

DIVERSITY SCAVENGER HUNT

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Overview of the assignment: For this assignment, students in small teams (2 – 3 people) engage in a scavenger hunt for various items representative of diversity. I have my classes conduct the scavenger hunt at Walmart, however, this activity could be done in another store, or even in multiple stores.

After conducting the hunt, I ask students to write a reflection on their experiences. Students are asked: *Were you surprised that some of the items on your scavenger hunt list were hard to find or easy to find? Why or why not? To what extent does the lack of availability and/or selection of some of these items indicate a lack of demand for the product? A lack of respect for diversity? Consider marginalized persons. Do you think the lack of availability and/or selection of these items influences marginalized persons? If so, how?* Their experiences and reflections are also discussed in class.

Team Name: _____

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Place a check mark next to each of the items that you are able to find for sale:

1. In the greeting cards section, find:
 - a. A wedding anniversary card appropriate for a gay couple: _____
Bonus check if the card is written specifically for a gay couple: _____
 - b. A birthday card written in a language other than English: _____
 - i. *What language(s) did you find?* _____
 - c. A birthday card a young child can give a step-parent (must refer to a step-parent): _____
 - d. A Hallowe'en card that explicitly refers to the holiday as Samhain: _____
 - e. A card celebrating dia de los muertos (day of the dead): _____
 - i. *What language was the card written in?* _____

2. In the toy department, find:
 - a. A child's doll that is clearly intended to be of mixed ethnic heritage. _____
 - b. A fashion doll that is clearly intended for boys to play with. _____
 - c. A doll of Asian ancestry: _____
Bonus check if you can tell what culture the doll represents: _____
 - d. An African American doll with curly (not straight!) hair (an "afro"): _____
 - e. A child's doll (for either a boy or girl) that has a plus-size body frame. _____
 - f. A book for children that is written in a language other than English. _____
 - i. *What language(s) did you find?* _____

3. In the photo frames section, find a frame with a pre-stock photo of:
 - a. An inter-racial couple: _____
 - b. Someone with an obvious physical disability: _____
 - c. Someone with a developmental disability (such as Downs syndrome): _____
 - d. An elderly person with a child: _____
 - e. An elderly person, alone: _____
 - f. A person with a plus-size frame: _____

4. In the children's clothing department, find:
 - a. A pink or purple shirt for a boy (pink or purple must be the primary color): _____
 - b. Clothing for a girl that has flowers, but they are NOT pink or purple: _____

5. In the grocery section, find the following food items:
 - a. Brawn (head cheese): _____
 - b. Cellophane noodles: _____
 - c. CousCous: _____
 - d. Fresh collard greens: _____
 - e. Fresh jalapeno peppers: _____
 - f. Fresh leeks: _____
 - g. Fresh okra: _____
 - h. Grape leaves: _____
 - i. Lekvar (Plum butter): _____
 - j. Naan: _____
 - k. Scrapple: _____
 - l. Yucca: _____