

Objective: To demonstrate individual and cultural differences in one's level of privacy.

TIME REQUIRED About an hour

RISK LEVEL Low

PARTICIPANTS NEEDED Any number of participants, plus one facilitator

PROCEDURE Please take the following steps:

1. Prepare a copy of the self-disclosure checklist in Exhibit 3.4.
2. Read all of the items from a master list, rather than handing the list out to participants.
3. Read each item slowly and clearly at least twice while participants decide if that item is private or public to them. Ask participants to keep track of how many items they consider private.
4. When finished reading the list, ask students to count up the number of items they considered private.
5. Go through the six categories of items and ask how many items within each category students considered private.
6. Discuss whether students scored more or fewer items as private relative to the other group members.

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Exhibit 3.4 Privacy Checklist

Read the following list and indicate whether you consider each item to be public or private.

Attitudes and Opinions

1. What I think and feel about my religion
2. My views on communism
3. My views on racial integration
4. My views on sexual morality
5. The things I regard as desirable for a person to be

Tastes and Interests

6. My favorite and least favorite foods
7. My likes and dislikes in music
8. My favorite reading matter
9. The kinds of movies and TV programs I like best
10. The kind of party or social gathering I like best

Work or Studies

11. What I feel are my shortcomings
12. What I feel are my strong points
13. My goals and ambitions
14. How I feel about my career
15. How I really feel about the people I work for or with

Money

16. How much money I make
17. Whether I owe money
18. My total financial worth
19. My most pressing need for money right now
20. How I budget my money

Personality

21. Aspects of my personality I dislike
22. Feelings I have trouble expressing or controlling
23. Facts of my present sex life
24. Things I feel ashamed or guilty about
25. Things that make me feel proud

Body

26. My feelings about my face
27. How I wished I looked
28. My feelings about parts of my body
29. My past illnesses and treatments
30. Feelings about my sexual adequacy

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DEBRIEFING

In debriefing this experience, the leader may want to have members report their total combined scores in five point categories to prevent putting anyone on the spot. It is also important to point out that being public or private is not bad or good, but merely a personal choice. The privacy scores will probably be distributed in a bell-shaped curve. You can discuss the effect of respecting or not respecting one another's sense of privacy in a group. Some discussion questions may include the following:

1. Were you more private than you expected? Why?
2. Were you less private than you expected? Why?
3. Which areas were most likely to be private, and why?
4. Would different cultures have different levels of privacy? Give examples.
5. Would similar cultures have similar areas of privacy? Give examples.

INSIGHT

Even groups that consider themselves culturally homogenous have significant differences regarding privacy.

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LEARNING TO GROW OLD

Objective: To understand the constraints faced by the culture of people who are elderly.

TIME REQUIRED 30 minutes or less

RISK LEVEL Low

PARTICIPANTS NEEDED Any number of participants, plus one facilitator

PROCEDURE Please take the following steps:

1. Give the group members Exhibit 2.2, a list of 25 life priorities, and ask them to identify their own top 10 priorities from this list.
2. Instruct group members to pick those priorities most essential to their quality of life.
3. When everyone has identified their 10 priorities, tell the group that 10 years have passed, and they will have to give up three of these priorities due to aging.
4. When they have crossed off three of their top priorities, tell them that 20 years have passed, and they will have to give up three more priorities.
5. When they have crossed three more priorities off the list, tell them that 30 years have passed, and they will have to cross off three more priorities. This leaves them with only one of the 10 priorities left.
6. Discuss the implications of dwindling priorities.

DEBRIEFING In debriefing this experience, the instructor may want to compare the similarities and differences among group members regarding the one remaining priority. The instructor

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Exhibit 2.2 *Twenty-Five Life Priorities*

1. Helping others and community involvement	14. Love and the opportunity to love
2. Exercise	15. Family and relationships with relatives
3. Self-respect	16. Sex and intimate relationships
4. Health	17. Friends and relationships with friends
5. Happiness and inner peace	18. Work and gainful activity
6. Mobility	19. Humor
7. Pets	20. Travel
8. Independence	21. Creativity and self-expression
9. Hobbies	22. Finances and financial security
10. Sports	23. Freedom and choices
11. Safety and security	24. Wisdom and intellectual development
12. Music and the arts	25. Shopping
13. Faith, religion, spiritual development	

will also want to have the members tell how they felt about giving up their quality of life priorities. What were the consequences of having to give up these priorities, which were so meaningful? The debriefing discussion will compare and contrast the students' responses. Some questions for discussion might include the following:

1. Were you surprised by the one remaining priority in your short list?
2. Why do you suppose that you ended up choosing that particular priority?
3. If you were to go through the experience again, would you have different results? Why?
4. Were you surprised by the top priority chosen by others in your group?
5. What do the priorities you choose tell you about your values?

INSIGHT

Growing old is a process of narrowing your priorities.