ABSTRACT

        The purposes of this book are (1) to provide a
description of the Indiana University School of Education Training
Institute's project for training school personnel to address the
issues of racial and sexual desegregation, and (2) to supply
educators with classroom exercises and activities that focus on
racism and sexism and encourage non-prejudiced attitudes and
behaviors among students. First, the historical perspective under
which the Institute was developed is discussed. A description of the
Institute's structure, project design, selection of participants,
project objectives, staff, and program activities follows. The
results of an evaluation designed to assess individual and Institute
success in achieving the goals of the race and sex desegregation
program are reviewed. A series of sexism, multicultural, and
multiethnic classroom exercises are then provided. Finally, appended
to the volume are a list of Institute participants, copies of
Institute newsletters, comments of program participants, and a
glossary of terms. (Author/GC)

DESEGREGATION: ON THE CUTTING EDGE

A Review and Manual of the Indiana University Training Institute
Program in Race and Sex Desegregation

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THE PLAN OF THE BOOK

Desegregation: On The Cutting Edge was written to provide, first of all, a description and history of the efforts of the Indiana University School of Education Training Institute, to address the traumatic issue of race desegregation and sex desegregation. Secondly, it was written to supply for educators a series of exercises and activities developed by Institute staff and other School of Education specialists which could be used in the classroom to focus on racism and sexism, and to encourage non-prejudiced attitudes and behaviors on the part of students.

Since the two purposes were distinctly separate, the necessity for binding the material into a cohesive whole became all the more apparent. How could a publication take shape, conveying a factual chronology of events, based on federal legislation and regulations, describing the birth of the Institute, illustrating processes and procedures developed by the Institute for working with school personnel, documenting results of the year's activities through summarizations of the evaluation strategy, a rather straightforward narrative—how could it take such a shape and at the same time, in the same volume, provide the very essense of practicality, exercises, classroom activities, pages suitable for removal and duplication to use with students (a familiar process), lesson plans stating aims, objectives, procedures, materials needed and time required? On the one hand, a journal of events, an articulation of procedures, and on the other a teacher's manual. The task was cumbersome, the challenge clear.

It is our hope that the resulting organization of this volume will enable the reader to find what he or she wants to know, whether it be a look at the methods the Institute used in developing the initial summer workshop, for example, or a perusal in search of suggestions for an appropriate activity for sixth grade students on the attitudes toward the role of women in our society.

With these anticipated reader needs in mind, the plan of the book falls into five basic units. Chapter One discusses the historical perspective under which the Institute was developed through the auspices of the Indiana University School of Education. Chapter Two describes the structure of the Institute, the project design, the selection of participants, the project objectives, the staff, and a thorough description of the summer workshop, the academic year program, and the follow-up sessions at the end of the school year. Chapter Three contains a summation of the results of the evaluation process including pitfalls and recommendations. Chapter Four contains sexism exercises developed by Dr. Frank Aquila, Director, Gerald Thompkins, Kat Gootee and Paula Greer, all Institute Coordinators. Chapter Five contains multiethinic and multicultural exercises developed by two Indiana educators, Dr. Joseph Scott, Professor of Sociology, Notre Dame University and Hazel Greenwood, Counselor, South Bend Community Schools. An Appendix follows containing a listing of Institute participants, the summer and spring Institute newsletters, and a section entitled Reflections which provides verbatim comments from Institute participants giving their reactions and reflections upon the year. A Glossary of terms is also included.

It is within this framework, then, that Desegregation: On The Cutting Edge was prepared. It is our hope that the volume will be helpful to Indiana educators and interested other persons who are concerned about the broad perspective, the reality of racism and sexism in our country.

LISTING OF TABLES

CHAPTER I

Background of the Institute

HISTORICAL PERSPECTIVE

The Indiana University School of Education has a long history of service to Indiana school corporations in many distinct fields of endeavors. The current socio-cultural aspect of American life in this decade has been changing rapidly. With increased sophistication, the citizenry is developing an awareness of the diversity of our people. Not only are mores and traditions undergoing dramatic changes in our socio-cultural life, but perhaps more importantly, also changing are the laws and governmental regulations which shape the framework within which our society functions.

It was from within this context that Indiana University School of Education proposed to support and to assist the Indianapolis Public Schools through the mechanism of the Civil Rights Act of 1964, by focusing on one specific aspect where changes were needed—that of race and sex desegregation in the educational domain. In July, 1977, the Indiana University Training Institute was established through a grant under Title IV of the Civil Rights Act. The intended purpose of this Institute was to serve the needs of educators of the Indianapolis Public Schools during the 1977-78 school year. The overall purpose of the Training Institute was to determine strategies and to implement activities toward the reduction of and/or elimination of racism and sexism in the schools.

The question of equal opportunity for all citizens is frequently espoused as one of the foundations upon which our country was founded. Indeed this is true. Nevertheless, the earlier definition of citizen skewed the rights and privileges in favor of the white male land owner. Economic and psychological subjugation of other classes of citizens has been the norm since the colonial period. Gradually, beginning only in this century, Congress and the courts have enforced changes upon a less than willing public—the enfranchisement of women, the desegregation of our schools, and the guarantee of equal employment opportunity for all individuals.

Hence the laws are "on the books"; but what is "on the minds" of our people? Traditional behavior usually remains steadfast, unwavering in response to the threat of the enforcement of new behavior. Ancillary assistance is often necessary to encourage and to support desired, required and changed behaviors. With changed behaviors hopefully will come changed beliefs. It is this philosophical base which underpinned the efforts of the Race and Sex Desegregation Training Institute that operated in school year 1977-78.

RATIONALE FOR THE INSTITUTE

These societal implications can then be translated to the various institutions, particularly education. With this framework, educators are better prepared to evaluate and assess educational systems in light of changing societal norms and values. Participants are likely to discover manifestations and reflections of distorted and biased societal attitudes toward women and minorities which have been normed by policies and practices within the educational setting. The effects of such policies and practices can be studied at the local building level from which the participants emanate. It was at this level that the Institute programs focused. The participants, once exposed to the societal and institutional norms, were more able to recognize the effects of such prevalent attitudes and norms within their own building level settings. This became the basis for the development and implementation of programs to meet the needs for each building.

The Institute provided a forum which permitted individuals who worked together within the same building units to discuss, assess and rectify problematic areas or concerns. The anticipated results of such an individualized program were believed to be positive benefits to students and staff and to more effectively and successfully implement race and sex desegregation. Each group of individuals from the same building referred to as a building level team constitutes a work and support group. Based on previous training institutes conducted by other institutions of higher education, one of the major identified problems had been that individuals who participated in such programs were

often isolated in their pursuits once they returned to their building assignments. By involving groups of persons from the same setting with a specific and common task to complete during their participation with the Institute, a built-in support mechanism was realized. Studies and findings bas ?d on work by Likert and other organization theorists suggest that this format would provide a basis for continued work, completion of goals, and mutual cooperative assistance between and among members of the work group.

CHAPTER II

The Training Components

PROJECT DESIGN

The concept of the project design was one of providing for training school personnel in developing an awareness of race and sex desegregation in schools, and in developing strategies to eliminate racism and sexism. The general training scheme established three basic units as follows:

1. An intensive four-week summer workshop (1977) prior to the beginning of the school year.
2. An academic year program throughout the school year, (1977-1978).
3. A two-day follow-up workshop at the conclusion of the school year, (1978).

The project design specifically involved the inclusion of a cognitive basis for affective change in attitudes and values. Empirical evidence suggests that behavioral changes are a prerequisite to attitudinal changes. Without valid data and information, individuals are often reluctant to alter long-learned behaviors. Individuals are likely to manifest behaviors which are compatible and consistent with the one's belief system. Additionally, individuals behave in a manner which is believed to be acceptable within one's reference group and results in unconditional acceptance from one's peers and colleagues.

Based on this premise, workshops, materials and presentations were developed initially to provide the participants with a knowledge base concerning race and sex desegregation. The literature and studies reveal that many of today's educators lack the knowledge concerning the factual and historical events which have contributed to a society and which continue to perpetuate race and sex discrimination. Building upon a factual and historical perspective permits the individual participants an opportunity to gain an insight into the barriers and impediments which have been encountered and must be overcome by racial minorities and by women before full participation in our society is attained and realized.

CLIMATE FOR CHANGE

A program which involves intensive participant involvement over a considerable time period will require a climate which facilitates interaction between and among the participants. Although a program is structurally sound and contains the necessary content for success, the program will be less than successful if the individual participants are unwilling to dialogue with one another. This is particularly important in programs which focus on controversial and sensitive issues such as school desegregation, racism and sexism.

Since the 1960's various (workshops) techniques have been used to bring about an increased awareness of one's own attitudes and feelings regarding organizational and individual racism and sexism. The conflict-oriented workshops have sometimes resulted in participants who are antagonistic, guilt-laden, defensive of their past actions, and unable to cope with reality.

The Institute recognized that individuals from the same primary work group would be involved in the program and would continue in these groups when the program concluded. Members of each team would need to know one another in order to work with one another. Therefore, at the beginning of the training, group techniques were utilized whereby participants shared within and between teams personal data and experiences. The initial activities were selected and developed to ensure that participants would develop a trust level which would permit future in-depth dialogue. By finding mutual areas of interest, participants were able to begin this process. Non-threatening and positive interactive activities permitted this to occur and this positive climate fostered in the opening days of the Institute prevailed throughout the program year.

Participants tended to respond well to such a facilitating and positive climate. Self-exploration of one's attitudes and behaviors was a primary focus. This occurred as individual team members felt that they would not be "put down" by other members, but rather, would receive the needed support to examine and change behaviors which were self-identified as racist or sexist. Openness complemented

with trust fostered group cohesion and group commitment toward achieving the goals and objectives of the team and of the Institute.

SELECTION OF PARTICIPANTS

According to the grant proposal, the educational personnel who could participate in the Institute included administrators, counselors, teachers, paraprofessional support staff and community representatives. These persons were invited to form school teams consisting of a mix of educational

Table I

Participant Selection Criteria

In order to comply with the grant proposal as contracted with the Office of Education, an objective point system was developed for selection of the participants. The following scale eliminated preferential treatment and provided fair and equitable treatment to each potential participant.

Points	Category
6	A complete team: Five persons with a variety of role functions with the same building including administrator, counselor, teacher, support staff and community representative.
5	A team with five persons including building principal, but not all the other job roles represented.
4	A team with five persons with an administrator, but not all the other job roles represented.
3	A team with five persons with at least three different job roles represented, teacher, counselor, support staff and/or community.
2	A team with five persons with at least two different job roles represented, teacher, counselor, support staff and/or community.
1	A team with five persons with only one job role represented.
0	Individuals or multiples applying without building team.

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roles with the stipulation that all team members must be from the same building and would not exceed a team membership of five.

Over 450 educators from Indianapolis Public Schools indicated a desire to participate in the Indiana University Training Institute. In order to comply with the grant requirements, the selection process was based on a point system, as Table 1 illustrates. To bring about the most effective functioning of the participants as catalytic agents in their own schools, participants were grouped together in building level teams. These building level teams were composed of five school employees from the same school building, preferably each one functioning in a different capacity from within these categories—building administrator, counselor, teacher, support staff, community representative. Therefore, a building level team containing five persons, each one representing one of the roles stated above would receive 6 points, the highest possible number of points. As is shown in the following table, a decreasing number of points was assigned to teams composed of fewer than five role functions.

One hundred fifty-four participants were selected from twenty-eight Indianapolis Public Schools. Of the twenty-eight schools represented, seven were high schools (grades 9-12) and the remaining twenty-one were elementary and junior high schools, or a combination elementary and junior high schools. Thus, seven of the eleven high schools, or 64% of the senior high had building-level teams participating. Twenty-one (18%) of the 114 elementary and junior high schools participated in this program. A listing of participants and schools is found in the Appendix.

Table 2 delineates the number and percentage of the various roles represented in the 1977-78 Institute. Although classroom teachers predominated, there was sufficient representation from other groups in each cycle to provide for the exchange of differing viewpoints.

Because of the number of participants to be involved and in order to maximize interaction, the total group of 154 participants was divided into three groups with ten teams forming each subgroup. These subgroups were referred to as cycles—Cycle I, Cycle II and Cycle III. During the 1977 summer workshop each cycle attended a four-week session. Cycle I was conducted from July 18 through August 12, 1977; Cycle II from July 25 through August 19; and Cycle III from August 1 through August 26. Cycles I and III each had nine building level teams, and Cycle II had ten teams.

On an interest form completed by each team, participants indicated which of the three cycles was preferred. Thus, each team was ranked in the cycle of preference according to points received. A letter of notification was sent to each selected team member, alternate team members and rejected team members with an explanation of the selection criteria.

An Institute professional staff member was assigned to a cycle as cycle coordinator and was responsible for the guidance and supervision of the teams of that cycle during the four week summer training sessions, the academic year program, and the follow-up session. This intensified working relationship enabled effective interaction between team members and the cycle coordinator.

Table 2

Training Institute Participant Data Showing
Distribution of Position, Number and Percentage per Cycle

POSITION	CYCLE I		CYCLE II		CYCLE III		TOTAL	
Administrators	6	14%	6	11%	6	12%	18	12%
Counselors	7	15%	1	2%	3	6%	11	7%
Teachers	28	58%	36	68%	36	72%	100	66%
Support Staff	4	9%	7	13%	5	10%	16	11%
Community	2	4%	3	6%	0	0%	5	4%
Total	47	100%	53	100%	50	100%	150	100%

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OBJECTIVES

Beginning with the two-pronged objectives of developing an awareness in the participants of the reality of discrimination in sex and race, and of eliminating those discriminatory practices, the general objectives of the project can be delineated as in the listing of the following pages.

An enumeration of specific objectives can be found in an examination of the objectives of the three training components—the goals of the summer workshop, the long range goals of the academic year program, and the objectives of the follow-up session. Table 3 contains a matrix of the summer workshop giving the daily goals, topics and consultants. The initial aim of the summer workshop was to set the historical perspective, the framework for the academic year's program, and to provide an opportunity for the participants to develop strategies and activities, called Systems For Change. The major objective of the academic year program was to bring about positive change in each of the twenty-eight participant schools through implementation of the Systems For Change. Teams and individuals would activate the strategies developed in the summer workshop, with the anticipated result being the development of an awareness of the issues of racism and sexism, and the initiation of attempts at positive changes within those participant school buildings. The follow-up sessions were primarily evaluative. At the conclusion of the year the participants would be able to assess the accomplishments of the year, the effectiveness of the Systems For Change, and to make suggestions for improvement in forthcoming projects. The narrative segment describing each of the three basic training units contains an elaboration of the specific objectives of each component.

