



Four Corners Exercise

This is an excellent activity for getting students to think about their beliefs and values. Invite your Regional Director to help lead the workshop!

Some suggested Ground Rules

- This workshop requires you to think about your own thoughts, feelings, and beliefs and articulate them. Please use "I" statements and speak for yourself, not for any group.
- In the smaller groupings, you want to articulate your own point of view and listen to others' points of view. Even though you are in the same 'corner' you may not all have the same ideas.
- As the facilitator, my job is to provide a space where all can feel comfortable speaking. If anyone's statements or actions begin to infringe on that, I will ask you to leave.
- Everyone is encouraged to speak at least once. Yet, we won't be enforcing anyone to speak unless they want to.
- The success of this activity depends on your honesty and open mind. There are no wrong answers or questions.
- You can also elicit additional ground rules from the group and/or ask folks for accord with the ground rules.

Set-Up

- Each corner of the room should have a designated sign: Strongly Agree, Agree, Disagree, Strongly Disagree

Directions

- Read aloud one statement (below) and allow for one or two responses from participants

Sample Questions

- **Statements that get at multiple issues:**
 - "America is the most diverse country in the world."
 - "People who are part of a minority group have a responsibility to let others know."
 - "Lack of family values is responsible for the crisis in America today."
 - "Day to day, my class background is more important to me than my race."
- **Statements that get at race and ethnicity:**
 - "Anyone can be racist."
 - "My racial identity is most important in defining who I am."
 - "People of color cannot be racist."
 - "Race is the most important part of one's identity in America."
- **Statements that get at class:**
 - "What is often interpreted as racism is really classism."

- "Materialistic items (like clothes, cars, etc.) are an accurate indication of one's class."
- "My class background is most important in defining who I am."
- **Statements that get at gender and (biological) sex:**
 - "Men and women are more alike than they are different."
 - "Gender differences will always exist."
- **Statements that get at sexuality identity and preferences:**
 - "People can choose what sexual preference they have."
 - "A person should be able to love and marry a person of any gender/race legally."
- **Statements that get at views on diversity:**
 - "In our campus/organization, there is more talk about appreciating diversity than action."
 - "The campus community/organization/team I work in appreciates diverse definitions of leadership."
- **Statements that get at citizenship and rights:**
 - "People should be allowed to say whatever they want."
 - "Free speech is a critical foundation in a fair society."
 - "Illegal aliens are entitled to schooling or health care."
 - "Most people need to be led."
 - "All citizens should not be guaranteed the basic stuff for survival."
- **Statements that get at culture:**
 - "People should accept the cultural practices of groups they don't belong to, even if they don't agree with them."
 - "I consider my cultural background much more important than my gender and race in defining who I am."
 - "People are only as strong as their ability to resist indoctrination by their surrounding culture."