



# TEACHING TIPS OF THE MONTH FROM THE MC COMMUNITY



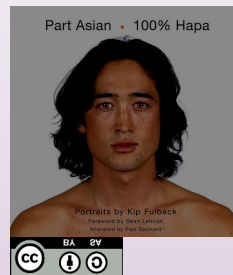
Brought to you by TIDES and PALS January 2016

The Faculty Program for Active Learning in STEM (GTSTEP/PALS) ([www.montgomerycollege.edu/gtstep](http://www.montgomerycollege.edu/gtstep)), the Teaching to Increase Diversity and Equity in STEM (TIDES - <http://cms.montgomerycollege.edu/TIDES/>) grant project, and ELITE (<http://cms.montgomerycollege.edu/elite/>) are happy to bring you the "Teaching Tips of the Month." Both PALS (with its focus on active learning in STEM) and TIDES (with its focus on active learning and culturally sensitive pedagogy) seek to incorporate highly engaging learning activities for diverse student populations into STEM courses. However, as you will see, many of these activities are not STEM-specific and can be applied to any course. We also welcome your general feedback about this publication, which you can send to [tides@montgomerycollege.edu](mailto:tides@montgomerycollege.edu).

## Tip: "I Am" Portrait of Diversity Activity

**Goal:** Based on the book *Part Asian, 100% Hapa* (2006) by Kip Fulbeck, this activity is designed to build community and help students learn about one another by expressing their identities on their terms.

**Description:** Using a template like the one template below, present to students a portrait of yourself (optional) with several "I am..." statements.



	I am....
	I am....
	I am....

Direct students to work individually to write several statements in response to the prompt "I am.." Their statements can address

cultural, racial, ethnic background or any other ways that define or identify themselves. Students have written statements such as: *I am African American/African; I am a violinist; I am the grandson of a sunburnt farmer; I am not the mother of my siblings you see walking with me; I am a girl who mixes hoisin sauce with sriracha and bean sprouts and basil when she eats her pho; I am from Sri Lanka, the tiny island right below India most people forget about.*

Once students finish their statements, have them share whatever they wish with their neighbors, in pairs or triads.

### How this activity might be used:

- as an ice breaker for students to get to know each other.
- to set the tone to value cultural diversity in class.
- as a discussion prompt about concepts of diversity/culture.

For questions about this activity, contact [Carolien Annink](#), [Carol Moore](#) or [Angela Lanier](#).