

SOCIAL AWARENESS

P.R.E.P.A.R.E.

Independent Living Services

Southern Christian Services for Children and Youth, Inc.

In Partnership With The

Mississippi Department of Human Services

Division of Family and Children's Services

Social Awareness Presenter’s Guide

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Acknowledgements

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Legend

Formatting

For ease of use, a variety of formatting was utilized in order to allow the presenter to know, at a glance, how to deal with the information in this guide.

Bold text indicates an instruction to the presenter. These are usually directives such as ‘Ask:’ or ‘Discuss:’, indicating something the presenter needs to do.

Italic text indicates something the presenter needs to say to the audience. This may be pointing out information on the slide or delving into a deeper discussion about information that has been presented.

Underlined text indicates something that appears on the slide. This may be useful to the presenter to allow them to see ahead of time what information will appear next.

A header image is included for each slide. This includes information such as the main topic under which the current section falls, the name of the current section of the presentation, the title of the slide, the slide number, and the icon associated with that slide’s activity. An example is shown here.

Current section		Main Topic
Slide Title	Slide #	Icon

Social Awareness Presenter's Guide

Icons

The icons used throughout this guide and the presentation itself are used to indicate to the audience and the presenter, at a glance, how to approach the slide on which it appears. A listing of the icons with their related meanings is given below.



Lecture

This icon represents a slide where the presenter will be lecturing to the audience without inviting comment or feedback.



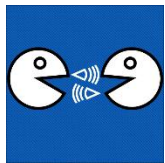
Group Response

This icon represents a slide where the presenter will be lecturing to the audience, but will be asking questions and inviting comments and feedback from the audience.



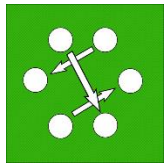
Handout

This icon represents a slide where youth will be asked to perform an activity on a handout they have been given. This may be answering questions, taking a pre- or post-test, or filling out a maze or puzzle.



Conversation

This icon represents a slide where youth will be asked to hold a brief conversation with a partner. Examples include asking/answering job interview questions or exploring your partner's cultural background.



Small Group Activity

This icon represents a slide where youth will be asked to perform some activity in a small group. Examples include brainstorming ideas to present to the larger group, completing a collaborative activity, or discussing the presented material.



Objectives

The purpose of this slide is to list objectives for the upcoming topic to be discussed.



Video

This slide contains a video clip to be shown to the audience. A brief discussion following the clip may be required to drive home the message from the video.

Social Awareness Presenter's Guide

Pre/Post-Test

**THE SLIDES
BEGIN ON THE
NEXT PAGE**

Social Awareness Presenter's Guide

Social Awareness (TitleSlide)

Slide 1

Diversity Objectives

Slide 2



Inside Outside

Slide 3



Activity: Inside/Outside

Purpose

To help youth understand the differences among individuals

Time

15 Minutes

Materials and equipment

Markers

7 Large sheets of rolled paper

Procedure

The facilitator will ask each color group to draw an outline of a human on their paper and create a name for their person. Once they have drawn the outline the facilitator will ask the groups to list all the things that make their group similar or alike inside of the human on the page. Next they will be asked to write all the things that make them different or individuals on the outside of the human.

Processing

Each color group will hang their person in the room for a reminder to them throughout the day. The facilitator will go around to each group asking about what some of the similarities and differences they found.

Social Awareness Presenter's Guide

Diversity

Respecting Others

Slide 4



Read quote: *“Men are respectable only as they respect.”--
Ralph Waldo Emerson*

When we talk about respect, we mean treating others with kindness, courtesy, and consideration. Treat other people, and yourself, well because they have value.

Instruct Youth: *On your handout, “Respecting Others”, write a description of yourself – 25 words or less.*

Social Awareness Presenter's Guide

Diversity

Respecting Others

Slide 5



Instruct Youth: Compare your handout with your partner's. Look for the following:

- Of the words you used to describe yourself, how many relate to personal attributes (ie., handsome, fun)?
- How many relate to learned skills (i.e., musical ability)?
- How many relate to race or ethnicity?
- Explain to our partner how you learned this information about yourself.
- Were your views shaped by family? Friends? Relatives? The media?

