# Diversity Bingo

Obtain the signatures of as many people as possible who match the descriptions listed in the squares below.

<table>
<thead>
<tr>
<th>A person who has lived outside the U.S. for at least three months.</th>
<th>A person born and raised on a farm.</th>
<th>A person with a southern accent.</th>
<th>A person who speaks more than one language.</th>
<th>A person who is differently-abled.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person who is Muslim</td>
<td>A person who is a naturalized citizen</td>
<td>A person of Hispanic heritage</td>
<td>A woman</td>
<td>A person who is left-handed</td>
</tr>
<tr>
<td>A person who knows sign language</td>
<td>A person with red hair</td>
<td>Free Space</td>
<td>A person with more than 4 children</td>
<td>A person with African heritage</td>
</tr>
<tr>
<td>A man</td>
<td>A person with Native American heritage</td>
<td>A person who has changed religions</td>
<td>A single parent</td>
<td>A person who is over six feet tall</td>
</tr>
<tr>
<td>A person who has a close relative of another race</td>
<td>A person who is a vegetarian</td>
<td>A person of Asian heritage</td>
<td>A person who is Jewish</td>
<td>A person who is gay, lesbian or bisexual</td>
</tr>
</tbody>
</table>
Diversity Bingo

Objective

① To help participants see how much (or how little) diversity is in their group.
② To assist participants in examining elements of diversity that are obvious (e.g., red hair) or not obvious (e.g., gay, lesbian or bisexual).
This can be a fun and enlightening activity to do in the group and is also an excellent one to do paired with another small group.

Time
10-15 minutes (or longer, depending upon discussion)

Materials
Diversity Bingo worksheets
pencils/pens
small prizes (candy, etc.)

Procedure

1. Give a copy of the “Diversity Bingo” worksheet to each participant. Ask them to circulate in the room and get people to sign various descriptions that apply to them.
2. Spend a few minutes with students working through the game. It’s entirely possible no one will get a “Bingo”, especially if the group is homogeneous or members don’t feel comfortable asking about or identifying with any of the characteristics.
3. Some discussion topics:
   ① What perceptions and assumptions were made?
   ② How did you perceive others?
   ③ What assumptions did you make about other people?
   ④ How were you perceived by others?
   ⑤ What assumptions were made about you?
   ⑥ Which blocks were the easiest to fill?
   ⑦ Were there characteristics about which you hesitated asking? Why?
   ⑧ What other categories could have been included?
You might notice a level of nervousness about certain categories (e.g., sexual orientation, disabilities, etc.), and this may be a good way to introduce discussion on those topics.