



THE DIVERSITY ICEBERG:

OBJECTIVE:

An activity to:

- Help young people from Key Stage 3–5 to explore their own background, experiences and identity.
- Help young people understand some of the factors that can influence how they behave.
- Help young people understand that their behaviour can have an impact on other people's wellbeing.

INTRODUCTION TO THE ACTIVITY:

This activity will help young people differentiate between the personal characteristics we all have that other people can see (things like hair colour, our accent, our height, the clothes that we wear, our skin colour), and the personal characteristics that other people may be unable to see but that can influence the way we behave in life and the way we respond to situations (things like our values and beliefs, our family and cultural traditions and teachings, our political views, our preferences, our life experiences and home environment).

ACTIVITY – PART 1 TIME 30 MINUTES

Draw an iceberg on flipchart or something similar. Emphasise that the most notable thing about icebergs is that a big part of them is hidden from view. In some ways people are similar to icebergs – some things about us are on the surface and easy to see (e.g. physical characteristics, how we dress, accent). Other aspects of who we are will be hidden below the surface, and not immediately obvious to others (experiences we've had, our values and beliefs, things we like or dislike, our family traditions). Facilitator may want to consider their own identity iceberg and add examples to the flipchart as they go. If appropriate for your group, ask young people to consider the risk of making assumptions about people, and the role of prejudice and intolerance. Can they think of any examples of where people are judged unfairly by their appearance?

Now, either using the Diversity worksheet, or inviting pupils to draw their own iceberg, ask everyone to take some time to complete their own iceberg. Allow extra time for sharing in pairs.

Once these have been completed, it is useful to end this activity with a whole group discussion emphasising that while we all often have a lot in common, we are all unique, and it's important we don't judge others as we can never know their full story.



ACTIVITY – PART 2 TIME 25 MINUTES

Ask the group to now think about behaviour. Generally, behaviours are something we can see. We can see kind actions or behaviours (compliments, sharing, including everyone) and we can also see actions that are unkind too (insults, name-calling, excluding, bullying).

If we think again about an iceberg – the behaviour is the part of the iceberg we can see or hear. But it's useful to think about what may have influenced how we behave – the things which we often can't see as they sit beneath the surface.

Use another iceberg on flipchart (or something similar) - this time draw a line vertically down the middle of it:

1. Ask group to come up with an example of kind behaviours (e.g. congratulating someone on a test result) and write this above the waterline.

Next ask for the things that might sit beneath the surface that may be driving this behaviour. Examples may include:

- Your needs and motivations e.g. It makes you feel good to compliment someone
- Your values e.g. You would expect someone to congratulate you on a test result
- Your family background e.g. Your family taught you to treat others with respect
- The influence of those around you e.g. Your friends all congratulate each other so it's the normal thing to do

2. Next ask the group for an example of an unkind behaviour (e.g. leaving someone out of a group activity) and write it above the surface on the other side. Next ask for the things that might sit beneath the surface that could drive this behaviour. Examples may include:

- Personal feelings e.g. Feeling angry, upset, insecure
- The influence of those around you e.g. Pressure from others to leave them out
- Your experiences: You've been left out of a group before by this person so you want them to know how it feels
- Things you like and don't like: The person supports a football team that you really dislike so you don't want to spend time with them

Once this activity is complete, end the session by reminding the group:

- While there are lots we have in common with each other, we are all unique
- What influences our behaviour is also different for each of us, and it can be helpful to reflect on what is driving our behaviour to make sure we are being fair and kind.
- Thinking things through in this way can help us each understand how our behaviour can impact on the wellbeing of others.



DIVERSITY WORKSHEET

What do people see about me
'above the surface' ?



What other things make me who I am that may not
be so visible and sits *'beneath the surface'* ?

