

# **ON BREAKING DOWN BARRIERS**

*Excerpted from the Curriculum Toolkit &  
based on the intercultural films and videos by  
Crossing Borders Education*

*version 2017-02-02*

## Step 1:

### Film Clip Activity: *On Breaking Down Barriers* (20 minutes)

Facilitator (F) Read this clip summary aloud

*A real-life example of constructive interracial dialogue. Tarrah and Kenya risk entering honest and frank conversation with each other and experience tensions. They commit to processing them and reach a deeper level of understanding/relationship in the process.*

**Show film clip** (9 minutes)

F: **Discussion in pairs** (5 minutes)

After viewing the clip, instruct the group to share their response to following questions with the person next to him/her.

- What are your feelings after watching this clip?
- Is there a character in the film you identified with more than the others? If so, why/how did he or she mirror your feelings when engaging in interracial dialogue?

F: **Small group discussions** (5 minutes)

Ask students to discuss the following questions in small groups:

- Have you ever been made aware that your worldview is rooted in a privileged experience by someone from a different ethnicity, socio-economic class, religion, gender, etc? How did that make you feel? How did you respond?
- What were the human qualities of Kenya and Tarrah to enter constructive dialogue with each other? (Answers may include: openness, empathy, willingness to learn and move beyond their comfort zones, active listening, openness to challenge one's perception, etc.)

## Step 2:

### Large Group Debrief & Closure *(10 minutes)*

F: Ask students to share their answers to the questions:

- On the flipchart, brainstorm on following questions: After witnessing Kenya and Tarrah what do you think we gain when we open up to confront challenging issues and questions? (Answers may include: growing awareness, self-empowerment, changing attitudes through direct connection, enhancing communication skills, growing conflict meditation skills that will support us in our relationships and careers, etc.)
- Brainstorm first ideas: What impulses are you taking home with you that you might do different in your next encounters with people of a different cultural background?

F: Closure

- Highlight some of the student insights.
- Appreciate students where they were engaged in conversations and where they practiced actively some of the group values such as empathy or respect