General Objectives

The participants will:

> be provided with criteria by which they may evaluate textbooks and supplementary materials with regard to treatment of minority groups.

> be assisted in selecting supplementary materials that complement textual offerings and that more accurately depict the contributions of women and the multicultural, multiethnic nature of society.

> be assisted in selecting supplementary materials that complement textual offerings and that more accurately depict the contributions of women and multicultural, multiethnic nature of society.

> be trained in community-relations techniques and skills.

> be given information on the general dimensions of problems related to faculty minority imbalance and recruitment.

> be provided access to available minority candidates for faculty positions.

> receive technical assistance in solving problems that are unique to individual teams regarding desegregation of their school.

> develop alternative strategies relating to desegregation of staff and students.

> learn the legal requirements related to student and staff assignment.

> be provided with technical assistance in conducting demographic surveys to obtain current and future-school assignment data.

> be trained in the provisions of Title IX so that they are able to select texts and supplementary materials, to develop courses which adequately reflect the contributions of women and minority groups, and to respond in counseling and testing situations to specific problems of particular ethnic and female groups.

> become acquainted with the types of assistance and openings offered under Title IX provisions.

> be provided with criteria by which sex-role "deviancy" may be recognized.

> assess the schools' role in the etiology of sex-role "deviancy".

> be assisted in recognizing their potential influence on children's sex roles.

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be presented with a model describing possible intervention techniques available to school personnel.

The participants will:

be provided with information and techniques for conducting a needs assessment.

be provided with needs assessment instruments (tests, surveys).

develop check sheets, reporting forms, survey analyses of student activities and organizations.

be presented with the current stereotypes held by children at various developmental levels.

assess the role of a school's curriculum in the development of these stereotypes.

determine the nature of a curriculum which would eliminate sexist biases.

be provided with information concerning new employment and promotional opportunity in the field of education, particularly for women.

be encouraged to reassess their goals in light of the information provided.

assess the influence of student peers on sex-role stereotypes.

develop means by which teachers, counselors, and/or administrators can constructively intervene in this influencing process.

become sensitized to the needs of the target population.

be given an awareness of the psychological needs of the bilingual/bicultural student.

be given an awareness of the Latino student's educational needs.

be provided involvement in cultural activities, i.e., field trips, food, Spanish home life.

be provided an experience where the educator can interact with parents and aides involved in the bilingual program.

develop an understanding of attitudinal considerations regarding children of limited English-speaking ability.

receive a demonstration of the interdependence of language and culture.

The participant administrators will:

be assisted in adopting administrative structures and procedures suitable for the desegregated setting.

become aware of new or different administrative models for desegregated schools.

develop a broad knowledge of educational and administrative changes, alternatives, and successful models utilized in other regions and school districts.

collect information suitable to administrators of the involved schools who need desegregation-related assistance and materials.

STAFFING THE INSTITUTE

Although each cycle coordinator was responsible for his/her respective building-level teams, the three cycle coordinators reviewed on a continuous basis their successes and failures. In this manner, the cycle coordinators interchanged ideas with one another to bring each building level team the best resources and assistance they have to offer. Cycle coordinators met regularly to discuss the forthcoming week and to discuss the events of the previous week. Thus, cycle coordinators worked cooperatively to design and conduct requested workshop and activities for Cycles I, II and III.

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The staff of the Indiana University Training Institute were as follows:

Dr. Frank Aquila ....Director
Ms. Judy Hummel ....Assistant Director
Ms. Kat Gootee ....Cycle Coordinator
Ms. Marjory DeHority ....Cycle Coordinator
Mr. Jerry Thompkins...Cycle Coordinator
Ms. Ira Petty ....Office Manager

The staff members possessed a variety of experience and expertise which permitted them to organize, design and conduct a successful project. The variety of skills exhibited by staff members permitted a continual interchange of ideas and learning. The willingness to cooperate and contribute to the team efforts has proven to be a necessary element to the successful implementation of a program of this magnitude.

SUMMER WORKSHOP

The summer workshop held in July and August of 1977 was designed to continue for four weeks' training and to permit a balance of scheduling for general sessions, job related sessions, and building level sessions. (See Table 3)

The objectives were (1) to bring together participants in a general body and subsequent small groups, to develop in them an awareness of racism and sexism in schools; (2) to provide methods and mechanisms whereby strategies could be developed by the participants to recognize need for change within their own buildings, and to enable them to develop Systems For Change which could be implemented by them during the academic year to follow.

GENERAL SESSIONS

The general sessions were held daily for the entire group of participants. This scheduling facilitated the presentation of topics of general importance to all. The four major areas of focus were:

(1) Communicative Skills/Group Dynamics
(2) Race Discrimination/Desegregation
(3) Title IX/Sex Discrimination
(4) Multiethnic and Multicultural Education

An examination of the following matrix, Table 4, shows objectives, topics and consultants for each of the training sessions of the four-week summer workshop. This matrix illustrates the scheduling and programming for one of the cycles, and is a representative sample of the cycle schema.

Table 3

General Weekly Schematic
Summer Component of Training Institute

	Monday	Tuesday	Wednesday	Thursday	Friday
Hour 1	General Session	General Session	General Session	General Session	General Session
Hour 2					
Hour 3	Building-Level Team	Job-Related Group	Building-Level Team	Job-Related Group	Building-Level Team
Hour 4					
Hour 5					

*Ms. DeHority replaced Ms. Paula Grier at the midyear.

Following Table 4 is a listing of consultants who were called upon to make presentations at workshops throughout the entire life of the Institute. Vitas on each consultant are on file in the Institute office along with evaluations of performances.

The listing is broken into two parts, the first section containing names and topics presented in the summer workshop, the second, a collection of vitas for those consultants who served the Institute during the academic year and follow-up session.

Table 4

Four-week Agenda for Summer Workshop for Cycle I

Monday	Tuesday	Wednesday	Thursday	Friday
		Week I		
Group Session Introduction Purpose, goals Group Dynamics	Group Session Group Dynamics Force field concept	Group Session Interpersonal process recall Listening, response modes	Group Session Interpersonal process recall Affective, honest labeling	Group Session Interpersonal process recall Recall practice, triads
Dr. Virginia Harvey	Dr. Virginia Harvey	Anne Hamlet Building Level Session Needs Assessment	Institute Staff	Institute Staff· Building Level Session Needs prioritized

Monday	Tuesday	Wednesday	Thursday	Friday
		Week II		
Group Session Multicultural education Ethnic diversity	Group Session Multicultural education Individual and ethnic background	Group Session Multicultural education Components of a culture	Group Session Bilingual/bicultural education Conceptual differences Hispanics and Americans	Group Session Bilingual/bicultural education Cardenas Theory, Crane Reading
Hazel Greenwood Building level Session Translating need #1 to objective	Hazel Greenwood job-related Session Brophy-good technique Dr. Greg Davenport School-Community relations Terry Ogle	Hazel Greenwood Building level Session Developing strategies to meet need	Elena Vergara Job-related Session Brophy, continued Dr. Greg Davenport School-Community Terry Ogle	Elena Vergara Building level Session Developing strategies. time line. evaluation techniques

Four-week agenda for Summer Workshop, cont.

Monday	Tuesday	Wednesday	Thursday	Friday

Week III

Monday	Tuesday	Wednesday	Thursday	Friday
Group Session John Grey presentation A bigot's views on desegregation	*Building Level* Systems for Change Completion	*Group Session* Overview of Title IX General guidelines	*Group Session* Anti-Discrimination legislation Title VII, Title VI, Title IX Prejudice film	*Group Session* Bilingual/bicultural Cardenas Theory of incompatibility
Ted Paynther		Maria Miller	Judy Hummel	Elena Vergara
Building Level Session Extensive debriefing	*Job-related* Brophy-Good School-Community	Sexism awareness exercises Dr. Frank Aquila Judy Hummel		*Building Level* Sessions Strategies developed

Week IV

Monday	Tuesday	Wednesday	Thursday	Friday
Group Session Racism awareness Race prejudice	*Group Session* Racism awareness Activities exercises on race awareness	*Group Session* Multicultural awareness Crunch film	*Group Session* Black Culture and Tradition Diversity of culture; games students play	*Group Session* Standardized Test Bias Situational theory
Dr. Ray McFarlane Dr. Ellen McFarlane	Dr. Ray McFarlane Dr. Ellen McFarlane	Dr. Stu Hart Dr. Frank Aquila Joe McGeehan I.P.S. Director, Title VII	Dr. Robert Parker	Dr. Robert Parker
Community Relations	Film "Cipher in The Snow"			
Jessie Taylor Dept. of Justice	Anne Hamlet			
Building Level Session Developing strategies Time line, evaluation techniques		*Building Level* Session Role and function	*Building Level* Session Role and Function, continued	*Building Level* Session Systems for Change Sharing

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Listing of Consultants
for
Indiana University Training Institute

Summer Workshop

CONSULTANT	TOPIC AND SUMMARY OF PRESENTATION
Dr. Bonnie Fahrner Mental Health Hospital Ann Arbor, MI.	*Interpersonal Process Recall* Dr. Fahrner conducted the I.P.R. session. She reviewed the usefulness of this tool in professional and personal interactions. Dr. Fahrner conducted the recall session wherein participants worked in triads utilizing the exploratory and response modes of I.P.R. and conducted practice sessions utilizing the exploratory and response modes.
Ms. Emilye Fields	*Humanism in Education* Ms. Fields' presentation focused on the sociological aspects of education and the behavior process which young children undergo during the early stages of their development. Also discussed were the communication phases that teachers and students frequently engage in and how certain forms of communication impede the process of learning of the child. The major thrust of the presentation dealt with how parents and teachers can improve environmental factors in order to enhance learning and establish a feeling of positive self-worth for the child.
Ms. Hazel Greenwood South Bend School Corp. South Bend, IN.	*Multicultural Education* Ms. Hazel Greenwood presented sequential experiences to provide participants an opportunity to explore one's own ethnicity and to gain an appreciation for other ethnic groups. She also utilized social distance experiences to increase participants' awareness of their need to interact with others from a variety of ethnic backgrounds.

CONSULTANT	TOPIC AND SUMMARY OF PRESENTATION
Dr. Stu Hart Indiana University Indianapolis, IN. Dr. Nelson Goud Indiana University Indianapolis, IN.	*Conflict Resolution* Both consultants utilized the film series "Crunch". Dr. Hart and Dr. Goud discussed various strategies which are useful in managing conflict in the schools, particularly the classroom setting.
Dr. Virginia Harvey Kent State University Kent, OH.	*Group Dynamics* Experiential learning in developing team commitment and responsibility. Dr. Harvey utilized a variety of techniques, i.e. consensus seeking, force-field analysis and ranking to develop team cohesiveness and purpose. Dr. Harvey related the theoretical base for an effective team approach in an organization.

Dr. Leo Hernandez I. U. Northwest Gary, IN.	**Bilingual/Bicultural Education** Dr. Hernandez served on a panel discussing the need for bilingual/bicultural education to be implemented into the existing curriculum. Participants asked numerous questions of the panelists. Each panelist indicated his/her own definitional base and how bilingual/bicultural education should be implemented. Additionally, each of the consultants shared various resources, including materials and persons available to classroom teachers, administrators, counselors, support staff and community.
Ms. Tommie Jones Mediator Community-Relations Division Department of Justice Dayton, OH.	**Strategies to Facilitate School Desegregation** Ms. Jones discussed various strategies which different groups, based on their role and function, can achieve in developing and implementing a smooth transition to a quality desegregated school. Ms. Jones shared useful strategies for counselors, support staff, administrators, community and teachers that she has found to be effective in schools experiencing problems occasioned by desegregation in Ohio.
CONSULTANT	**TOPIC AND SUMMARY OF PRESENTATION**
Mr. Ramon MacFarlane Ohio Educational Association Columbus, OH. Ms. Ellen MacFarlane Worthington School Corp. Worthington, OH.	**Anti-Racism** The MacFarlanes' presentation focused on both personal and institutional racism utilizing the theoretical approach as presented in Bob Terry's book entitled, "For Whites Only". Participants were actively involved in these sessions discussing various strategies to overcome personal and institutional racism.
Ms. Maria Miller Equal Educational Opportunities Office Indiana Department of Public Instruction Indianapolis, IN.	**Title IX** Ms. Miller, Title IX Coordinator for the State of Indiana presented an instructive overview of Title IX of the 1972 Educational Amendments. Ms. Miller utilized the building level team grouping whereby teams were to identify two areas of improvement since the inception of Title IX. These groups were also asked to identify two areas which needed further improvement in order to comply with Title IX regulations.
Dr. Robert Morgan Assistant Superintendent Evansville- Vanderburgh School Corporation Evansville. IN. Mr. Pete Chalos Title IX Coordinator Vigo County Schools Terre Haute, IN.	**Implementing Title IX in the Schools** Both Dr. Morgan and Mr. Chalos shared with the participants the various procedural steps each of their respective school corporations has initiated to comply with Title IX regulations. Participants asked numerous questions regarding their specific role and the implications of Title IX.

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Dr. Robert Parker
Educational Testing Service
Princeton, NJ

Black Culture Experience
Dr. Parker utilized a theoretical base to relate the necessary elements of a culture. He related Afro-American experience/culture, including the oral history. He translated the theoretical element of culture to the child's experience in the schools today. His presentation also included a comprehensive overview of the use and nature of standardized tests.

CONSULTANT	TOPIC AND SUMMARY OF PRESENTATION

Mr. Ted Paynther
Kent State University
Kent, OH.

Race Awareness
Mr. Paynther conducted the "John Gray" presentation. The presentation of bigot was debriefed in small groups which provided the participants an opportunity to develop an awareness of the myths and stereotypes which are perpetuated in institutions, including schools. The participants brainstormed and identified "trigger" words, and also brainstormed strategies to combat racism and sexism with peers and students.

Dr. Joseph Scott
Notre Dame University
South Bend, IN.

Multicultural Education
Dr. Scott and Ms. Harris presented a similar workshop design as utilized by Ms. Greenwood. The primary objective was to provide an impetus to begin studying both cognitively and affectively the contributions and historical perspectives of the many ethnic groups which comprise the country. Additionally, participants were to develop an appreciation of the multicultural nature of our society and translate this into the educational curriculum.

Mr. Jesse Taylor
Community Relations Division
Department of Justice
Chicago, IL.

