

Diversity Iceberg (15-20 min)

NOTE: The words “identity” and “culture” are both being used during this activity to address a broad cross-section of groups categories including, but not limited to: race, gender, sexual orientation, age, religion, physical/mental/intellectual ability, education, language, citizenship status, etc.

Procedure (15 min)

1. On chart paper, draw a diagram of an iceberg (a large triangle) with a horizontal line through it so that 1/3 of the iceberg is above the line and 2/3 of the iceberg is below the line.
2. Explain to participants that the “iceberg” is supposed to represent one’s identity or culture. The upper part of the iceberg represents the part of one’s identity or culture that is visible to the naked eye (e.g. race/skin color, eye color, height, etc.) and the lower part of the iceberg represents the part of one’s identity or culture that is less apparent (e.g. interests/hobbies, career, family history, health issues, etc.).
3. Ask participants to tell you what components of one’s identity would go above the line and what would go below the line. **Allow for debate/discussion and, possibly, some identities can be placed in both areas (YOU MAY WANT TO HIGHLIGHT THESE OR WRITE IN A DIFFERENT COLOR).**
4. After brainstorm, show Identity Iceberg from PDF and cover any points participants may have missed.

Processing (10 min)

- How did it feel doing this activity?
- Were there any elements of identity that you hadn’t thought of when thinking of diversity?

Segue: So, we’ve used a lot of words interchangeably (identity, culture & diversity), let’s rewind and discuss: What is diversity and why is it important to talk about it?