Ask Youth: *What did you learn from your partner?*

Social Awareness Presenter's Guide

Diversity

Diversity

Slide 6



Discuss with Youth: *Diversity: The qualities that make individuals different from or similar to others, such as personal history, gender, race, sexual preference, abilities and disabilities, religion, class, professional, and education background, etc.*



Discuss with youth:

- *Culture: The vast structure of behaviors, ideas, attitudes, values, habits, beliefs, customs, language, rituals, and ceremonies practiced by a group of people.*
- *Culture provides a general design for living patterns for interpreting reality. We each have many cultures that help make us who we are.*

Culture is what you get when a group of people live together for a long time. They develop ways of behaving that are normal to them, and other ways are foreign and strange.



Activity: Diversity Ball

Purpose

To help youth understand the difference between individuals

Time

15 minutes

Materials and Equipment

Beach ball with questions written in permanent marker

Procedure

The facilitator will start tossing the beach ball around the room. When a youth catches the ball the facilitator will ask that youth to stand up and answer a question based off where the finger or thumbs are located. (Example: Ask the youth to read the question located under their right thumb.) This will continue for 15 minutes.

Processing

The facilitator will make sure the youth see that even though the youth were brought together because of their similarities, each youth is an individual.

Social Awareness Presenter's Guide

Diversity

Culture Shock

Slide 9



Introduce this video: *We're about to show a clip from God Grew Tired of Us, a documentary about three of the "Lost Boys of Sudan", a group of some 25,000 young men who have fled the wars in Sudan since the 1980s, and their experiences as they move to the United States. When they came to America for the first time, our culture was very unusual to them.*

Play Movie.

Ask youth: *What sorts of things did the young men in this video find strange about American culture?*

Do you think it was easy or hard for them to learn how to live in America?

How would you want to be treated if you found yourself in a situation where you didn't understand the culture?

Social Awareness Presenter's Guide



- *Define and describe bullying*
- *Define and describe cyber-bullying*
- *Know how to react to bullying*



Activity: To Be or Not To Be

Purpose

To help youth understand bullying

Time

30-45 Minutes

Materials and equipment

7 Flip chart sheets around the room

7 Markers

Procedure

The facilitator will have each color group take three minutes to brainstorm about different real bullying stories they have either been involved in, seen happen, or heard of happening. After the three minutes of brainstorming each team will choose one story to act out. The facilitator will then tell each team to make a skit showing how to handle bullying or how not to handle bullying. Each team will be given five minutes to create a 2 minute skit. Then each team will take turns doing there skit. After each skit the facilitator will take one minute to talk about the good or bad from the skit.

Social Awareness Presenter's Guide

Bullying

ScutFarkus

Slide 12



Introduce this video: *We're about to show a clip from A Christmas Story featuring this lovely fellow shown here, being a bully.*

Play Movie.

Ask youth: *Why do you think Scut treated the other kids the way he did?*

Why do you think Scut had a sidekick to help him?



Ask youth: What is bullying?

Discuss with youth:

- Bullying is unwanted aggressive behavior among individuals that involve a real or perceived power imbalance.
- The behavior is repeated or has the potential to be repeated over time.
- Three types of bullying:
 - Verbal bullying
 - Social bullying
 - Physical bullying

Ask youth: *Can you give some examples of verbal bullying? Social bullying? Physical bullying?*

Social Awareness Presenter's Guide

Bullying

Cyber Bullying

Slide 14



Discuss with youth:

- Cyber Bullying
 - Social Media
 - Text Messages
 - Online Chat
 - Forums
 - Other Websites

Ask youth:

- What are some examples of cyberbullying?
 - *Examples of cyberbullying include:*
 - *Mean text messages or emails*
 - *Rumors sent by email or posted on social networking sites*
 - *Embarrassing pictures, videos, websites, or fake profiles.*
- How is cyberbullying different?
 - *Cyberbullying can happen 24/7 and reach a kid even when he or she is alone. It can happen anytime day or night.*
 - *Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.*
 - *Deleting inappropriate messages, texts, and pictures is extremely difficult after they have been posted or sent.*

Social Awareness Presenter's Guide

Bullying

Cyber Bullying

Slide 15



Introduce this video: *We're about to show a short video about cyber bullying, and what you can do if you become the target of a cyber bully.*

Play Movie.