School Desegregation
Mr. Taylor discussed the role of the educator in the desegregation school setting. Additionally, he shared the role of the Community-Relations Division of the Department of Justice to assist school communities in their efforts to desegregate schools without interruption of the educational process.

Ms. Elena Vergara
Lau Project
Indianapolis, IN.

Bilingual/Bicultural Education
Ms. Vergara presented a film and discussed the historical and legal perspectives of bilingual/bicultural education. Ms. Vergara shared with the group the role and function of the Lau Project in r3gard to the Indianapolis Public Schools.

Listing of Consultants
for
Indiana University Training Institute
Academic Year and Follow Up Workshop

CONSULTANT	TOPIC AND SUMMARY OF PRESENTATION
Dr. William Parker Educational Testing Service Rosedale Road Princeton, N.J. 08540	Dr. Parker's presentation deals with black culture awareness, diversity of cultures and traditions within those cultures. He focuses on language as means of developing greater understanding.
Ms. Pauline Davis Reading Center 4940 Carnegie Cleveland, Ohio 44122	Ms. Davis begins her presentation by emphasizing the physical differences among the group, followed by exercises and activities designed to show the commonality among all people, nonverbal methods of communication, group tasks, gaming.
Dr. Leonard Bornstein Principal Livingston Elementary School Livingston, N.J.	Dr. Bornstein presents the concept of man and woman in a universal sense, illustrating the similar needs, drives, hopes that all people share. He conveys through a roving-lecture style and biting wit the basic absurdity of discriminatory attitudes, actions.

JOB RELATED SESSIONS

A second category for weekly scheduling was the job-related sessions.

The job-related group meetings supplemented the building-level team meetings and the general sessions. Two groups were formed, instructional and non-instructional, and each group attended a program designed to meet its needs. The teachers were introduced to a coding system entitled "Brophy-Good." This system of self-analysis provides the teacher an opportunity to ascertain the student/teacher interaction and to objectively review the various types of interaction with different groups of students, e.g. blacks, whites, males and females. Thus, the teacher could utilize this methodology to improve on his/her daily interactions with students.

In the same time period, the non-instructional personnel including administrators, counselors, support staff and community developed strategies which could ultimately improve school-community relations. Each of the participants reviewed his/her own efforts and effectiveness in devising means to increase the involvement of community.

A variety of other activities were included during the job-related meetings. Various resources were presented including films: "Prejudice"; "Cipher in the Snow"; and "Stereotypic Images in Elementary Textbooks". Other activities included: (1) brainstorming a bibliography of resource materials and persons/agencies; (2) assessing job role and function in relation to one's sphere of influence in order to implement change; and (3) devising a list of available films for use in the classroom, or with faculty and community groups.

BUILDING LEVEL SESSIONS

Building level teams met three times each week following the general sessions. The principal focus of these sessions was to provide methodologies by which the teams would develop strategies to bring about positive change at the building level.

Using the work group or building level team as the basic unit within the organizational scheme of the Institute provided a clear and delineated communication network between the Institute staff and participants. Additionally, each unit charted its own expectations during the summer component of the Institute and therefore, evaluation of the performance of each building level team centered on the extent to which the team fulfilled its intended plan of work referred to as the "System for Change".

Each team's "System for Change" was to reflect the needs of the building in regard to race and sex desegregation. The latitude afforded individual teams to develop "Systems for Change" allowed

for the unique concerns of each building to become the basis for the team's efforts. A systematic process for the development of a system for change was provided by the Institute staff. This process involved the use of Kurt Lewin's Force Field Analysis and is outlined below.

1. Brainstorm all concerns or problems within building related to race and sex discrimination/desegregation. Each member of the team was to contribute to the list, so that all members' perceptions were included in the listing.
2. Identify from the list of concerns and problems the five which they felt as a team were most important and necessary for their respective school.
3. Rank the five concerns from the most important to least important. Rank the five concerns from the easiest to attain and implement to the most difficult.
4. Identify the first concern team would be willing to work on throughout the academic year. This concern became priority I.
5. Translate priority I into a behavioral and measurable objective.
6. Utilize force-field analysis to determine the driving and restraining forces associated with priority I.
7. Develop strategies, both team and individual, to reduce the restraining forces to meet the objective of priority I.
8. Develop appropriate evaluations for each activity to ensure the objective will be achieved.
9. Develop a time-line for each activity (team and individual) which can be reviewed by the cycle coordinator to determine if the team is accomplishing its primary objective.
10. Share completed "System for Change" on the final Friday of the four-week session. "System for Change" was given to each respectivr cycle coordinator as a means to determine the progress made and the assistance each team would need during the academic year.

This systematic approach proved most helpful in assisting each team to conduct a mini-needs assessment, whereby a viable plan could be developed for each building during the summer session and could be implemented during the subsequent academic year.

EVALUATION OF SUMMER WORKSHOP

Participants evaluated the summer workshop by cycles.

Tables 5, 6 and 7 show the averages of the participant's evaluation of the training sessions. On a scale of 1 to 5, with 5 high, a profile for each cycle was drawn for each of the four major topical areas, group dynamics/communications, multicultural education, race desegregation/discrimination, and sexism/Title IX.

Table 5 shows the general session was rated high in all categories. Table 6 shows that building level and job-related sessions ranged between 2.5 and 4.75 as a composite. Table 7 illustrates a rating of the total program from 3.75 and 5.0.

ACADEMIC YEAR PROGRAM

The second component of the three-faceted aspect of the training design was that of the academic year program. It was during this period that the anticipated changes were to take place.

Building level teams—having received training in awareness of racism/sexism, in communication skills, in multicultural education—and having gained insights about human behavior attempted to implement their "Systems for Change."

Strategies or "Systems for Change" were developed by building-level teams in the summer workshop and implemented in the academic year following. The Institute coordinators guided. advised and assisted building team members throughout the year providing technical assistance and professional expertise according to the needs of each team. Additionally, telephone communication system was developed as well as an on-call status whereby teams and coordinators were in constant touch with one another. Regularly scheduled meetings were held, with team members and the cycle coordinator at the school site every week.

The objectives as outlined in the "Systems for Change" were successfully implemented by a team as one time events, for example, the Job Fair at School #3, or the Panel of American Women presentation at School #107. Other "Systems for Change" were initiated and intended as an on-going activity, for example, the wearing of name tags for all school personnel at Forest Manor School.

Following is a sampling of strategies. "Systems for Change," developed by the teams in the summer and put into force in the school year. Nine teams' activities are included, three from each cycle, and may be considered representative of the entire spectrum of "Systems for Change".

Table 5

Profile of
Evaluation of General Session
By Institute Participants
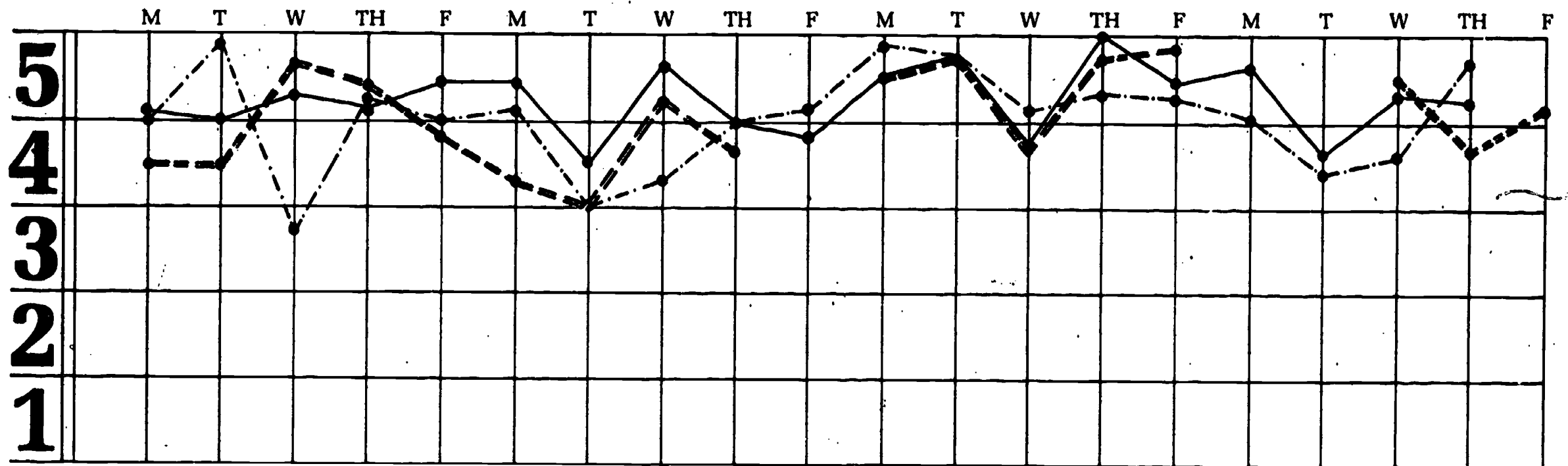
Group Dynamics/
Communication

Multicultural
Education

Race Desegregation/
Discrimination

Sexism/Title IX

KEY:
Cycle I _____
Cycle II ═ ═ ═ ═
Cycle III _ . _ . _ . _

Table 6

Profile of
Evaluation of Building-Level Sessions
by Institute Participants

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

5
4
3
2
1

Group Dynamics/
Communication

Multicultural
Education

Race Desegregation/
Discrimination

Sexism/Title IX

KEY:
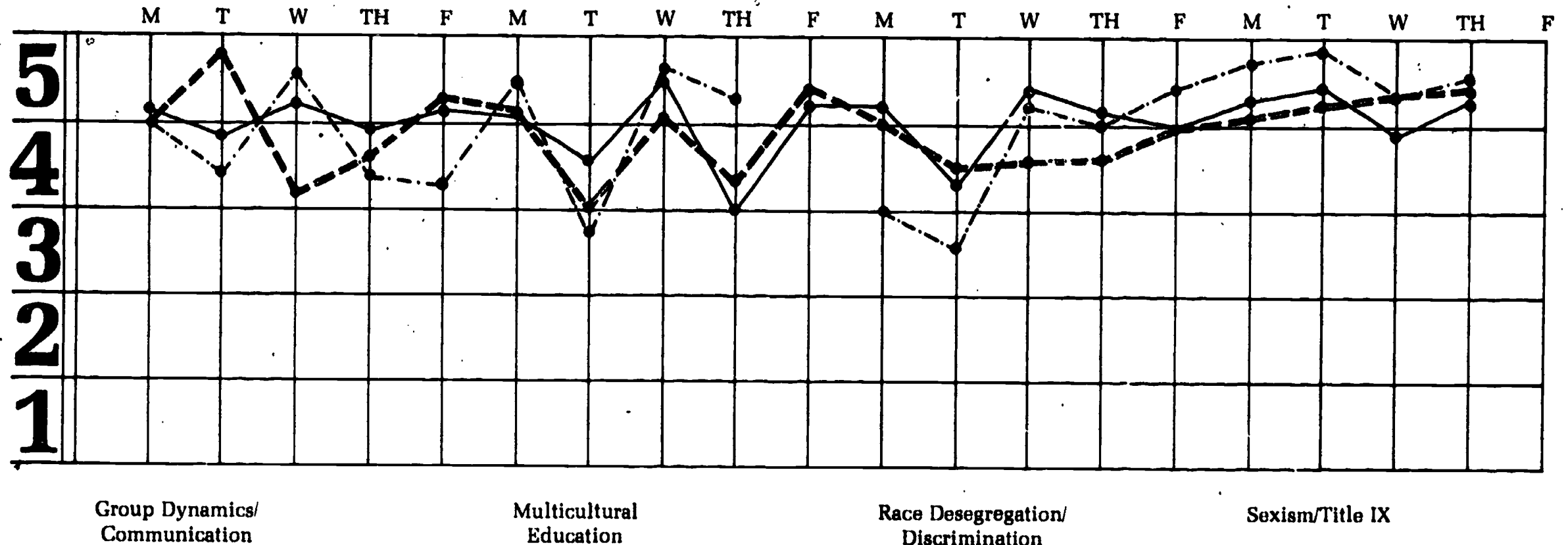
Cycle I ——————
Cycle II ▬ ▬ ▬ ▬ ▬
Cycle III —·—·—·—·

Table 7
Profile of
Evaluation of Total Program
By Institute Participants

Group Dynamics/
Communication

Multicultural
Education

Race Desegregation/
Discrimination

Sexism/Title IX

KEY:
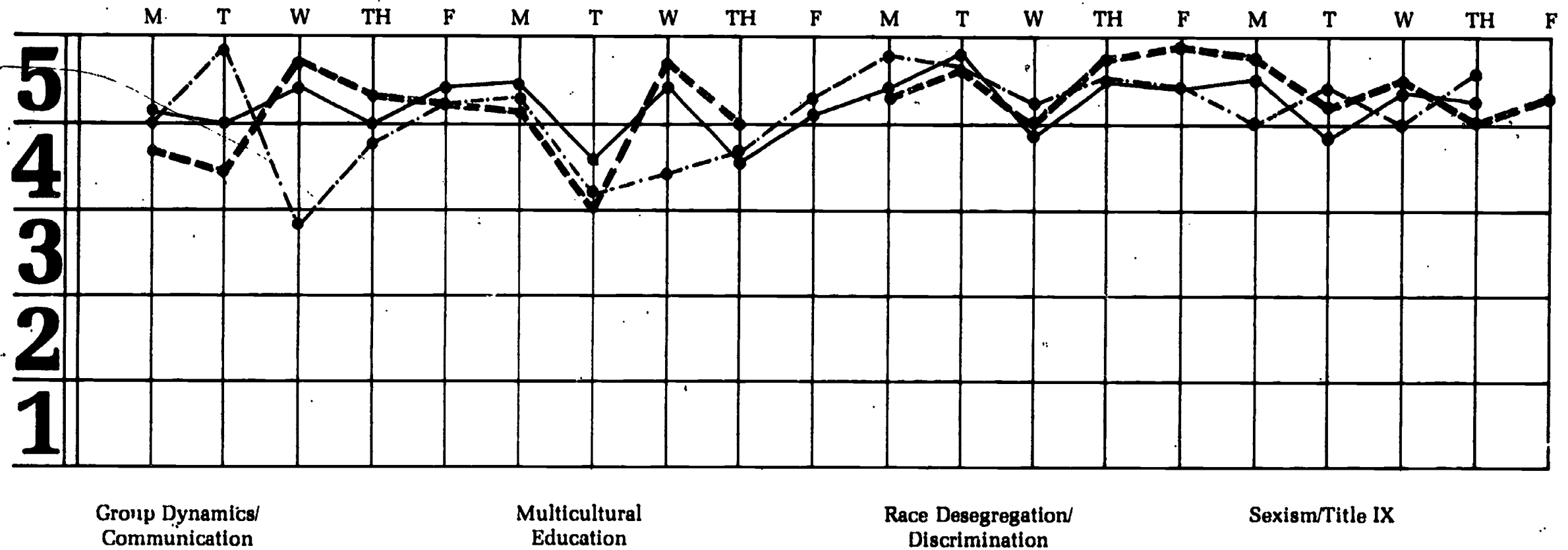
Cycle I ———————
Cycle II ═══ ═══ ═══
Cycle III —·— ·—— ·—·—

The categories of information are:

1. Cycle Designation
2. School Team Designation
3. Institute Coordinator
4. Team Objective
5. Strategies or Systems for Change
6. Participants
7. Activities

An analysis should be made of each System for Change relating the activities undertaken during the academic year to those strategies planned during the summer. The types of strategies implemented and not implemented, and the type of activities as developed from the original strategies are of significance.

