

Activity: Which One of These Is Not Like the Others?



TIME ESTIMATE
20-30 minutes



MATERIALS

[Printed handout \(created by Facing History\)](#), sheets of paper and writing materials for all participants

PURPOSE

To engage with theories of difference as a foundational concept to distinguishing between race, ethnicity and culture. Through the lens of Critical Race Theory, this activity also reinforces that one aspect of an individual's identity does not necessarily determine other categories of membership and/ or association.

DESCRIPTION

The terms race, ethnicity and culture are often used interchangeably, that it can be challenging to distinguish what they mean. In this activity, participants are guided to identify the differences between the three key terms. This activity is adapted from [Facing History](#) and [Racial Equity Tools](#).

STEPS

- 1 Print the handout on "[Which One of These Things is Not Like the Others](#)" created by Facing History before the class.
- 2 Provide the handout to participants . Ask the participants to answer the question by identifying the object in the image that is not like the others and to observe the thought process behind their answers.
- 3 Group participants in pairs and prompt them to share their answers and reflect on how they arrived at it.
 - What criteria did you use to identify one item as different?
 - Why did you choose a particular criteria?
 - Did your partner use the same criteria? Discuss why or why not.
- 4 Regroup the class. Explain that while participants' choices in this exercise are relatively inconsequential, we make similar choices with great consequence in the ways that we define and categorize people in society. While there are many categories, we might use to describe differences between people, society has given more meaning to some types of difference (such as skin color and gender) and less meaning to others (such as eye and hair color).

Facilitator Note

You might ask participants to brainstorm some of the categories of difference that are meaningful in our society.

MODULE 3: DIASPORIC FOODWAYS

5 Ask participants to take 5 to 10 minutes to write down their own assumptions about what race is and thoughts on what race means to them. Share the following questions with the participants and give them a few minutes to privately record their responses on a piece of paper or in their journals.

- What is race?
- What, if anything, can one’s race tell you about a person?
- What is ethnicity? How is race different from ethnicity?
- What is culture? How is race different from culture?
- How might these concepts impact how you think about others or how others think about you?

6 Introduce the concepts of race, ethnicity and culture.

- Optional: Screen this 11-minute video: [Race & Ethnicity: Crash Course Sociology #34 by CrashCourse](#)

| | |
|-----------|--|
| Race | <p>A political construction created to concentrate power with white people and legitimize dominance over non-white people.</p> <p>Race is a made-up social construct, and not an actual biological fact. Racial categorization schemes were invented by scientists to support worldviews that viewed some groups of people as superior and some as inferior. Labels for racial groups have connoted regions (ie. Mongolia) or denoted skin tones (black, white, yellow, and red, for example). Presently, the process of racialization is an accurate descriptor of how race lives on despite its illegitimate construction.</p> <p>Racialization is the very complex and contradictory process through which groups come to be designated as being of a particular “race” and on that basis subjected to differential and/or unequal treatment. Put simply, racialization is the process of creating and applying the notion of race in any way. While white people are also racialized, this process is often rendered invisible or normative to those designated as white. As a result, white people may not see themselves as part of a race but still maintain the authority to name and racialize “others.”</p> <p>Examples of racial groups include: Black, White, Latino</p> |
| Ethnicity | <p>A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.</p> <p>Some people have found it useful to think about race as a category created by dominant cultures and imposed on groups not considered part of the dominant culture, and ethnicity as an identity people claim for themselves, based on common language, culture and current, recent or historic places of origin.</p> <p>Examples of different ethnic groups are: African American (Black); Chinese, Korean, Vietnamese (Asian); Cree, Mohawk (Indigenous); Puerto Rican (Latino); Polish (White).</p> |
| Culture | <p>A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.</p> |

Source: [Glossary](#) (n.d.) and [Race, Ethnicity and Indigeneity](#) (n.d.) by Racial Equity Tools.

MODULE 3: DIASPORIC FOODWAYS

7 Debrief the activity. Give the participants 2 to 5 minutes to revisit their definitions and invite them to share what they learnt from the activity in pairs, in small groups of 3-5 or as a class depending on class size.

- How did this activity make you feel?
- Did it change your perception of race, ethnicity and culture?
- Do you feel more comfortable distinguishing race, ethnicity and culture?
- Why is it important for us to identify the differences between race, ethnicity and culture?

ASSESSMENT: WRITTEN REFLECTION

During the activity (step 5), you were tasked to note down your own definitions of race, ethnicity and culture. Write a reflective journal on how this activity has changed or informed those definitions. Feel free to draw insights from other parts of the activity, bring in elements from the course materials (lectures, activities, and readings) or from your own experience. (~500 to 800 words)

These reflections can be picked up at the end of the class as an 'exit ticket', where learners submit their short reflection before leaving the class or workshop, or assigned as a take-home exercise.

NOTES: