

# Understanding Culturally Different People: A Training Manual



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Understanding Culturally  
Different People:  
**A Training Manual**

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In the book, Miami: The PLace Where Cultures Meet and Opa-locka: The G. Hunt has masterfully defined the problem of divisiveness and division Greater Miami. He also provided a vision to address the problem that irills that face this highly volatile urban setting.

The training manual is an appropriate response to the book, since it defi community from a practical and inclusive perspective. Dr. Hunt, with his training manual with innovative programs and training materials that inc theatrical presentations with original musical scores.

Understanding Culturally Different People, A Training Manual, focuses or Understanding Culturally Different People, Culture and Administration, T Building Community. They were specifically designed to offer opportuniti in the private and public sectors to address diversity by focusing on cult

The training materials will provide very meaningful outcomes for individu

- Enhance interpersonal skills
- Improve communication skills among people from different cultural gr
- Acquire community development skills
- Enhance ability to engage in constructive self evaluation
- Increase knowledge of public policy processes and urban affairs
- Offers insight on how diversity can lead to organizational unity and th

The programs and activities are very flexible and can be adapted to mee group or organization. Activities can run the gamut from high level man multicultural units for grade school children. The pervasive theme that is programs and activities is building community in a spirit of unity. That is people how to live and to work together in concert with their cultural att

# Understanding Culturally Different People

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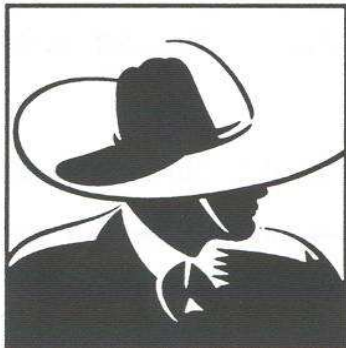
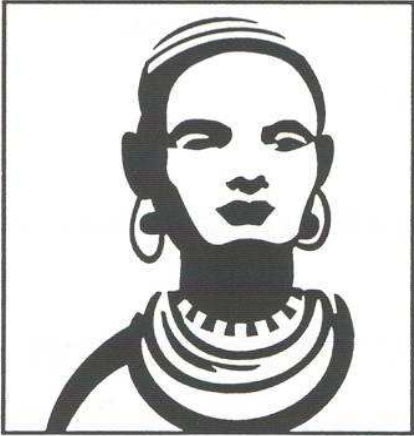
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# Training Module I

## Understanding Culturally Different People





# Understanding Culturally Different People

## Goal:

To gain knowledge about differences among people to end strife born out of ethnocentric views and values. Knowledge about differences brings understanding which is the key to resolving conflicts in a peaceful manner.

## Objectives:

1. To demonstrate how the collective experiences of different races have shaped their views of themselves and of others.
2. To show how more alike we are when different points of view are closely examined.
3. To dispel the ethnocentric superior attitude surrounding culture.
4. To build bridges of understanding.
5. To examine the impact of religion in shaping the views of people from different cultures.

"Culture is defined as the totality of socially transmitted behavior patterns, knowledge, beliefs, art, morals, laws, customs, and institutions acquired through membership in a society. Culture arises from symbolic transmissions rather than genetic inheritance. Although debate continues on the meaning of the word culture, most definitions contain three elements:

1. culture implies value and in that sense culture is universal—all people have values which guide the way they live;
2. culture identifies coherence and structure in human behavior; e.g., in-group/out-group feelings and the ways in which culturally diverse groups interact with each other;
3. culture expresses a lifestyle, the shaping of the past and the aspirations for the future."

There are no peoples on the face of the earth void of culture. No culture can boast superiority. This is because all cultures meet the basic requirements of values, coherence and structure in human behavior and a lifestyle.

Why then do some people see themselves as better than other people? The problem is found in the particular value system erected by society. Values based on superiority of one race over another or one ethnic group over another reflect ignorance on the part of those who hold such views. It never fails that

people who believe themselves to be superior also desire control over others. It is the control of others, forcing them to behave in the manner dictated by the ones with the superior attitude, that is the heart of the problem.

To correct the views of a people who feel themselves to be superior, is no light matter. People are not easily persuaded to change values instilled in them from their early years. The task, however, is not insurmountable. Those who truly care for the welfare of others will find ways to counteract the skewed views of hatemongers and those fostered by people who are simply ignorant to their superior racial, ethnic, gender or religious attitudes.

## Series of Training Exercises

### Understanding Culturally Different People

The following is a list of suggested training exercises developed to show how people define their ways of life as unique. They go to great lengths to defend what they have developed. In each exercise, people are faced with a decision where other human beings are involved.

#### **Goal:**

Create a greater understanding of cultural differences.

#### Who Am I ?

This exercise will provide descriptive characteristics of three cultural groups. The group participants are expected to identify the cultural group given the descriptive characteristics.