A further analysis of the activities in light of the objectives is found in the evaluation section.

Systems for Change

Cycle I

<div align="right">School Team #22</div>

OBJECTIVE: To increase staff awareness of diversity of student needs.		
STRATEGIES PLANNED	**STRATEGIES IMPLEMENTED**	
Utilize staff meetings to present strategies for increasing positive staff concept in students.	Parent survey to find special needs of new students	September 6, 1977
Present films, i.e. "Cipher in the Snow" to increase staff awareness.	Initiated parent Communication form	September, 1977
Provide a voluntary workshop on techniques to improve reading skills.	Awareness sessions for staff	September 7, 1977 & October 19, 1977
Develop workshop for support staff to relate the importance of their role in developing a warm, open school climate.	Self awareness posters for staff lounge area	September, October and November 1977
Place various posters which foster human relations in faculty lounge.		

Systems for Change

Cycle I

OBJECTIVE: To improve human relations between and among students, teachers and parents.

STRATEGIES PLANNED	STRATEGIES IMPLEMENTED	
Conduct a mini-needs assessment to determine the activities staff would like to participate in during the school year. Utilize three (3) S.T.P. meetings to conduct awareness workshops on racism and sexism. Utilize a more effective report system on students' absence to more effectively reduce student truancy. Present to staff the overview of the Institute during first faculty meeting.	Questionnaire—To learn of school problems	September, 1977
	Collected non-perishables for Thanksgiving—less fortunate people	November, 1977
	Christmas baskets for nursing homes	December, 1977
	Martin Luther King Educational Project	January, 1978
	Louis Russell Heart Fund Drive	February, 1978
	Citizens Forum and City Clean-up Campaign	April, 1978
	Freedoms Foundation Fair	May, 1978

Systems for Change
Cycle I

OBJECTIVE: To improve participation of parents, teachers and students in school sponsored co-? curricular activities.

STRATEGIES PLANNED	STRATEGIES IMPLEMENTED	
Devise numerous communication tools which afford two way communication between school and home. Improve school appearance by utilizing student work and exhibits. Utilize student activity period to provide a variety of human relations activities. Recruit new members to join and actively participate in S.T.P. Organize a financial aid with college night for students and parents. Plan a friendship week for student and faculty.	Film—"The Prejudice Film"	August 31, 1977
	Human relations film-strips	Wednesdays
	Donkey basketball—for parents, students and staff	November 5, 1977
	Faculty ice-breaker	April 17, 1978

Systems for Change
Cycle I

OBJECTIVE:	By April 30, 1978, there will be 50% more positive social awareness and personal interest between and among students, faculty and community of School #44.

STRATEGIES PLANNED	STRATEGIES IMPLEMENTED	
Design and analyze a pre and post questionnaire regarding interactions.	Brotherhood Month	February, 1978
Design a faculty luncheon whereby all staff can eat together.	Target Home Study for children with their parents	October, 1977
Develop and disseminate a handbook of human relations activities to be utilized in the classroom.	Principal's breakfast family meetings	One every two months
Organize a multi-ethnic program for February, 1978.		
Provide a multi-ethnic workshop for faculty meeting.		
Provide workshops for parents in techniques for developing positive self-concepts.		
Utilize mini-human relations activities at the beginning of faculty meetings.		

Systems for Change
Cycle II

OBJECTIVE:	To improve communication within the total school-community.

STRATEGIES PLANNED	STRATEGIES IMPLEMENTED	
Develop a student handbook.	Esteem buttons, consensus seeking games	September, 1977
Reorganize lunch schedules, whereby responsibilities are equitably shared with total staff.	Film—"Prejudice"	October, 1977
Conduct first faculty meeting to introduce the goals and objectives of the Institute.	Revised lunch program implemented	November, 1977
Select both boys and girls for office helpers.	Film—"Cipher in the Snow"	November, 1977
	Valentine treats decorations of sisterhood and brotherhood	February, 1978
	Panel of American Women	March, 1978
	Good Sports Day	June, 1978

Systems for Change

Cycle II

OBJECTIVE: The staff of School #26 will work together as a team to better interpersonal relations, helping to eliminate cliques, opening lines of communication; hence, creating more warm feelings among staff, and boosting school pride.

STRATEGIES PLANNED	STRATEGIES IMPLEMENTED	
Conduct workshop for faculty prior to school, utilizing activities from summer program.	Get Acquainted Luncheon for staff	September, 1977
	Halloween Party	October, 1977
All staff will wear name tags the first two weeks of school.	Christmas Party	December, 1977
Each classroom teacher will contact at least 75% of the students' parents.	Brotherhood Activity	February, 1978
	In-Service workshop for faculty	May, 1978
Develop a school calendar and a school handbook.		
Organize an open house whereby parents will pick up report cards.		

Systems for Change

Cycle III

OBJECTIVE: To improve communication among all ethnic groups within the school community.

STRATEGIES PLANNED	STRATEGIES IMPLEMENTED	
Organize a meeting for parent and encourage their participation.	Personality profiles	September, 1977
	Multi-cultural pitch-in	October, 1977
	Parents involved in interpretation of CAT Test	November, 1977
Provide a staff meeting focusing on awareness activities (sexism/racism) conducted by Institute Staff.	Bulletin board stressing non-sex careers	January, 1978
Implement a career information program for parents and students.	Film—"Cipher in the Snow"	February, 1978
Revise school newspaper to include contributions from all grade levels.	Career Day	February, 1978
Provide a listing of multicultural activities for use in the classroom.	Pastry for Parents-Options To inform parents of Options	March, 1978

Systems for Change

Cycle III

School Team
John Marshall High

OBJECTIVE: During the school year, 1977-78, 85% of the staff, including administrators, teachers and students will participate in activities to alleviate racism and sexism in order to develop better relationships.

STRATEGIES PLANNED	STRATEGIES IMPLEMENTED	
Conduct a mini needs assessment utilizing questionnaires developed by Institute Staff.	Film: "Cipher in the Snow"	October 5, 1977
Utilize numerous films for faculty meetings.	Film: "New Roles for Men and Women"	October, 1977
Organize a staff workshop using a consultant from summer program to present racism awareness.	Bulletin board displays on sexism and racism	November, 1977
	Lecture on sexism and racism	December, 1977
Present multicultural film for staff and disseminate a testing of available films.		

Systems for Change

Cycle III

School Team 56

OBJECTIVE: To bring black and white adults (faculty and community) together to improve school-community relations.

STRATEGIES PLANNED	STRATEGIES IMPLEMENTED	
Conduct a mini-human relations workshop for staff during faculty meeting.	Presentation of Title IX What They Say and What They Can Do For You	December 10, 1977 November 12, 1977 February 18, 1978 March 11, 1978 February 23, 1978 March 10, 1978
Organize a faculty/community pitch-in ethnic luncheon.		
Or iz all school celebration of the Lunar N Year.	Multi-ethnic dance troupe	April 22, 1978
Devise multicultural bulletin boards for hallways.		
Send letters to textbook publishers who are continuing to exclude the multicultural nature of our society.		
Develop a multicultural center for students, faculty and community including bibliography and materials.		

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USE OF MEDIA

The successes of the teams in the implementation of the "Systems for Change" are laudable and noteworthy. Indeed, the importance of these activities in the Indianapolis area did not go unnoticed by the public media, nor by the Indianapolis Public Schools and Indiana University Publicity Bureaus. Channel 13 filmed the School #107 activity, for example, as well as the workshop at John Marshall High School. The Indianapolis Public Schools and the Indiana University news publications carried articles and announcements of Indiana University Training Institute activities, as did the Indianapolis Star and News. Local school papers also carried articles regarding the building level team activities and the "Systems for Change." A newsletter was drawn up by the Indiana University Training Institute and sent to educators state-wide.

FOLLOW-UP SESSIONS

The follow-up session constituted the third component of the Institute project design and was planned as an evaluative as well as training strategy. The purposes were to assess the accomplishments of the building level teams during the academic year, to evaluate the strengths and weaknesses of the overall Institute project design, to provide feedback on the effectiveness of the "System for Change" of the various building level teams, to provide opportunity for self-evaluation by participants, and to provide additional training in human relations methods and techniques.

An assessment of the effectiveness of the strategies, called "Systems for Change," was a major point of focus. An extensive evaluation process was developed for that aspect of the assessment component. In a series of planning meetings, the Institute cycle coordinators developed a set of objectives for the follow-up session, drew up survey forms, a time line for implementing the evaluative procedures, delivery of the evaluation forms to the participants, and the retrieval of evaluation data from the participants.

Five objectives were developed: (1) to review the year's activities by individual school, (2) to develop a year-end report, (3) to provide additional training in human relations concepts and activities, (4) to strengthen professional and personal training skills and knowledge, and (5) to determine continuing needs for future programs.

The cycle coordinators in planning the overall objectives communicated with team members by letter and by telephone for their suggestions for inclusion in the agenda and for their suggestions as to time and place for the follow-up session.

ASSESSMENT PROCESS

A questionnaire was developed and mailed to the participants at their schools two weeks prior to the workshop. Entitled "The Institute Participant Final Report," it consisted of four pages of in-depth assessment of the accomplishments during the academic year of the building level teams from the point of view of each participant. These summative evaluation forms were filled out by participants and brought with them to the workshop. The data thus collected included the following:

(1) a listing of dates and activities of the team, description of activities, and an outcome or evaluation for each of the activities.
(2) the number of times the team met formally and informally.
(3) the types of team's activities, i.e. in-service for faculty, a student-centered activity, or other type.
(4) detailed description of these team's activities.
(5) the Institute-related activity considered to be of most significance to the individual team member
(6) an assessment of tasks remaining to be done in the school building to alleviate racism and sexism.
(7) an individual assessment of steps taken by the participant to accomplish goals.
(8) methods of communication used.
(9) an assessment of important characteristics of effective team members, and
(10) recommendations for improved methods of training by the Institute.

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Institute Participant Final Report

NOTE: BRING THESE COMPLETED REPORTS FORMS TO THE WORKSHOP

Directions: As you reflect on your experiences resulting from your participation in the I.U. Training Institute, please react to these statements by describing what occurred to you both as an individual and a team member. Your responses are very important in assisting us in determining the effectiveness of the training and in making recommendations for the future.

1. The activities/strategies that I did as a result of my individual participation in the Institute Program were:

	Date of Activity	Persons Involved	Description of Activity	Outcome/ Evaluation
1				
2				
3				
4				
5				
6				
7				

Comments about specific activities: _____

2. How often did team members meet during the school year?
   A. Informal meetings (i.e., over coffee, lunch, during breaks, etc.)
      Estimated total number of meetings
   B. Formal meeting (i.e. scheduled team meetings)
      Estimated total number of meetings

3. What were your team's activities?
   A. Check those activities that apply
      _____1. In-service for faculty
      _____2. Sports program
      _____3. Arts program
      _____4. Student-centered activities

_____5. Cultural exchange

_____6. Total school activity

_____7. Other

B. Describe in more detail the activities you checked above.

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. The Institute related activity or event of most significance to me was

_____

_____

_____

_____

Why did you feel this way? _____

_____

_____

_____

_____

5. Given more time, resources, etc. what do you think still needs to be done in your building to alleviate racism and sexism and to promote better human relations? _____

_____

_____

_____

_____

_____

_____

_____

6. Describe the *steps* you undertook to accomplish your most significant activity.

Step One _____

_____

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Step Two _____

_____

Step Three _____

_____

7. What methods were used to communicate with other team members regarding activities and meetings: _____

_____

_____

_____

_____

8. What do you consider to be the most important characteristics of an effective team member?_____

_____

_____

Team?_____

_____

_____

9. What would you do differently regarding the Institute program?

_____

_____

_____

10. Is there anything you would like to comment on: _____

_____

_____

WORKSHOP DESIGN

After reviewing the responses from the teams and analyzing their priorities the cycle coordinator drew up an agenda and selected the site and time: John Marshall High School, Indianapolis, 8:00 A.M. to 1:00 P.M., June 28 and 1:00 P.M. to 5:00 P.M. on June 29. A copy of the agenda is included in the Appendix. To achieve overall objectives and to provide for expressed needs on the part of the participants, the workshop format was designed in two parts, a general session, which all participants would attend together, and cycle sessions in which participants would be grouped in cycles. During the first days two-hour general sessions opening statements were made and general objectives delineated with the additional suggestion that each participant determine his or her own personal objective as well. Two consultants were selected from the Institute consultant list and invited to participate in the general sessions. Consequently, Pauline Davis, Cleveland, Ohio, presented "Personal and Professional Self-Growth and Development" on June 28, and Dr. Leonard Bornstein, Livingston, New Jersey, presented "Where Do I Stand Now?", and "How Can I As A Change Agent Continue My Efforts Next Year?", on June 29, the final day. Both consultants were well received by the Institute

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participants consistently scoring 5's on the rating scale of 1 to 5 (with 5 as high), Davis—140 5's and Bornstein—260.

The cycle sessions were held during the second segment of each day's workshop. Each cycle coordinator met in separate rooms with the building level teams in the cycles that had been designated originally, Cycles I, II and III. (A listing of schools and participants is found in the Appendix.) The major objectives of the cycle session were to review the academic year's activities and to collect preliminary data for the final report. During the brainstorming session, each participant gave brief reports of the team's activities, or "Systems for Change," that had been implemented, discussing the merits of the activities and making suggestions for implementation of others of the "Systems for Change."

In addition to reporting and discussion periods, the cycle sessions utilized a problem-solving exercise as a methodology to focus on the importance of discovering common strengths and weaknesses of the team's activities. These team activities of course were not limited to the implementation of the "Systems for Change," but included the frequency and quality of meetings, the job continuity of the original team members, the continuation of positive resolve and support.

