

## MIXING IT UP

**FOCUS:** Participants take part in a simulation exercise to note that we all have unique preferences and have a right to those preferences.

### LIST

**You will need:**

- ☐ a large bowl for lettuce
- ☐ 20–35 smaller bowls
- ☐ a variety of salad fixings, such as lettuce, chopped carrots, sliced cucumbers, cherry tomatoes, broccoli, red onions, olives, cheese, croutons, bacon bits, hard-boiled eggs, or radishes
- ☐ a variety of salad dressings, such as blue cheese, Italian, French, ranch, or oil and vinegar
- ☐ serving utensils
- ☐ forks and napkins

*Note: Participants can contribute the above items, or you can provide them and set them up. If participants are to bring the items, let them know the exact amount based on the number of participants.*



**ADDITIONAL ASSETS:** Asset 10, Safety; Asset 33, Interpersonal Competence; and Asset 36, Peaceful Conflict Resolution.

**TIME REQUIRED:** 25 – 35 minutes.

**DIRECTIONS:** Before participants arrive, set up a salad bar with the ingredients you've gathered. Tell the participants to make themselves a salad while taking note of the ingredients they use. Once they've made their salads, they should return to their seats. Ask the discussion questions below while the participants eat.

### DISCUSSION QUESTIONS:

1. Raise your hand if you put just one item in your salad.
2. Raise your hand if you put three or fewer items in your salad.
3. Five or more? (Teachers can continue this line of questioning to find out the highest number of items a participant used.)
4. Why did you choose some items to put in your salad and not others?
5. Even though each item is different, why do we put them all in our salads?
6. What does the combination of items do for our salads?
7. Does what we choose to put in our salads make them better or worse than anyone else's?
8. If the ingredients represented the diversity in this world, what conclusions could you draw?
9. What would your salad be like if all the items in it tasted the same?
10. Do we have to like every item on the salad bar? Why or why not?
11. Learning to live in a diverse world begins with learning to respect everyone's right to exist, whether we like their politics, belief systems, values, gender, religion, sexual orientation, or ethnicity. What does this statement mean to you?

**EDUCATIONAL EXTENSION:** As a take-home assignment, give the participants copies of the following statement and ask them to write one page about their thoughts on the statement, discussing its pros and cons: *The world we live in is not a melting pot where we all are to become one homogeneous being, looking and acting alike. Our world is more like a salad—very heterogeneous, with each ingredient having its own distinct flavor. When we can accept, appreciate, and even celebrate our differences, can we become a world that can live in peace while living with diversity?*