#### **Cultural Group I**

I lived long ago and I live today. My background is well-known. My history is the stuff of Hollywood. Kings and queens sent my forefathers to a land unknown to them and were made very rich by the might of their swords. I favor the rights of the individual over group rights, though I am known for my democratic principles. My theology is rooted in conflict between two major religions; each vying for my heart.

Who am I? \_\_\_\_\_

Did you miss the clues? In order to help you figure out who I am, I have scrambled my name. Can you unscramble me? G O N L A \_\_\_\_\_

Who am I? \_\_\_\_\_

If you still do not know who I am, I shall give the final clues: My skin is fair; my hair is straight; my eyes are sometimes blue and I am numbered among the developing nations.

Who am I? \_\_\_\_\_

#### **Cultural Group II**

I lived long ago and I live today. My background is well-known. My history is the stuff of Hollywood. Kings sent my forefathers to other lands and were made very rich by the might of their swords. I favor group



rights though I am known to espouse autocratic principles. My theology is rooted in conflict between two major religions; each vying for my heart.

Who am I? \_\_\_\_\_

Did you miss the clues? In order to help you figure out who I am, I have scrambled my name.

unscramble me? P N I S C I A H \_\_\_\_\_

Who am I? \_\_\_\_\_

If you still do not know who I am, I shall give the final clues: My skin is fair; my hair is straight; sometimes brown, and I am numbered among the developing nations.

Who am I? \_\_\_\_\_

### **Cultural Group III**

I lived long ago and yet live today. My background is well-known. My history is the stuff of Hollywood. My forefathers sent my forefathers to other lands and were made very rich by the might of their sword. My group rights though I am known to espouse autocratic principles. My theology is rooted in conflict between two major religions; each vying for my heart.

Who am I? \_\_\_\_\_

Did you miss the clues? In order to help you figure out who I am, I have scrambled my name.

unscramble me? C K L A B \_\_\_\_\_

Who am I? \_\_\_\_\_

If you still do not know who I am, I shall give the final clues: My skin is dark; my hair is curly; sometimes brown, and I am numbered among the developing nations.

Who am I? \_\_\_\_\_

# Money Game I

## Description

The Money Game I is about the choices people make in life. It is simple and to the point. The most important thing to remember about this game is that it is real. People all over the world play this game and lose.

The game requires three players. One is a banker; one, a borrower; and the third, a stockholder in the bank. A decision has to be made as to whether the bank should lend the borrower a sum of money. The banker has the authority to do so but is concerned that if the loan is not repaid, the stockholder will recommend his/her dismissal from the bank.

## Scenario

**Borrower** Banker, I would like to apply for a loan. My gas bill for the winter is due. Without gas, my wife and my illness-prone children will suffer from the cold and could possibly die. I owe the gas company for the past two winters. They are determined to shut off the gas. This is truly a life-and-death matter.

**Banker** How much money do you wish to borrow?

**Borrower** I need to borrow \$850.

**Banker** What is your occupation?

**Borrower** I am a laborer, but I have not been able to find work lately.

**Banker** What do you have for collateral?

**Borrower** I have a few clothes and a 15-year-old car. Besides those items, I have nothing.

**Banker** Well, Mr. Borrower, come back tomorrow and we will see what can be done.

What did the banker do? Do you think the Banker made the loan?

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## **INSTRUCTOR**

Let the students provide the ending to the game. Use an Anglo, Hispanic and an African-American to participate in the exercise.

As for the decision made by the Banker, the Banker did the "right thing," which was to deny the loan to the Borrower. In this instance, doing right was about maintaining good banking practices. The Banker justified the decision as setting a bad precedence for the bank.

In this case, the Banker's love for the position as banker was more important than his/her love for a fellow human being. Was this the right decision? Should a person be put in a position to choose between a job and the survival of another person(s)? Think about these questions as you prepare to respond to the discussion.



# Money Game II

## Description

Three people living in different parts of the world were given a million dollars each as part of a pilot project to study how best to increase the wealth of developing countries. They were told to invest the money wisely, as they would have to give an accounting to the lender.

**Person A** Invested in the stock market. When the lender asked questions about the investments, the investment had a 20% yield.

**Person B** Invested in real estate. There was a 10% yield on the investment.

**Person C** Invested in loans to poor people in the county. There was a reported loss of 10% on the investment.

The Board of Directors of the lending institution, representing all nations throughout the world, met to discuss the success of the project. After much discussion, the Board decided to continue the program with one change—those chosen to participate in future investments could not make risky loans.

Of Persons A, B and C, which do you feel made risky loans? Why do you feel this way?

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## **INSTRUCTOR**

Show the students that Person C was considered a risk with money. The Board of Directors considered his loans to have been unwise. "Risky loans" was a code phrase for redlining or for not lending to the poor. The lending institution was not interested in improving the living conditions of the poor, because their economic theory was based on the notion that an exploited class is needed to maintain the wealth of the rich.

Show how the banker in Money Game 1 understood their reasoning but knew within him-/herself that it was wrong to exploit the poor. In going along with the system, the Banker became a tool of the system to help keep others in poverty. The Banker ignored what he/she knew was right and justified his/her action based on sound banking principles calculated to make the rich richer.

In like manner, people know that one class or race is not innately better than another, but, like the Board of Directors and the Banker, they define situations to their advantage. When the situation is so defined, it takes on a meaning of its own. From that time forward, people conveniently use the definition of the situation to justify actions calculated to protect their way of life.

the court.

He next talked about the history of tennis, the French having originated it during the 1100s and 1200s. However, Major Walter Clopton Wingfield of England is considered the father of modern tennis. Afterward, the professor added that the most prestigious tennis tournaments in the world were the Australian Open, Wimbledon (England), the U. S. Open and the French Open.

As the professor spoke, one student imagined the world as a tennis game. He thought about the racket beating the ball ever so hard from one side of the net to the other. He reflected on how the play with the racket represents those with power, while the ball represented the less fortunate, and the net, the obstacle to be overcome. He thought about men and women scaling the highest mountains and searching the deepest caves. For what purpose, he thought. He reasoned that it was to experience what it feels like to live dangerously on the edge and to conquer.

He wondered why he felt people were bent on dominating others like the tennis player seeks to dominate his opponents. He pondered why the most prestigious tennis tournaments were not played on each of the continents. After all, he thought, anybody can hit a ball over a net.

At this point, the professor was speaking about the skills required to play the game. He was an expert in this field and had some definite ideas as to who was best suited to play the game. He said the ideal player is tall with a slender build, has upper body strength and above-average intelligence. He was known for sponsoring kids who exhibited potential in tennis.

A student quietly asked another student why most of the prestigious tennis tournaments were played only in certain areas and not on each continent. The student replied that tennis promoters are only looking for Barbie dolls and G. I. Joes. The student responded with an appalled, "What?"

The student further explained that those in power in tennis were only looking for the beautiful people and the macho heroes in order to glorify the sport as elitist and exclusive.

### **Exercise - The Tennis Game**

The object of the game is to demonstrate how tennis illustrates the disunity which evolves when people are disenfranchised due to their cultural/racial origin or economic status.



## Materials

Pencils and even-sized strips of paper, a hat or box, a simple spinning wheel, newsprint, magic marker, and easel.

## The Game

1. Distribute identical-sized slips of paper to each workshop participant. Instruct each individual to give an example of the exclusionary nature of tennis and how it discriminates against people from different cultures. Fold responses and place in box or hat.
2. Use a spinning wheel indicating spaces for a returned ball, an unreturned ball, out, net ball, serve completed or fault/double fault.
3. Identify two people to play the game. Two teams may be substituted for individuals by allowing each team member an opportunity to spin the wheel. Flip a coin to see who serves first (spins the wheel). After the first spin, the same player will continue to spin until the serve is lost. The first player to win a point according to the game of tennis will instead of receiving a point, be asked to take a response from the hat. The task will be to write on a piece of newsprint a solution or initiative to address the problem placed on the sheet of paper. The audience may assist the player. This process should continue until as many solutions can be identified by the group as time permits.
4. This should be followed by a discussion of the feasibility of each solution provided. The instructor should emphasize that while using the dynamics of a game like tennis, everyone can win and be unified when the emphasis is on providing solutions and creating unity, rather than divide and conquer.

Please respond to the following:

1. What do you think the student meant in saying, "The powers that be in tennis are only looking for Barbie dolls and G. I. Joes to play?"

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2. Do you agree with the student who said that people risk harm to themselves by undertaking dangerous ventures to satisfy a need to conquer? Yes \_\_\_\_ No \_\_\_\_
3. If the conquest motive is replaced by unity, how would this affect the relationship between culturally different people?

4. Can you find true fulfillment at the expense of others?

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## **INSTRUCTOR**

Indicate to the students that the professor viewed the game of tennis from the perspective of one who was devoted to the game who had no problems with its current structure. The student, on the other hand, saw tennis as an exclusive sport that denied him access to learn the game or to compete because of its structure. The student compared tennis to an obstacle of great difficulty for people like himself who do not have money to afford membership in a tennis club, pay for tennis lessons, buy equipment, at the expense of other expenses. The student's concern was not just for himself but for the entire group. He wanted tennis to become a sport for all the people of the world. As such, he desired that all could be honored with a prestigious tennis tournament.

The student lived in a cultural environment different from the professor. The professor's way of life was to accept the "status" of tennis even though most of the world was excluded from the thrills of the game. In viewing the world as a game of tennis, the student calls attention to the struggle between the "haves" and the "have-nots." The struggle is at once a difference in experiences that shape one's perspective and a difference in economic status. The difference, however, is the division or obstacle they face. If the student is correct, the difference or division will continue to widen until the conquest motive for the "haves" and the obstacle is replaced.





































































































































































































































































































