At the cycle sessions participants turned in two evaluation forms. One, "Institute Participant Report," mentioned earlier is discussed on the following pages. A second form was a statement, signed by each participant, which indicated the continuation of the participant's commitment to the philosophy of the Training Institute.

The types of team processes used were of interest to cycle participants. Frequently, the methods of dissemination of information, along with support from the principal was the strongest factor in the success of the activity.

A second aspect of process was the ability to attract and motivate the faculty to attend or to participate. A third factor was the importance of the maintenance of a positive, helpful attitude among team members.

During the cycle sessions a realization of common success factors emerged through discussion. They are:

Support by the school superintendent

Support by the school principal

Keeping the team in close communication with one another during the year

Keeping in close communication with the cycle coordinator

Support from the faculty

Support from the community

CHAPTER III

Evaluation of the Institute

EVALUATION/FINDINGS

Individuals were asked to respond to various evaluative instruments to assess individual, team and Institute success in achieving the intended goals of the program. Both formative and summative evaluative techniques were utilized.

Formative instruments included a one-page evaluation completed daily during the summer training component. This daily evaluation was used to provide the Institute staff with immediate feedback regarding the participants' concerns over the activities of each day. Based on these daily critiques, the Institute staff was able to react and to modify those activity areas which were not achieving the desired results. This system of immediate feedback provided a continuous monitoring system of participant attitudes regarding their participation and the content and structure of the Institute. Although much of the program format had been previously structured, provisions were made for modification of time and other elements to improve the overall climate and conditions for optimal team and individiual participation.

At the conclusion of the four week summer training component participants were asked to evaluate the overall program in regard to its strength and its weaknesses. The participant responses were extremely positive. Participants indicated desired changes which they felt would improve the programming and structural components of the summer unit. The majority of the concerns which were cited involved the structural aspect of the program. Several of the respondents suggested that each team should be required to have the principal of the building present as a functioning and contributing member of the team. The presence of the building administrator did prove to be an important factor in the end performance and achievement of building level team. Participants who were involved in teams without the principal indicated that the attempts to implement the "Systems for Change" were often not supported and resulted in lowering of team morale and cohesion. Teams with the building principal viewed themselves and their contributions positively and were often more successful in completing the outlined "Systems for Change."

Other types of formative evaluations were primarily used for reinforcing participants throughout the academic year. Participants were required and committed to meet on a once per month basis with their respective cycle coordinator to discuss previous as well as future team activities. This information was compiled on a monthly visitation log and provided cycle coordinators with continuous and updated information.

A summative evaluation was given to the participants on the final Institute sponsored activity in June, 1978. The evaluation instrument asked the participants to assess individual and team efforts throughout the Institute year. The results from this assessment instrument revealed that participants rated their individual growth resulting from the Institute as greater than the ratings which participants accorded team achievement. Several factors may account for the rating differential between self and team. One, individual participants could internalize the cognitive and affective learning experiences from the Institute training program and directly apply such learning to their individual roles within the school setting. Two, the application of the learning was not dependent upon team willingness and cooperation to utilize the learning. Three, individuals are more likely to view themselves positively and attribute negative feelings to others. Four, the work climate in the educational buildings often precludes collaboration and joint ventures and, in fact, supports autonomy as individual educators are consistently isolated from one another throughout the work day.

Table 8 is a summary of participant responses to two questions: Were your goals met by participation in the Institute? and, Would you be willing to participate in future projects of this kind?

Table 8

Summary of Participant Responses
To Evaluative Questions

Were your goals met by participation in the Institute?

Yes	No	Undecided
69	4	1

Would you be willing to participate in future projects of this kind?

Yes	No	Undecided
75	0	1

Table 9
Summative Participant Evaluation
Building Level Assessment

	Strongly Agree	Average	Strongly Disagree
1. Our building level team members have worked effectively together throughout the year.	18	30	6
2. Our building level team has maintained a good communications network with one another throughout the year.	28	22	3
3. Our building level team has designed and implemented projects, workshops and activities throughout the year.	23	29	1
4. Our building level team has accomplished the objectives of the institute.	19	32	2
5. Our building level team has a positive impact on the feeder team schools with regard to human relations.	5	23	12
6. The school has utilized the skills of the building level team members.	20	24	10
7. Building level team schools are knowledgeable about the skills of the team members.	12	28	6
8. School faculties have responded favorably when our building level team has designed/ conducted activities or projects.	16	32	4
9. I feel I have contributed as a member of my Building Level Team.	29	24	-

In addition, Table 9 illustrates the assessment of effectiveness of the building level team component of the training program. These summations were made as a part of the year end follow-up workshop sessions and constituted one question on the evaluation survey form mailed to participants prior to their attending the two-day follow-up workshop. By examining the replies of 53 participating it can be seen that on a scale of 0 to 10, the effectiveness of the participant's own team was rated at 7 on the scale by 12, or 22% of the respondents. The next highest rating was 6 by 8 participants or 13%. It must be remembered in examining these figures that one of the foci for improvement in overall structure is the building level team composition. The findings suggest participant selection and administrative support are sensitive areas important to the successful functioning of the team. Additional comments follow in the next section.

A further assessment of the effectiveness of the building level teams from the point of view of the individual participant is found in Table 10. On the whole, the participant's individual assessment of the team approach was that of average effectiveness. Note that responses to question number 4, regarding the accomplishments of the team, rated 32 points on the average scale, and 19 strongly agree. Additionally, in response to question number 8, regarding faculty response to activities, the participant rating was again 32 average, and 16 strongly agree.

Table 10

Rating Building Level Team Effectiveness

Average assessment by participant team members of general effectiveness of their Building-Level Team.

LOW										HIGH
0	1	2	3	4	5	6	7	8	9	10
	1		6	7	5	8	12	7	3	4
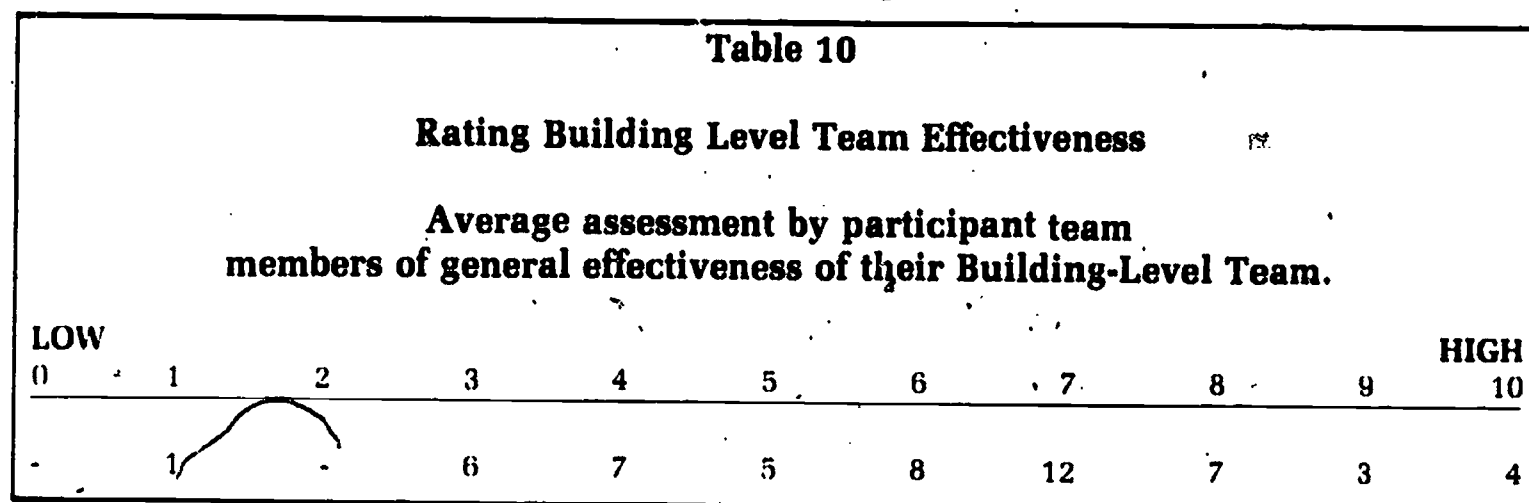
In an attempt to discover which types of interacting communication links were most effective in maintaining team dynamics one question pertained to the number and types of team meetings. Since it was soon apparent to cycle coordinators, team leaders and others that a mutually-acceptable time for meetings was a very difficult aspect of the communication system for team members, it seemed appropriate to investigate just what types of communication methods had been employed. Table 11 illustrates this system of communication.

Of particular importance is the reaction of individual team members to their own growth and rate of change. Several comments are contained in the appendix under Reflections; however Table 12 is a summation of the individuals' assessment of personal enrichment as a result of participation in the Institute.

Table 11

Summary of
Types and Frequencies of
Team Activities during the School Year

Types of Activities	Frequency of Occurrence
In service for faculty	48
Cultural exchange	30
Total school activity	30
Sports program	20
Other types	12
Arts program	11

The use of evaluation provided Institute staff with valuable insight and information to modify and to adapt the program throughout the fiscal year. Although the grant proposal contained the specific objectives to be achieved during the fiscal year, the program and structural model permitted changes to occur without failing to achieve the stated purpose of the program. This flexibility permitted the Institute staff to react to concerns as they occurred and, thus, further assured the attainment of the program's objectives.

By utilizing an extensive evaluation component containing both formative and summative evaluations, the retrieval of information can provide the staff responsible for programmatic services the needed information and direction to remedy problems as they arise. The participant feedback in such an in-service program is vital as the participants must view the program successfully if the expectation is that individual participants will be enthusiastic and prepared to carry through on their own once they have returned to their home educational setting.

Table 12

Summative
Participant Evaluation

Part 1: Individual	Strongly Agree	Average	Strongly Disagree
1. Throughout the year I have utilized the ideas, and concepts from the Training Institute.	37	23	1
2. I have influenced other faculty members to utilize materials, ideas, and concepts in their classrooms.	9	49	2
3. Students have responded favorably to the various activities utilized in my classroom.	35	15	2
4. I have grown professionally and personally as a result of the experience with the Institute.	56	5	-
5. I have re-evaluated my own classroom behavior and modified classroom experiences to be more positive.	44	10	1
6. Through the use of the activities I have gained a greater understanding of student interrelationships.	43	16	1
7. I believe I have helped to improve human understanding within my building.	24	36	2
8. I have found other staff members to be supportive of my ideas and projects.	15	40	3
9. Through the use of awareness experiences. I have gained a greater understanding of the various facets of the school.	28	30	3
10. I find I am more aware of my attitudes feelings, and behaviors when interacting with people.	56	5	-

Additionally, the formative and summative information can provide guidelines for future program development and considerations. The formative responses indicated that the topic area and consultants who were perceived by the participant as excellent shared common characteristics. Although the program cannot be designed entirely for participant enjoyment, this experience did suggest that the educator participant did afford higher ratings to the consultants who were enthusiastic in their presentation and/or who involved the participants than to those consultants who were described as low-keyed or who did not use techniques to involve the total group. The consultants' delivery and presentation methodology seemed to be the primary elements in rating different consultants. Subject matter or topic area did not seem to have a bearing on this rating.

PITFALLS/RECOMMENDATIONS

In reviewing the 1977-78 Institute, we have tried to identify pitfalls which may be encountered in implementing a comprehensive staff training program. Additionally, recommendations are forwarded which are intended to preempt such pitfalls in developing similar programs. The problems and pitfalls have been identified through the use of participant formative and summative evaluations responses and the concerns as identified by Institute staff either from observation and/or feedback generated from participants throughout the year.

The most common concern which surfaced throughout the academic year was the participants' dissatisfaction with their team's effectiveness in remedying the identified problem and implementing the "System for Change." Several factors were identified in regard to this matter. The factors can be categorized as two types: external and internal. External considerations which hampered the effectiveness of a team were those factors not controllable by the team, usually involving the administration. One, team members were reassigned to other buildings after the summer training component concluded, which left the team without a sufficient number of participants to accomplish their stated objectives and to institute their planned strategies. It was difficult to recruit new members to the teams after the bulk of the training had occurred. Two, team members were beseiged with other responsibilities once the school year began and it was often difficult to schedule meetings when the total team membership would be present.

Members of one team included a number of coaches of various sports which precluded their attendance and contribution during the sports' season. Although other factors may be involved in this aspect, those factors were consistently cited by teams' members who were dissatisfied with the progress achieved during the 1977-78 school year.

Another external factor often related to a team's effectiveness was the absence of public acknowledgement and support from the superintendent and school board members for the program's intent and the persons who were involved. A number of participants suggested that if public support had emanated from the board and superintendent, there would have been less resistance and more cooperation at the building level. Another factor related to administration was the absence/or presence of the building administrator as a member of the team. Building principals who attended regularly or who were members of the building level teams tended to support and to assist the efforts of the team. This commitment by the building administrator provided the expectation and impetus to other staff to become involved in the "System for Change."

Approval from the chief school administrator and building level administrators enhance the credibility of the program's intent and objectives. This can cause a domino reaction whereby other educational personnel will want to become a part of the action.

Internal factors are identified as those which could/can be changed or affected by the team members. One, teams in developing the "System for Change" focused on an area that was too encompassing and the undertaking of which was unrealistic and incompatible with the time and monetary delimitations. Two, members on some teams were indifferent to the team's efforts. This may be attributed to the individuals who were motivated to attend because of the stipend payments. Others simply lacked or never gained the enthusiasm to spearhead a programmatic thrust for changing attitudes and behaviors. Other team members preferred not to confront colleagues with change in behaviors but were content to institute changes on the individual level and thus refrained from becoming active group members.

There are still other factors which influence the total effectiveness of a team. One, Institute staff changes which resulted in team members feeling they no longer had the necessary Institute support. One of the cycle coordinators left the position at the end of the summer program and the trust and

confidence level developed between the staff and the teams of that cycle was not readily transferable to other Institute staff, which weakened the communication network. Assistance to those teams was more difficult to provide. The remaining two coordinators were then assigned additional teams with whom they had not worked in the summer session. This alteration in the system of communication could have adversely affected teams at a most crucial time period, at the outset of the school year. A new coordinator employed during the spring was not assigned a cycle of teams due to the approaching of the end of school, but rather worked with the other two coordinators in all three cycles.