Ask youth: *Why do you think people choose to be cyber bullies?*

Social Awareness Presenter's Guide

Bullying

Effects of Cyberbullying

Slide 16



Youth who are cyberbullied are more likely to:

- Use alcohol and drugs
- Skip school
- Experience in-person bullying
- Be unwilling to attend school
- Receive poor grades
- Have lower self-esteem
- Have more health problems



Discuss with youth: *There are 5 things you can do to help prevent and reduce bullying. They are:*

- 1. Be Their Friend*
- 2. Tell a Trusted Adult*
- 3. Help Them Get Away*
- 4. Be a Good Example*
- 5. Don't Give Bullying an Audience*

Social Awareness Presenter's Guide

Race/Ethnicity Objectives

Slide 18



Define Race and Ethnicity



Ask youth: What is the difference between “race” and “ethnicity”?

Discuss with youth:

- Race is generally defined as a categorization of humans into populations based on genetic or heritable traits such as skin color, hair texture, and facial features (Bamshad& Olsen 2003).
 - Race refers to physical features rather than personality traits and spiritual and religious practices.
- Ethnicity is more closely related to culture rather than race, but is not synonymous with either. The word ethnicity comes from the Greek word ethnos which translates to English to mean “nation”.
 - Ethnicity refers not to the physical characteristics, but to the social traits, which are shared by a certain group of human population. The distinction is made on the basis of nationality, tribe, religion, faith, language, culture and traditions.

Social Awareness Presenter's Guide

Race/Ethnicity

Race or Ethnicity

Slide 20



Instruct youth: On your handout, “Race or Ethnicity”, see if you can determine if the features discussed for each person is an example of their race or their ethnicity.

Social Awareness Presenter's Guide

RACE ETHNICITY

See if you can determine if the features discussed for each person is an example of their race or their ethnicity.

Kim is a 5 foot 2 inch female with an olive complexion. Her favorite beverage is hot green tea. She was born in the year of the horse. She has a large extended family who she spends a lot of time with.

What are some clues about her race? _____

What are some of clues about her ethnicity? _____

Todd is a 6 foot 4 inch male with dark complexion and dread locks. His favorite food is fish and chips. He loves to play cricket and watch BBC. He celebrates Hanukah and drives a Mini Cooper.

What are some clues about his race? _____

What are some clues about his ethnicity? _____

Ursalla is an athletic female with pale skin and blond hair from Eastern Europe. She enjoys snow skiing and has a degree in banking. She practices Catholicism and owns a Saint Bernard.

What are some clues about her race? _____

What are some clues about her ethnicity? _____



Activity: My Flag

Purpose

To help youth understand their own individualities

Time

15 Minutes

Materials and equipment

70 Flag Papers

Markers, crayons, and colored pencils

Procedure

The facilitator will have each color group take ten minutes to create a flag that represents themselves from their beliefs, their ethnicity, and their race. They can include as little or as much. After they create the flag they will then take four minutes to tell the color group about their flag.

Social Awareness Presenter's Guide

Race/Ethnicity

Religion Objectives

Slide 22



- Define religion and outline various beliefs

Race/Ethnicity

Religion Objectives

Slide 23



Ask youth: What are some of the major religions in the United States today?

1. Christianity (173 million)
2. Non-religious (34 million)
3. Mormon (3 million)
4. Jewish (2.7 million)
5. Islam (1.35 million)
6. Buddhist (1.2 million)

Social Awareness Presenter's Guide

Race/Ethnicity

Christianity

Slide 24



Ask youth: What do you know about Christianity?

