

Bingo! Listening and Responding to Diversity

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Activity Rationale: Any teaching exercise can be used to develop students' sensitivities for diversity and inclusion. In fact, embedding diversity teaching within multipurpose and/or subject-based instruction of foundational communication concepts helps integrate those sensitivities with a pragmatic application. Learners are more likely to understand the way that diversity awareness is operationalized when the lesson is included within a larger context.

This particular activity seeks to strengthen functional relevance and expands on the generic goals which often underly diversity-based materials. In addition to engaging in purely competitive play (i.e. trying to be the first to get five-in-a-row), students gain information about cultures other than their own. Next, participants further interact with their classmates, discovering that these same people can be unique "others" as well as in-group "familiar", all at the same time. This three-phased activity provides a means for exploring the implications that such "cultural intelligence" (Earley & Mosakowski, 2004) can have on the ways we understand others and ourselves.

Additional learning goals are: (1) exercising active listening ,(2) practicing interpersonal response techniques such as questioning and paraphrasing, and (3) becoming more enlightened on the interplay of culture and communication.

Activity Abstract: Students use a specially designed bingo "card"/sheet-of-paper containing approximately 25 squares (5X5)--each containing a culture-based quality or feature or experience. For the next several minutes students engage in a random mix & mingle, seeking out signatures from people whose background &/or experiences match the ones mentioned on the card. The first to achieve five in a row wins the "Bingo" phase of the activity. The exercise continues for an additional period of time with a new goal of gaining the most signatures overall. The ending debrief explores implications of how cultural distinction exists amidst cultural universalities.

Procedure

>Materials: **"Bingo" cards** - [actually 8"X11" printed worksheets which serve as pseudo Bingo game cards <Several additional templates are available online, and it is always possible to edit the content as applicable for your desired teaching emphasis. A copy of a recently used version is included below.>] / **pens-pencils** [ideally, each participant should have a writing implement] / Optional: **awards-rewards** for the "winners" of the 2 game phases [the first to get Bingo & the player with the most checked boxes]. Alternate recognitions such as simply achieving the title of winner or getting bonus grade points also can be used.

>Conduct the Bingo Game

part1> Each person receives a Bingo card. Students mingle & collect signatures on their cards in an attempt to get five signatures in a row. The first person to accomplish that task gets to shout out "Bingo".

part2> Students continue to mingle for a period of time (as determined by the Instructor). The new goal is to collect the most "authentic" signatures as the mix-and-mingle session continues.

part 3> Debrief: For the first part of the follow-up, randomly divide the participants into quads or triads. Each person selects one item from this list to discuss with the mini-group:

- 1 - Share something you learned about one of the other participants.
- 2 - Which squares were easy to fill? Which were hard? Why?
- 3 - Share something you learned about yourself during this activity.

If there is time and interest, continue the debrief by using a variation on the "buzz group" technique: each group selects a spokesperson to summarize that group's insights and themes to the larger group. The instructor can use these responses to conduct a full class/group exploration of how acknowledging difference also can accomplish inclusion. In other words, formats differ but cultures' underlying values often reflect similar principles.

[DIVERSITY] BINGO

adapted from Teampedia (2018) ; Culbertson (2019)

Directions: Find someone in the group to fill each square and ask them to write their name in that square. Each person can only fill one square on your card. The first goal is to get Bingo: a row across, down or diagonally. When you do, yell: “BINGO!” Then, try to fill the card.- all squares.

Recently had an “aha” moment (a.k.a. epiphany)	Has a family member with a disability (whether visible or not)	Has lived in at least 3 states	Has overcome something he/she was afraid of	Has a quote that inspires them
Talked to someone in another country in the last week	Has traveled outside the U.S.A. at least twice	Checked how the stock market was doing today	Has relatives living in another country	Can play a musical Instrument
Plays a musical instrument	Has participated in a Seder Celebration	BONUS SQUARE: Has lived on a farm /or/ Is wearing the same color as you	Has attended a Juneteenth celebration	Has been to <u>both</u> Canada and Mexico
Regularly practices meditation	Travelled over 10 miles to get here today	Has attended a Native American ceremony	Can name three prominent current female politicians	Regularly listens to songs in a language other than English
Has more than one race/culture in the family	Currently serves as a mentor	Speaks and understands two or more languages	Has attended a Cinco de Mayo celebration	Has a name with cultural or religious significance

SIDE 2

Debrief (As a “Conversationalist” in the follow-up activity, select any one of these as your discussion topic)

- 1 – Share something you learned about one of the other participants.
- 2 - Which squares were easy to fill? Which were hard? Why?
- 3 - Share something you learned about yourself during this activity.

Selected References:

Culbertson, H.(n.d.). Cultural Diversity Bingo, Creative Commons Attribution 4.0 International License. retrieved from <https://home.snu.edu/~hculbert/bingo.htm>

Earley, P. C., & Mosakowski, E. (2004). Cultural Intelligence. *Harvard Business Review*, 82(10), 139–146. Retrieved from <https://hbr.org/2004/10/cultural-intelligence>

Teampedia (2018). Tools for Teams. Attribution-NonCommercial-ShareAlike2.5. retrieved from https://www.teampedia.net/wiki/Main_Page