Other elements that cannot be discounted are the monies awarded and the timing with which such monies are awarded. Monies awarded were primarily expended in stipend payments. This limited the monies available to teams to carry through and to provide service and programs for their respective buildings. Numerous teams included in their "Systems for Change" staff training programs which could not be financially supported by the Institute or the individual school. Although team members had received training to conduct their own staff training sessions, several teams expressed the desire to have renowned consultants, as presenters, believing that such an experience would further solidify the efforts of the team.

Additionally, the notification of funding occurred at the beginning of the fiscal year. Thus, staff hiring and preparation was difficult to achieve within the three-week time period allotted prior to the summer component commencing.

The recommendations are those again suggested by the Institute participants and staff. Beginning with the external barriers to successful implementation of the program, the Institute staff will need to obtain the commitment of the superintendent and the board. The commitment should be at least a verbal and public endorsement of the program and its objectives. Other methods to demonstrate the commitment of the board and superintendent include: (1) occasionally visiting formal training sessions; (2) letters to individual participants commending their efforts; (3) formalizing or internalizing the activities of the Institute with the system's own staff training; (4) involving and utilizing the skills of participants in other system-wide training events as facilitators or trainers; and (5) requesting the building principal with a building level team to report the efforts and activities of the team to other principals, thereby using internal networks to provide and promote support and assistance for the efforts of the Institute participants.

Building principal participation as a team member would be a requisite before a team can be considered for inclusion in the Institute program. It would not be sufficient to have a principal verbally express intent or occasionally participate with the team. The principal would be in attendance at all meetings and sessions in order to be an active contributing team member.

The criteria for the selection of team members would need not only the involvement of the building principal but also other team members who are staff persons having assignments involving only the one school. Additionally, persons who become team members must not be reassigned for the duration of the project. This would involve both administrative and individual commitment to assure that team membership remain intact throughout the project year.

By obtaining early funding notification, team selection can be determined in the spring, whereby the principal in scheduling can ensure that team members share the same planning period or time. Additionally, to support the team's efforts, central administration can endorse the program by providing released time for team members on a regular basis. Either joint planning time and/or released time would reduce the extended hours and scheduling problems which were encountered for teams to meet regularly throughout the academic year.

In regard to internal problems, these can be minimized by resolving external conflicts. When group members are satisfied with their role and are publicly supported for their efforts, those who are reluctant to participate may be more willing to extend themselves. This may also apply to those individuals whose participation was motivated by the stipend allowance. Naturally, there will be some individuals who will, regardless of the support mechanism, remain inactive.

These suggestions and recommendations may assist in averting problems which have been experienced by the staff and participants of the 1977-78 Institute. By addressing these issue areas, particularly the administrative factors of endorsement and support, the program effectiveness and participant efforts are more likely to bring about the desired changes constituting the basis for the project.

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CHAPTER IV

Sexism Exercises and Activities for use in the Classroom

by

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GAME SET "A"

Descriptive Word Exercise:
Stereotyping by Sex

AIM:

Individuals will come to understand the impact of prescribed societal standards upon individual behaviors and characteristics which are attributed solely on the basis of one's sex.

TARGET GROUP:

Any group comprised of both males and females.

RATIONALE:

1. To bring to awareness the values being imparted to our young people both by educators and parents.
2. To demonstrate the possibilities of limited opportunities based upon ascribed sex roles and characteristics.

EXPECTED RESULTS:

1. Increased awareness of the limitations imposed by societal expectations based upon an individual's sex.
2. Increased desire to diminish ascribed sex roles in order to open up opportunities for individuals.

OBJECTIVES:
1. To help participants increase their awareness of the different descriptive characteristics and behaviors attributed to males and females by society.
2. To help participants become cognizant that sex role stereotyping inhibits an individual's opportunity and freedom of behavioral choice.
3. To encourage participants to analyze their own preconceptions of sex role stereotyped behaviors and compare these with the societal norms and expectations.
4. To help participants realize the need for characteristics and behaviors to be gender free, to allow for a full range of expressions and experiences and behavior choices.

GROUP SIZE:
Unlimited; group may be divided into dyads, triads or quadrads.

TIME REQUIRED:
Approximately 30 to 45 minutes.

PHYSICAL SETTING:
A regular classroom, media center or library with portable desks.

MATERIALS:
Worksheets, pencils, newsprint, magic markers.

PROCEDURES/DIRECTIONS:
1. Worksheets are distributed to each individual.
2. Individuals are asked to read the list and decide whether the descriptors are, by societal standards, applied to males or females.
3. Individuals code the descriptors by "M" indicating MALE and "F" indicating FEMALE.
4. After individuals complete this part of the exercise, they are asked to form groups of 2, 3. or 4.
5. Within each small group, individuals share their responses, noting any on which there is disagreement or question.
6. Small groups are asked to discuss these differences and similarities.
7. Small groups are asked to come to consensus on what descriptive terms are attributed to males and to females in our society.
8. On newsprint, each small group records the group's consensus response for each descriptive term.
9. Within the large group, responses are shared and discussed. The following are suggested debriefing questions:
   a. Was it difficult to reach consensus within your small group? If so, why?
   b. What inhibited or facilitated consensus within your small group?

   Note: There will likely be almost total unanimity of response between groups; thus, the questions should be raised as to why there is unanimity.

VARIATION:
1. As step 10 of the activity, each small group is asked to select one of the descriptors which they as a group most adamantly disagree with in terms of the societal standard. The group should give its rationale for this selection and perhaps an example of a situation.
2. Add additional descriptive words to the exercise.

GAME SET "B"

Paired Trigger Words/Phrases

AIM:
Through discussion, participants develop a sensitivity for the feelings of the opposite sex with regard to word usage.

TARGET GROUP:

Any group with a nearly equal distribution of males and females.

RATIONALE:

1. To show the effects of stereotypic word usage of both males and females.
2. To raise awareness of the perpetuation of sexism through word usage.

EXPECTED RESULTS:

Increased awareness of the subtleties of the messages transmitted through sex-oriented terminology.

OBJECTIVES:

1. To help participants increase their awareness regarding word usage as it is used to stereotype individuals by sex.
2. To help participants become cognizant of the need to refrain from the usage of words and phrases that perpetuate certain norms on the basis of gender.
3. To encourage participants to exchange ideas in regard to conflicting viewpoints on sexually-based terminology which will permit growth in regard to attitudes and beliefs regarding sex roles.

GROUP SIZE:

Unlimited.

TIME REQUIRED:

Approximately 30 to 45 minutes.

PHYSICAL SETTING:

Preferably, a classroom with desks for writing.

MATERIALS:

Newsprint or overhead projector, worksheet, pencils.

PROCEDURES/DIRECTIONS:

1. Divide the group into smaller groups of 3-5, depending on the size of the larger group, making certain there are both men and women in each of the smaller groups.
2. Distribute handout sheet, asking each individual to complete as specified in the directions.
3. Facilitator should clarify directions and provide enough time to complete (about 5 minutes) the worksheet as an individual.
4. Share and compare the individual responses to both columns using the following questions on newsprint or the overhead as a basis to start the discussion.
   a. Are there differences as to how participants responded to each pair of Trigger Words/Phrases?
   b. Why does one person respond differently or the same to a pair of words or phrases?
   c. Is there a difference according to how men and women respond to each column?
5. A tally sheet of newsprint may be utilized with larger groups to record composite responses.
6. The culminating activity occurs when the facilitator asks the total group:
   1. Would you now, based on the discussion within your small group, change how you responded to the pairs of words in each of the columns?
   2. What caused or did not cause the change in your responses?
   3. What implications are brought to the surface through this exercise on the subtleties of language and what messages are communicated to male and female persons (students) in our society?

   Note: The strength of this exercise is found in the discussion among participants rather than the tabulation of scores.

GAME SET "C"

Trigger Word and Phrases Exercise
"Altered Response"

AIM:

Individuals develop an awareness of their language usage, particularly the sexist nature of their responses.

TARGET GROUP:

Any group with a nearly equal distribution of males and females.

RATIONALE:

1. To raise awareness of the unconscious use of sexist remarks in daily conversations.
2. To encourage change in language usage resulting from a new awareness.

EXPECTED RESULTS:

1. Increased awareness of unconscious nature of sexist language used in normal conversation.
2. Increased desire to eliminate sexist language usage.

OBJECTIVES:

1. To raise participants' awareness regarding word usage as it is used to stereotype individuals by sex.
2. To increase participants' realization of the need to refrain from sexist word usage which perpetuates norms on the basis of gender.
3. To help participants develop new, appropriate responses to sexist remarks in an effort to minimize such language and thus modify gender-limiting norms.

GROUP SIZE:

Unlimited, divided in small groups of 3 or 4.

TIME REQUIRED:

Approximately 30 to 40 minutes.

PHYSICAL SETTING:

Standard classroom, library or media center with facilities for writing.

MATERIALS:

Worksheet, newsprint, pencils, marker.

PROCEDURES/DIRECTIONS:

1. Divide large group into smaller groups of 3 or 4 persons, including males and females.
2. Facilitator hands out worksheets and explains the purpose of Columns I, II, and III.
   a. In Column I (Trigger Word/Phrases) will be listed 3 to 5 commonly used or heard stereotypic phrases which can be classified as sexist.
   b. In Column II (Message/Expectation) each small group is to explain the underlying message transmitted by the use of the trigger word or phrase.
   c. In Column III each small group will construct appropriate response modes to sexist trigger words and phrases, as listed in Column I.
3. As each small group completes the task, the newsprint is posted on the available wall space.
4. Each small group then shares with the total group one of the selected trigger words/phrases, the message being sent, and the responses they developed.
5. Discussion will follow, centering around the following questions:
   1. What skills or knowledge can be obtained from this kind of activity?
   2. Do you feel that you can respond adequately to sexist statements being made?
   3. Are you made cognizant of sexist statements being made as a result of this exercise? If so, in what way?

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CHAPTER V

A Manual: Multiethnic and Multicultural Education Exercises and Activities

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Introduction to Multicultural and Multiethnic

Education Exercises and Activities

We submit that America is a country of diverse racial and ethnic groups. This has been the case since the beginning of Jamestown Colony. Each ethnic group in its own time and way has made enormous contributions to the making of the United States. Each has fought in wars of liberation and wars to keep the United States free from foreign domination and tyranny. Each group deserves to be given credit for making this country and culture what it is today. But too often the contributions of each ethnic group have been lost, covered up or concealed in the various writings of American history and culture. This set of exercises attempts in one way to fill gaps in our knowledge about one another so that we can better appreciate one another.

Multicultural and multiethnic education are by definition the creation, discovery and dissemination of the verifiable knowledge about the various racial and ethnic groups making up the United States. Since American immigrants brought their cultural ancestry from all corners of the globe, it behooves us to study and learn about these various racial and cultural origins in order not to have to use stereotypic ideas and labels to communicate and interact with one another. Where there is an absence of racial and cultural facts, there is a preponderance of stereotypes and prejudgments used to shape our social and cultural contacts.

By increasing the cultural awareness about the various ethnic groups making up this country, we increase the probability that there will be shared understandings about each other and about our cultural reality as a whole. We also increase the probability of communicating with one another more effectively and sharing socio-cultural life together without inordinate conflicts. And finally we increase the probability of acquiring shared ideas, feelings, and behaviors which in the long run reduce estrangement and facilitate intergroup unity and harmony.

Ethnic groups are distinct cultural groups. *Racial groups* are distinct genetic groups. *Prejudice* is a prejudgment without bases in empirically verifiable facts. *Discrimination* is the categorical treatment of various groups which gives some institutionalized advantages to one group over other groups. *Distinction* is the differential treatment of various groups giving none an institutionalized advantage over any other groups. *Culture* refers to the learned, shared, and transmitted ideas, feelings, values, goals, rules, status-roles, ranks, powers and artifacts of particular collectivities. Multicultural and multiethnic education attempts to increase our awareness and knowledge about these phenomena so that we can increase our appreciation of our cultural and racial differences and learn to live with them in peace and happiness. Only this perspective will allow cultural and racial differences to be enriching rather than divisive. We offer these exercises in order to enrich the lives of all of us.

GAME SET ONE

Name Calling

AIM:

The participants each discuss how labels in the form of names are harmful even though they may be thought to be positive.

TARGET GROUP:

For best results, use this with kindergarten and up.

RATIONALE:
1. To show how name-calling blocks effective communications between persons.
2. To show how negative feelings are provoked and perpetuated through name-calling.
3. To motivate people to get to know one another as individuals and to show mutual respect by referring to people by their given names.

EXPECTED RESULTS:
1. Increased awareness of the inner feelings provoked by name-calling.
2. Increased desire to seek positive references and personal ways of communicating.

OBJECTIVES:
1. To bring to light the different names that people have learned for one or the other groups.
2. To allow people to examine the source and the validity of those names.
3. To motivate people to work at erasing name-calling from their conversations and contacts.

GROUP SIZE:

Quartets per 30 to 36 persons.

TIME REQUIRED:

Approximately 20 to 30 minutes.

PHYSICAL SETTING:

A library, media center or regular classroom with portable chairs.

MATERIALS:

Worksheets, pencils, newsprint, magic markers.

PROCEDURES/DIRECTIONS:
1. Pass out the sheet entitled Name-Calling.
2. Divide the groups into quartets.
3. Each participant lists at least two more names for the groups listed on the sheet.
4. Each quartet shares the names they have individually written and discusses the nature of the names and the sources (if possible) of the names.
5. Each quartet discusses among themselves the essential nature of name-calling and the effects of name-calling in interpersonal relationships.
6. Finally, the quartet disbands into one large group and collectively summarizes on newsprint the nature of name-calling and the effects of name-calling as well as how we might eliminate it.

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EXERCISE 1, AWARENESS GAME

Name-Calling

BLACKS   _____

GERMANS   _____

POLES   _____

JEWS   _____

MEXICANS   _____

ITALIANS   _____

HUNGARIANS   _____

DISCUSSION:
WHAT IS THE PURPOSE OF NAMING AND NAME-CALLING?

WHAT ARE THE INTERPERSONAL EFFECTS OF NAMING AND NAME-CALLING?

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EXERCISE 2, INTERACTION GAME

Name-Calling

PROCESS
1. Each participant picks an ethnic group label at random from a hat and sticks it on his/her breast.
2. Divide the collectivity into dyads with two different ethnic groups matched.
3. Participants face each other and establish eye contact remaining silent thinking of names commonly used for the group their partner represents; for one minute.
4. The dyads take turns sharing names for each other they have thought of or remembered from childhood. Ex.: Nigger, Spick, Wop, Polack.
5. Each pair discusses the feelings they get from hearing themselves called such names and discusses the feelings they get directing such names to another person. (Three minutes)
6. Disband the dyads, form one group and discuss the effects of name-calling in interpersonal relations.
7. Each person gives one way of how we can collectively eliminate name-calling in everyday life.

