



## MODULE 1: BENNETT MODEL ACTIVITY

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### PURPOSE OF THE ACTIVITY:

The Purpose of the Bennett Model Activity is to teach participants to identify the various stages of cultural competency using Bennett's Model.

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### SUPPLIES NEEDED:

Statements that represent each of Bennett's Stages of Cultural Competency  
6 Posters (18"x24") (one representing each of the stages of cultural competency)

- *Defense*
- *Denial*
- *Minimization*
- *Acceptance*
- *Adaptation*
- *Integration*

### PRIOR TO THE ACTIVITY:

Prepare participants and display posters prior to conducting the activity:

- Display a poster or slide of the Bennett Model
- Present the lecture on the stages of Bennett's Model of Cultural Competency found in Module 1 of the curriculum.
- Hang the posters with the Bennett Model Stages around the room; allow space (6-8ft.) between each poster so when participant move to the poster it will be clear which poster they are choosing.

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### DIRECTIONS FOR THE ACTIVITY:

- 1) **State:** We have an activity to practice the stages of Bennett's model. You will see the different stages represented by a poster at various places on the wall. As I read a statement, move to the poster which you feel most closely represents the stage reflected by the statement.
- 2) **State:** There are no "right" or "wrong" answers, it is just your opinion of where the statement falls on the continuum. You will have an opportunity to share your thoughts about why you chose a certain stage.
- 3) **Read the first statement.**
- 4) **Wait for participants to move to the poster of the stage they have chosen.**
- 5) **Process their choices;** encourage those who have differing opinions to share the reasons for their choice; reinforce there is no right or wrong answer; review the differences between the stages as necessary.
- 6) **Read and process each of the remaining statements.**

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### STATEMENTS AND THE STAGE REPRESENTED BY THAT STATEMENT IN PARENTHESIS:

**Identify which stage of the Bennett Cultural Competence Model (Denial, Defense, Minimization, Acceptance, Adaptation, or Integration) each of the following statements represents:**

1. “Why do we need special telephone lines for the hearing impaired? We don’t have any hearing impaired in our office. (Denial)
2. “Women are not aggressive enough. They will never make it to upper management.” (Defense: *superiority or denigration if said by a man; reversal if said by a woman*)
3. “When I provide medical care, I try to put myself in my patient’s shoes.” (Adaptation)
4. “I understand that some Latin Americans perceive time differently, and that is the reason you are often late. However, I will not tolerate your being late for my appointment.” (Acceptance: *recognizes difference but judges it negatively*)
5. “I don’t think it is necessary to study other cultures. We just need to learn how to care for their disease. After all, people are people. (Minimization)
6. “I am a heterosexual and my son is gay. I feel comfortable with my gay friends and their community. I enjoy the time I spend with them. (Integration)
7. “Ever since I came here from Egypt, I have tried to be totally American because the U.S. is a much better country than where I came from. (Defense-*reversal*)
8. “Senior management values diversity and feels that gays and lesbians have a right to their sexual preference. However we cannot provide medical benefits to gay partners. (Acceptance: *recognizes the culture exists but not willing to go beyond recognition*)