. After which, you will open the floor to questions from your students. **NOTE:** As an alternative, this lesson could be replaced with one that focuses on the four major personality types. For more information on this, contact Maria Miller, NFU Director of Education, who is certified to conduct True Colors personality tests.

Teaching Strategy:

1. Be on hand at least ten minutes early to welcome speakers and make sure they are settled in at the head table. Also, make sure they have water and are familiar with the room, lectern, and sound system if one is set up. Also welcome your students and make sure they know where they will sit. Provide your students with notepads and pens.
2. Step up to the lectern with enthusiasm and a smile. *Welcome. This year we are learning more about diversity and what it means in our lives. Briefly, diversity is everywhere. Our nation represents the best example worldwide of how diverse cultures have come together. Our nation is built on people who came from all walks of life, be it geographic, political, economic, religious, or other backgrounds. Each of our panelists today will give speak for a few minutes, after which I want you to ask questions of them regarding diversity in the workplace. Remember, they are here representing themselves and they are not hiring managers or human*

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resource experts or official spokespeople. They are people who are in careers that have given them insights into diversity in the workplace. I want you (students) to listen respectfully, and to write down any questions you might want to ask any of these people.

3. Welcome the first speaker to the lectern by his or her name, job title, and place of work.
4. When that speaker is done, step up to the lectern and thank him or her and immediately introduce the next speaker. Continue until all four speakers have made their five minute presentations, then proceed to the next step.
5. Thanks to all of you for sharing your observations and experiences. We will open this up to questions for our panelists. Your questions may be to one person or for all four panelists. As the moderator, you need to always repeat the question so everyone can hear it, and allow your panelist time to answer it. Be prepared to ask a student to rephrase a question if it is difficult to answer, and to decide if a question is too personal or inappropriate for the situation.
6. You may need to lead off the questions to “prime the pump.” If so, you may ask questions such as *Are business schools doing enough to teach about diversity? Or What has been the most surprising thing you discovered about diversity in your workplace?*
7. *If your students have had enough questions to use up most of the time, move to the next step. If not, allow your panelists to offer a two minute closing comment.*
8. *Let’s give our panelists a real Farmers Union thank you. Lead the applause. Many of you will pursue careers that take you to other areas of the state, the U.S., and even overseas. You will discover that many companies find diversity is the fundamental key to getting the most out of their workforce. You may find diversity is the key to getting the most out of your personal and professional life. Keep an open mind, and trust that your career path will lead you to open doors.*

—**Sources:** KnowledgeStorehouse