A NOTE: A committee should decide whether this activity should be a student, teacher, or school project. They should decide on the most feasible ways and places to conduct this activity.

TIME: Approximately 20 to 30 minutes.

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GAME SET TWO

Stereotyping

AIM:

The participants can discuss collectively how stereotypes are harmful and not facilitative of good human relations.

TARGET GROUP:

For best results, use this with kindergarten and up.

RATIONALE:

1. To develop a desire to learn the facts about people of various races, religions and cultures, and to give up inaccurate generalizations.
2. To show how stereotyping blocks effective communication between persons.
3. To motivate people to get to know others by actual experience rather than relying on prejudgments.

EXPECTED RESULTS:

1. Increased awareness of their own stereotypes and their effects on us and others.
2. Increased desire to go beyond stereotypes and to get to know others on a personal basis.

OBJECTIVES:

1. To bring to light the different stereotypes that people hold about various ethnic groups.
2. To allow people to examine the source and validity of those stereotypic views.
3. To motivate people to work at erasing stereotypes from their minds and behaviors.

GROUP SIZE:

Dyads per 30 to 36 persons.

TIME REQUIRED:

Approximately 40 minutes.

PHYSICAL SETTING:

A regular classroom, media center or library with portable chairs.

MATERIALS:

Worksheets, pencils, paper, newsprint and magic markers.

PROCEDURES/DIRECTIONS:

1. Pass out the sheet entitled Stereotyping.
2. Divide the collectivity into dyads.
3. Each participant adds at least two more stereotypes to the given list.
4. The pairs then share the stereotypes they have added on their sheets.
5. The pairs write on their worksheets the essential nature of stereotyping and the effects of stereotyping in interpersonal relations.
6. Finally, the participants disband the dyads and form one large group and summarize on newsprint the nature of stereotyping, the effects of stereotyping and how we might eliminate it.

EXERCISE 1, AWARENESS GAME

Stereotyping

MEXICANS: LAZY, PRIMITIVE,_____

JEWS: CLANNISH, PUSHY, _____

POLES: DUMB, UNAMBITIOUS, _____

GERMANS: FASCISTS, RIGID,_____

BLACKS: LOUD, VIOLENT, _____

DISCUSSION

WHAT IS THE ESSENTIAL NATURE OF STEREOTYPING?

WHAT ARE THE INTERPERSONAL EFFECTS OF STEREOTYPING?

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EXERCISE 2, INTERACTION GAME

Stereotyping and Labeling

PROCESS

1. Pass out ethnic group labels at random and have participants stick them somewhere on their breasts.
2. Form dyadic groups with different ethnic groups matched.
3. Participants sit quietly thinking of images of each other for one minute.
4. Participants now make alternate "you-people" statements about each other. Ex. "You people have so much rhythm." "You people like money." Each person presents five "you-people" statements.
5. Participants now discuss with their partners how they *feel* about the attributes attached to them. (Three minutes)
6. Disband the dyads and come together in one large group. Discuss the effects of labeling. Discuss feelings and potential actions.
7. Participants list on newsprint why labeling should be eliminated and how labeling can be eliminated from interpersonal relationships.

A NOTE: A committee should decide whether this activity should be a student, teacher or school project. They should decide on the most feasible ways and places to conduct this activity.

TIME: Approximately 20 to 30 minutes.

GAME SET THREE

Perceived Ethnic Characteristics

AIM:
Participants can discuss how stereotypes are harmful and not facilitative of good human relationship whether the images are thought to be positive or not.

TARGET GROUP:
For best results, use this with grade four and up.

RATIONALE:
1. To develop an awareness that each ethnic group is made up of distinctive individual personalities.
2. To show how stereotyping prevents getting to know individuals of other ethnic groups.
3. To motivate people to avoid over-generalization and to learn the personal and distinct qualities of each individual with whom we associate.

EXPECTED RESULTS:
1. Increased awareness of the stereotypes we hold and their effect on us and others.
2. Increased desire to avoid stereotypes and to get to know others as individual personalities.

OBJECTIVES:
1. To raise in sharp relief the variety of ways various groups are culturally perceived.
2. To allow people to examine and evaluate those cultural reputations.
3. To motivate people to avoid stereotypes and to treat individuals of every group as individual personalities.

GROUP SIZE:
Triads per 28 to 34 persons.

TIME REQUIRED:
Approximately 40 minutes.

PHYSICAL SETTING:
A regular classroom, media center or library with portable chairs.

MATERIALS:
Newsprint, worksheets, pencils, and magic markers.

PROCEDURES/DIRECTIONS:
1. Pass out the sheet entitled Perceived Ethnic Characteristics.
2. The ethnic groups listed are rated by participants according to their perceived characteristics.
3. Divide the collectivity into triads.
4. The triads discuss their rankings and their reasons for their ratings.
5. The triads evaluate the validity of the perceived ratings they have given.
6. Finally, disband the triads and the participants form one large group and share their ratings and their reasons for the ratings.
7. They discuss the bases for these perceptions and how group reputations emerge and change.
8. Finally, the group collectively summarizes the ways and reasons for eliminating these perceived characteristics.

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EXERCISE 1, AWARENESS GAME

Perceived Ethnic Characteristics

GROWING UP IN THE UNITED STATES, WE HAVE ALL LEARNED BY WORD OF MOUTH WHAT ARE THE SUPPOSED CHARACTERISTICS OF THE VARIOUS ETHNIC GROUPS WHICH MAKE UP THIS COUNTRY'S POPULATION. BASED ON WHAT YOU HAVE LEARNED, INDICATE WHAT CHARACTERISTICS LISTED BELOW ARE SUPPOSEDLY APPLICABLE OR NOT APPLICABLE TO THE FOLLOWING GROUPS.

Place: A = Applicable   Place: NA = Not Applicable

	JEWS	BLACKS	ITALIANS	POLISH	LATINOS	CHINESE
Ambitious	____	____	____	____	____	____
Good with their hands	____	____	____	____	____	____
Fancy dressers	____	____	____	____	____	____
Good lovers	____	____	____	____	____	____
Religious	____	____	____	____	____	____
Athletic	____	____	____	____	____	____
Intellectual	____	____	____	____	____	____
Politically influential	____	____	____	____	____	____
Friendly	____	____	____	____	____	____
Law-abiding	____	____	____	____	____	____
Criminal	____	____	____	____	____	____

DISCUSS THESE RANKINGS, THE LABELS, AND THE REASONS FOR SUCH ATTRIBUTES. DISCUSS THE EFFECTS OF LABELING.

EXERCISE 2, INTERACTION GAME

Perceived Ethnic Characteristics
Game Tags

PROCESS

1. Facilitator puts a master list of ethnic characteristics on newsprint and places it on the wall for all to see.
2. The facilitator places four more blank sheets of newsprint on the walls in four separate corners in the room.
3. Divide the group into four subgroups and assign each group to work one piece of the newsprint in one of the four corners of the room.
4. Facilitator writes one name of a local ethnic group on each of the four pieces of newsprint and has the subgroups select the characteristics from the master list which are most indicative of the group they are describing.
5. The participants discuss the reasons for selecting those characteristics.
6. The reasons are shared with the other subgroups for comparisons.
7. Finally, the actual members of those ethnic groups voice their opinions about being described in the terms on the newsprint.
8. In closing each participant shares with the group the problems associated with collective descriptions and the problems associated with over-generalization.

A NOTE: A committee should decide whether this activity should be a student, teacher or school project. They should decide on the most feasible ways and places to conduct this activity.

TIME: Approximately 20 to 30 minutes.

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GAME SET FOUR

Ethnic Ranking

AIM:

The participants share their views of ethnic rankings and how they perceive them changing in this society.

TARGET GROUPS:

For best results, use with third grade and up.

RATIONALE:

1. To make people aware of the ethnic status differences which abound in the United States
2. To make people aware of some of the bases for minority revolts in this country.
3. To motivate people to develop more equalitarian interpersonal attitudes and behaviors.

EXPECTED RESULTS:

1. Increased awareness of the consensus about the on-going rankings of ethnic groups in the United States.
2. Increased awareness of the problems invidious ethnic rankings cause in society.

OBJECTIVES:

1. To point up how the Americans socially rank different ethnic groups in this country.
2. To show many of the sources of minority group discontent and majority group discontentment.
3. To motivate people to consider other individuals on their own personal qualities and not a preconceived ethnic rank.

GROUP SIZE:

Quartets per 28 persons.

TIME REQUIRED:

Approximately 30 minutes.

PHYSICAL SETTING:

A regular classroom with portable desk/chairs.

MATERIALS:

Worksheets, pens or pencils, newsprint, magic markers.

PROCEDURES/DIRECTIONS:

1. Pass out the sheet entitled Ethnic Rankings.
2. Participants rank the ethnic groups from highest to lowest (1 to 10) according to how they might be esteemed by the majority of people in this society.
3. Using newsprint, the facilitator with the collectivity computes an average rank score for each ethnic group.
4. The participants then discuss these composite rankings and the reasons some ethnic groups are highly esteemed and some are not highly esteemed.
5. The facilitator points out the history of ethnic group relations and how these experiences affect group images.

EXERCISE 1, AWARENESS GAME

Perceived Ethnic Rankings
Match Game

GROUPS	MY RANK
GERMAN	_____1
AFRICANS	_____2
ENGLISH	_____3
ITALIANS	_____4
POLES	_____5
MEXICANS	_____6
JAPANESE	_____7
CHINESE	_____8
FRENCH	_____9
JEWS	_____10

VOTES

TOTAL SCORES

	1	2	3	4	5	6	7	8	9	10	OF THE GROUPS
GERMANS					_____						
AFRICANS					_____						
ENGLISH					_____						
ITALIANS					_____						
POLES					_____						
MEXICANS					_____						
JAPANESE					_____						
CHINESE					_____						
FRENCH					_____						
JEWS					_____						

Lowest scores = highest ranks

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EXERCISE 2, INTERACTION GAME

Ethnic Ranking

Part I

PROCESS
1. Facilitator identifies at least five different ethnic group members.
2. The five come to the center of the room with the others forming a circle and serving as the audience.
3. The five ethnic representatives are directed to form a column with the most esteemed ethnic group member in the number one position and the least esteemed group member in the number five position *as culturally perceived*.
4. The participants may jockey for positions until a rank consensus is reached. Once the column is formed, the audience evaluates the rankings to see if they agree with them. If not, the facilitator places the members in the order that the audience agrees upon.
5. Then the total group discusses the rankings and the reasons for such rankings.

Part II

1. The five different ethnic group members are directed to get into whatever order they feel their group should belong.
2. They may jockey for positions until a rank consensus is reached.
3. Once a firm ranking is reached, the exercise is over, and participants discuss what went on among the different ethnic group representatives and evaluate the new ranking.
4. The representatives of the various ethnic groups then discuss their feelings about how they felt with the ranks they were given as opposed to ranks they chose.
5. The facilitator summarizes the dynamics of ethnic rankings and ethnic reactions to imposed or assumed rankings in this society.

A NOTE: A committee should decide whether this activity should be a student, teacher or school project. They should decide on the most feasible ways and places to conduct this activity.

TIME: Approximately 20 to 30 minutes.

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GAME SET FIVE

Ethnic Feelings Dialogue

AIM:

The facilitator points up or brings out through discussion the importance of ethnic feelings in intercultural contact and how they affect our behavior. ·

TARGET GROUP:

For best results, use this with fourth grade and up.

RATIONALE: ·

1. To make people more conscious about their own ethnic feelings.
2. To understand their ethnic feelings and the reasons behind those feelings.
3. To cope with their feelings and the ways they inhibit and facilitate intercultural relationships.

EXPECTED RESULTS:

1. Increased awareness of the role of positive and negative feelings in interpersonal behavior.
2. Increased awareness of the ethnic feelings behind the ethnic identity.

OBJECTIVES:

1. To explore feelings related peculiarly to ethnic identity.
2. To allow suppressed feelings about one's ethnic identity to surface. ·
3. To motivate people to be aware of and sensitive to the ethnic feelings of others.

GROUP SIZE:

Dyads per 30 to 36 persons.

TIME REQUIRED:

Approximately 30 minutes for the entire activity.

PHYSICAL SETTING:

A regular classroom with portable desk-chairs. A media center or library could be used also.

MATERIALS:

Worksheets, pens or pencils.

PROCEDURES/DIRECTIONS:

1. Facilitator divides the group into dyads.
2. Pass out the sheet entitled "Things You Have Always Wanted To Know But Were Afraid to Ask."
3. Each participant fills out the sheet, being as candid as possible. · ·
4. Each shares the questions and answers within the dyads discussing them in as much detail as time permits.
5. Each shares how this knowledge about the feelings of the other affects them individually. In doing so, the participants indicate how this information affects their insights and perceptions about one another.
6. The dyads then open up and share within one large group how their insights and perceptions have been affected.
7. In closing, the participants discuss how such information affects or may affect their personal intercultural behavior in the future. ·

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EXERCISE 1, AWARENESS GAME

ETHNIC FEELINGS DIALOGUE

"Things You Have Always Wanted to Know But Were Afraid to Ask"

DO YOU SOMETIMES FEEL INFERIOR TO OTHER ETHNIC GROUPS?   WHEN?

DO YOU SOMETIMES FEEL SUPERIOR TO OTHER GROUPS?   WHEN?

DO YOU SOMETIMES FEEL THREATENED BY OTHER ETHNIC GROUPS?   WHEN?

DO YOU SOMETIMES FEEL UNCOMFORTABLE AROUND OTHER ETHNIC GROUPS?   WHEN?

DO YOU SOMETIMES FEEL HAPPY AROUND OTHER ETHNIC GROUPS?   WHEN?

EXERCISE 2, INTERACTION GAME

Ethnic Feelings Interview

PROCESS:
1. Facilitator divides the group into dyads.
2. Each person, in dyads, takes a turn asking the following questions:
    Do you sometimes feel uncomfortable around other ethnic group members?   When?
    Do you sometimes feel secure around other ethnic group members?   When?
    Do you sometimes feel threatened by other ethnic group members?   When?
    Do you sometimes feel like threatening other ethnic group members?   When?
3. After sharing these questions and answers, participants take two minutes more to explore any other feelings they may want to know about. For example, feelings of superiority and inferiority.
4. In summary, discuss the need for exploring and understanding ethnic feelings, and how they affect interethnic behavior.

