

**IAMSR Conference 2017: Leadership, Spirituality, and Education
Professional Development Workshop
Educating for Moral Clarity and Character: Deepening Compassion by Understanding
World Views**

Homework: Spend time in dialog with this person to understand their worldview. Use phrases like "tell me more" to encourage storytelling and deeper conversation. This can be an informal process and can take place over one or more conversations. Be willing to reveal your own personal experience and reflections of your worldview. The conversation will be very rich if you each share personal worldviews.

Ask questions such as:

- What was it like growing up in [fill in the blank]?
- Where did you go to school? What did you enjoy about it? What did you not like about it? How did it affect the way you see the world?
- How did [fill in the blank - local or world event] affect you?
- What was your family life like, and how did that influence the way you live your life now?
- (Only if you know them really well and have established trust): How did your gender/ race/ ethnic identity/ religious identity affect your life experiences? How did those experiences affect the way you see the world?

Compare your imagined answers with the actual answers you heard during your conversations with this person.

What did you learn about your perceptions of another's world views when you imagined them in comparison to your understanding of their worldview after your conversation with them?

Thought Experiment - Understanding the Worldview of a Murderer or Terrorist

"Through compassionate understanding I can put myself inside the worldview of anyone – including murderers and terrorists." ~ Cindy Wigglesworth

Spend 5 minutes to write down the answers to the following questions:

1. Put yourself in the shoes of a murderer or terrorist. How do you see the world?

2. What might have contributed to that worldview?

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Homework: Imagine a few situations from world views that are different than yours. What are the different interpretations of the same situation?

Additional Model and Exercise for Consideration:

Developmental Model of Intercultural Sensitivity by Milton J. Bennett, Ph.D.

Stage 1: Denial of Difference “As long as we all speak the same language, there’s no problem”.

Stage 2: Defense Against Difference “When you go to other cultures, it makes you realize how much better our own culture is”. Defense/Reversal: Tendency to see another culture as superior while maligning one’s own.

Stage 3: Minimization of Difference “I have this intuitive sense of other people, no matter what their culture”.

Stage 4: Acceptance of Difference “I always try to study about a new culture before I go there”.

Stage 5: Adaptation to Difference “I can maintain my values and also behave in culturally appropriate ways”.

Stage 6: Integration of Difference “Whatever the situation, I usually look at it from a variety of cultural points of view”.

Pre-Class Homework:

Think of examples of a time when you were in each stage of this model. Write a short description of each example. If you cannot think of a personal example for a later stage in the model, imagine what it would be like to be in that stage and write down an imagined example.

Class Exercise: Talk with a partner about a time when you were in each stage. Take turns to describe to each other how you behaved when you were in stage 1. Next, each person tells how

Page 5 Understanding Our Own Worldview and the Worldviews of Others, Dorianne Cotter-Lockard, PhD

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they behaved when they were in stage 2. Move through the succession of stages in the same way. Include imagined examples of later stages and get your partner's feedback on their perceptions of those stages.

Debrief: Facilitate a discussion with the whole group to hear some of the examples and explore the learning about each stage in the model.

Additional Exercise:

Sharing Different Perspectives – Mini World Cafe

1. Have students sit in trios, have students identify person A, B, C
2. Provide an ethical dilemma case example for discussion
3. Instruct the students to take turns starting with person A, 1 minute each, to explain their perspective to their group
4. Ask person B to stand up and move to another group
5. Repeat step 3
6. Ask person B to stand up and move to another group
7. Repeat step 3
8. Debrief with the whole group:
 - Did your perspective change after you heard the other two people in your group express their perspectives in the first round?
 - How did the introduction of a new group member change the energy of the group?
 - How did the introduction of a new group member change your perspective?
 - Did your perspective change in rounds 2 or 3?
 - What did you learn from this process?

References

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