- Basic Christian beliefs:
 - There is only one God, though He is represented in three separate persons: God, Jesus, Holy Spirit
 - Jesus is the Son of God
 - A person can have a personal relationship with God as a result of Jesus' sacrifice
 - There is life after earthly death, how you spend it is determined by your relationship with God

Social Awareness Presenter's Guide

Race/Ethnicity

Mormonism

Slide 25



Ask youth: What do Mormons believe?

- Basic Mormon beliefs:
 - God was once a man who lived on another planet
 - They believe that God was once a mortal man on another planet who progressed by living in obedience to the laws and ordinances of the gospel he had on his world, then he died. He became a resurrected man and evolved to become a god. He is still married now (some early leaders say he is a polygamist) and created this world
 - Everyone is eternal
 - *They believe we have all existed for all eternity. First we existed as "intelligences", which has never been defined, then we were given spirit bodies in a heaven by our eternal parents. Our "intelligences" have existed forever just like our God's has and we have been around him in one form or another forever. He has just simply progressed ahead of us.*
 - Mary was not a virgin, God physically impregnated her
 - Truth is determined by feelings
 - *They believe they know the truth by our feelings. We do not rely on and we will disregard any facts that contradict what our feelings tell us is true. If something feels bad, like someone telling us that Joseph Smith was a fraud, then we know that Smith must have been a prophet since falsehoods create bad feelings and it feels bad when someone tells us that we have been duped.*
 - You can save your deceased ancestors through prayer
 - *They also baptize by proxy dead people so they too can become Mormons.*

Social Awareness Presenter's Guide

Race/Ethnicity

Judaism

Slide 26



Ask youth: What do Jews believe?

- Basic Jewish beliefs:
 - There is only one God, Yahweh or Jehovah
 - Humankind was created in the image of God
 - *For this reason every person is equally important and has an infinite potential to do good in the world. People have the freewill to make choices in their lives and each of us is responsible for the consequences of those choices.*
 - Jews are uniquely connected with each other in community
 - *Judaism believes that Jews are uniquely connected with each other. Regardless of where we live in the world, all Jews are part of a global Jewish community.*
 - One day a Messiah will unite the world and bring peace
 - *The concept of the Messiah is not a central part of every Jew's belief system, but tradition does teach that the Messiah will be descended from the family of King David.*
 - Emphasis on actions, particularly on following religious law
 - *The Torah is Judaism's most important text. It contains stories and commandments that teach us about life and death. It contains the 10 Commandments as well as the 613 commandments (mitzvot). All Jews consider the 10 Commandments to be the most important commandments in the Torah, though not all Jews adhere to the 613 mitzvot (one of the main differences between the different branches of Judaism).*



Ask youth: What do Muslims believe?

- Basic Muslim beliefs:
 - There is only one unique God, who has no son or partner
 - Angels exist and are exalted creatures
 - God revealed His truth in the Quran
 - God's final message to mankind came through the prophet, Muhammad
 - Heavy emphasis on actions and obedience to the teachings of Muhammad



Ask youth: What do Buddhists believe?

- Basic Buddhist beliefs:
 - More of a philosophy than a religion, summed up as
 - Lead a moral life
 - Be mindful and aware of thoughts and actions
 - Develop wisdom and understanding
 - Teaches the Four Noble Truths:
 - Life is suffering
 - Suffering is caused by craving and aversion
 - Suffering can be overcome and happiness attained
 - Leading a moral life leads to an end to suffering

Social Awareness Presenter's Guide

LGBTQ Objectives

Slide 29



- Define LGBTQ

LGBTQ

What is LGBTQ?

Slide 30



Instruct youth: Discuss with your partner what you think LGBTQ means. Can you identify each letter of this acronym?

- Lesbian
- Gay
- Bisexual
- Transgender
- Questioning

As we discussed in the beginning of this presentation, all people have value even if their priorities and lifestyle don't match up with what we think they should be. Therefore, we should treat EVERYONE with the same respect that we would like to be shown.