NOTE: A committee should decide whether this activity should be a student, teacher, or school project. They should decide on the most feasible ways and places to conduct this activity.

GAME SET SIX

Cultural Contributors

AIM:

The participants discuss the importance of multiethnic contributions and how they can be used to teach positive concepts about various ethnic groups.

TARGET GROUP:

For best results, use this with fourth grade and up.

RATIONALE:

1. To promote appreciation of various ethnic personalities in the United States.
2. To show how every group has a unique contribution to make to this culture.
3. To motivate the participants to seek knowledge of the cultural contributions of every ethnic group in the United States.

EXPECTED RESULTS:

1. Increased awareness of deficiencies in knowledge and the education process.
2. Increased awareness of the importance of every group in the United States.

OBJECTIVES:

1. To identify various ethnic personalities who have contributed to the making of the United States.
2. To show how the United States thrives on the talents of all ethnic groups/members.
3. To motivate people to recognize the positive contributions of persons of all races, religions, and cultural groups.

GROUP SIZE:

Large group consisting of 28 to 32 persons. Each participant works individually sharing ideas as needed.

TIME REQUIRED:

Approximately 30 minutes.

PHYSICAL SETTING:

A regular classroom, media center or library with portable chairs.

MATERIALS:

Worksheets, pens or pencils, newsprint and magic markers.
Participants supply own materials (according to creativity) of mock autobiography.

PROCEDURES/DIRECTIONS:

1. Pass out the sheet entitled Cultural Contributors.
2. Participants fill out the sheets by indicating what each person has contributed to the making of the United States.
3. With everyone sitting in a large circle, the participants begin to share their lists and take notes by adding names they do not have on their list.
4. The participants discuss what they have learned and what this knowledge means to them and to their understanding of the making of the United States.
5. Participants discuss how effective the school systems have been in teaching the cultural contributions of the various ethnic groups in the United States, and how the system can be more effective.

EXERCISE 1, AWARENESS GAME

Cultural Contributors to the U. S.

CONTRIBUTORS		CONTRIBUTIONS
BLACKS:	DR. CHARLES DREW	_____
GERMANS:	HERBERT HOOVER	_____
POLES:	TADEUSZ KOSIUSZKO	_____
JEWS:	SAMUEL GOMPERS	_____
MEXICANS:	TRINI LOPEZ	_____
ITALIANS:	AMADEO GIANNINI	_____
IRISH:	HENRY FORD	_____
FRENCH:	PAUL TULANE	_____

DISCUSSION

I DISCOVERED THAT I _____

_____

EXERCISE 2, INTERACTION GAME

Cultural Contributors

Mock Autobiography

PROCESS

1. Each participant selects an historical figure from his/her own cultural group who has contributed to the making of the American culture.
2. Each participant takes at least five minutes to write a biography which includes the contributions of the person about whom he/she is writing.
3. Each participant stands before the group in the personage of the figure he/she has selected and presents the life and contributions of the figure as if it were an autobiography.
4. Be as creative and extensive as time permits. *Dramatizations* are encouraged.
5. In closing, all share what they gained from the exercise and how it can be used in school settings to disspell stereotypes.

A NOTE: A committee should decide whether this activity should be a student, teacher, or school project. The committee should provide the material or the resources for the development of biographies.

GAME SET SEVEN

Personal Interpersonal Relations

AIM:

The facilitator points up the importance of interracial and interethnic relationships and how they give personal insight into members of other groups. Such insight allows greater empathic and sympathetic behavior between individuals.

TARGET GROUP:

For best results, use this with third grade and up.

RATIONALE:

1. To show the limited nature of most cross-racial and cross-cultural contacts.
2. To show that the friends that most people have are within their own ethnic group.
3. To motivate people to expand their racial and cultural relationships.

EXPECTED RESULTS:

1. Increased awareness of the persons' own patterns of early socialization.
2. Increased awareness of the number of missed opportunities to establish deep relationships across ethnic lines.

OBJECTIVES:

1. To assess the degree of interpersonal relationships that persons have across ethnic lines.
2. To determine the reasons for an abundance of contact or a lack of contact across racial and ethnic grounds.
3. To motivate people to extend their contacts and relationships with members of other ethnic groups.

GROUP SIZE:

Quartets per 28 to 36 persons.

TIME REQUIRED:

Approximately 20 minutes.

PHYSICAL SETTING:

A regular classroom, media center or library with portable chairs.

MATERIALS:

Pencils, paper and worksheets.

PROCEDURES/DIRECTIONS:

1. Pass out the sheet entitled Personal Interpersonal Relations.
2. Divide the group into quartets.
3. Each participant fills out the sheet to show how much contact occurs with members of other groups and the quality of the contact.
4. Each quartet shares the information on the sheets and explains how the patterns on the sheet came to be, giving reasons and rationales.
5. The quartet shares with one another the interpersonal problems.
6. Disband quartets and form one collectivity which summarizes on newsprint the reasons for extensive contact and the reasons for a lack of extensive contact across ethnic lines. Summarize the reasons for conflict and cooperation.

In closing, each participant fills out the discussion statement at the bottom of the sheet and shares this statement with the large group.

EXERCISE 1, AWARENESS GAME

Personal Interpersonal Relations

Intergroup Relations in my School and/or Community

Worksheet

DIRECTIONS: Describe the intergroup feelings and behaviors as they are now.
Ex. Feelings may be hostile or friendly.
Behaviors may be conflictive or cooperative.

	BLACKS	WHITES	JEWS	LATINOS
BLACKS				
WHITES				
JEWS				
LATINOS				

DISCUSSION

WHAT ARE THE OVERALL INTERPERSONAL RELATIONS LIKE?

WHAT ARE THE POSITIVE AND NEGATIVE EFFECT OF THE INTERPERSONAL RELATIONS IN SCHOOL AND IN THE COMMUNITY?

EXERCISE 2, INTERACTION GAME

Inclusion-Exclusion Activity
Process

1. Facilitator divides the group into red and yellow people at random.
2. The red people are removed from the room and given instructions to come up with strategies for reducing if not eliminating the yellow participation in their planned activity which is to go out to eat together.
3. The yellow people are told (in the absence of the red people) that they have to devise strategies for attaining equal participation in the red group's activities.
4. The two groups are brought together to make plans for eating out together at a supper club here in the city.
5. They are allowed ten to fifteen minutes to debate.
6. Facilitator stops the debates and allows participants to share feelings and ideas about strategies and rationales for inclusion and exclusion.

NOTE: A committee should decide whether this activity should be a student, teacher or school project. They should decide on the most feasible ways and places to conduct this activity.

TIME: Approximately 20 to 30 minutes.

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GAME SET EIGHT

Multicultural Experience: Foods

AIM:
Participants can individually express various ways of broadening their experiences with different ethnic foods.

TARGET GROUP:
For best results use this with third grade and up.

RATIONALE:
1. To develop appreciation of other ethnic groups and their various food customs.
2. To assess the degree to which people are unicultural, bicultural or multicultural in food experience.
3. To help people to discover their food similarities within apparent differences.

EXPECTED RESULTS:
1. Increased awareness of the immense variety of food customs within this society.
2. Increased desire to enjoy foods of other ethnic groups.

OBJECTIVES:
1. To survey the knowledge people have about foods of various cultures.
2. To allow people to share their personal knowledge about many different ethnic foods.
3. To motivate people to experiment with foods of other cultures.

GROUP SIZE:
Quartets per 28 to 36 persons.

TIME REQUIRED:
Approximately 20 minutes.

PHYSICAL SETTING:
A regular classroom, media center or library with portable chairs.

MATERIALS:
Pencils, paper and worksheets.

PROCEDURES/DIRECTIONS:
1. Pass out the sheet entitled Multicultural Experience With Foods.
2. Divide the group into quartets.
3. Each participant checks off the foods he/she has actually eaten.
4. Each participant then circles the foods he/she actually prefers.
5. Each participant completes the sentence: "I discovered that. . . " For example: "I discovered that I have no experience with Greek food."
6. In quartets, each person takes a turn sharing what his/her sheets indicate about his/her food experiences. Secondly, each person takes a turn at explaining the pattern of food experience revealed on his/her sheets.
7. Finally, each quartet should appoint a spokesperson to summarize the food experiences of their groups and some of the reasons people give for their food experiences—broad or narrow.

EXERCISE 1, AWARENESS GAME

Multicultural Experience with Foods

DIRECTIONS: Check off those you have actually eaten.

ENCHILADA
TACOS
BURRITOS
REFRIED BEANS
RAVIOLI
PIZZA
LASAGNA
SCALOPPINE
SAUERBRATEN
POTATO PANCAKE
KNOCKWURST
GERMAN POTATO SALAD
PIEROGI
KIELBASA
KAPUSTA SOUP
STUFFED CABBAGE ROLLS
COLLARD GREENS (SOUL STYLE)
MUSTARD GREENS (SOUL STYLE)
GRITS
FRIED OKRA
BOSTON BAKED BEANS
SUCCOTASH
EGG ROLLS (CHINESE)
CHOW MEIN

DISCUSSION

I DISCOVERED THAT I _____

_____

EXERCISE 2, INTERACTION GAME

Multicultural Experience with Foods

Food Tasting Party

PROCESS

1. The workshop organizers have to decide on a feasible way to prepare about ten or more different ethnic foods.
2. Arrange the dishes in buffet style. Each dish is to be eaten as a single course.
3. Each person takes a small portion of food and eats that single course.
4. After each person has had a chance to taste a particular dish, the participants share with one another how the food appeals to them.
5. This process is repeated until each dish has been sampled and discussed by all the participants.
6. The person who prepared the dish or a person of the group who is familiar with the preparation of the dish tells the group how that particular dish is prepared. (IF it is feasible the recipes could be put on a card next to each dish.)
7. In closing, people may return to the table and eat as much as feasible of those particular dishes they prefer.
8. The chairperson or facilitator should encourage experimentation with foods and encourage participants to make new food acquaintances.

   TIME: Time for a potluck dinner.

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GAME SET NINE

Multicultural Experience: Music

AIM:

Participants can individually express various ways of broadening their experience with different ethnic music.

TARGET GROUP:

For best results, use this with kindergarten and up.

RATIONALE:

1. To develop an appreciation of the music of other cultures.
2. To apprise persons of the scope of ethnic music experience available in this society.
3. To motivate people to experiment with music of other cultures.

EXPECTED RESULTS:

1. Increased awareness of the immense variety of music customs throughout this society.
2. Increased desire to enjoy music of other ethnic groups.

OBJECTIVES:

1. To survey the knowledge people have about music of various cultures.
2. To allow people to share their personal knowledge about different ethnic music.
3. To motivate people to experiment with music of other cultures.

GROUP SIZE:

Triads per 30 to 36 persons.

TIME REQUIRED:

Approximately 30 minutes.

PHYSICAL SETTING:

A media center, library or regular classroom with portable chairs.

MATERIALS:

Pencils and worksheets.

PROCEDURES/DIRECTIONS:

1. Pass out the sheet entitled Multicultural Experience with Music.
2. Divide the group into triads.
3. Each individual checks the appropriate column indicating whether he/she is acquainted with or listens regularly to the music listed on the sheet.
    Complete the sentence: "I discovered that . . . "
    For example: "I discovered that I only listen to spirituals."
4. In triads, each person takes a turn sharing what his/her sheets indicate about his/her music experiences. Secondly, each person takes a turn at explaining the pattern revealed on his/her sheets.
5. Finally, each group appoints a spokesperson to summarize the music experiences of the triads and the reasons people give for their music experiences.

EXERCISE 1, AWARENESS GAME

Multicultural Experience with Music

DIRECTIONS: Place A Check Mark On The Appropriate Line Below.

	ACQUAINTED WITH	LISTEN TO REGULARLY
ROCK AND ROLL	_____	_____
BLUES	_____	_____
SPIRITUALS	_____	_____
JAZZ	_____	_____
COUNTRY AND WESTERN	_____	_____
POLKA	_____	_____
WALTZ	_____	_____
RANCHERA	_____	_____
CLASSICAL	_____	_____
BOLERO	_____	_____
TOTAL NO.	_____	_____

DISCUSSION

I DISCOVERED THAT I HAVE A TASTE FOR _____

_____

_____

I DISCOVERED THAT I DO NOT HAVE A TASTE FOR. _____

_____

_____

EXERCISE 2, INTERACTION GAME

Multicultural Experience with Music

Music Appreciation Festival

PROCESS

1. The workshop organizers procure music from about five or more ethnic cultures (records, bands, performers, etc.)
2. At least two music selections are played from each culture taken singly.
3. After each pair of selections has been played, the participants share with one another how the music appeals to them.
4. This process is repeated for each cultural group, until all music selections have been sampled and discussed by all the participants.
5. The person who is familiar with the music tells the type, the occasion and if possible, the function of the music within the particular culture represented.
6. In closing, people can play the music they prefer and they may dedicate songs to one another.
7. The chairperson or facilitator should encourage experimentation with music and encourage participants to make new music acquaintances.

GAME SET TEN

Multicultural Experience: Social

AIM:

The participants list ways of broadening the number of activities they could share with members of other ethnic groups.

TARGET GROUP:

For best results, use this exercise with kindergarten and up.

RATIONALE:

1. To encourage social interaction with other ethnic groups.
2. To learn about people of other cultures.
3. To promote knowledge and understanding of other ethnic groups. so as to reduce the estrangement between ethnic groups.

EXPECTED RESULTS:

1. Increased awareness of how they actually interact with others.
2. Increased desire to have more social interaction with others so as to facilitate better understanding of different ethnic groups.

OBJECTIVES:

1. To permit individuals to assess how much they socially interact with other ethnic groups.
2. To show how many activities they actually share with other ethnic groups.
3. To motivate people to expand the number of activities they are willing to share with other ethnic groups.

GROUP SIZE:

Triads per 30 to 36 persons.

TIME REQUIRED:

Approximately 20 minutes.

PHYSICAL SETTING:

A regular classroom. media center or library with portable chairs.

MATERIALS:

Worksheets. pencils and paper.

PROCEDURES/DIRECTIONS:

1. Pass out the sheet entitled Multicultural Experience with Social Activities.
2. Divide the collectivity into triads.
3. Each person checks whether he/she has ever. never or regularly shared in the activities named on the list with Blacks. Latinos. Asians and Whites.
4. Complete the sentence: "I discovered that. . ."
   For example: "I discovered that I share very few activities with other ethnic groups."
5. While in the triads. each person then shares his/her pattern of responses with the others in the group. Each explains the patterns of activity sharing that he/she exhibits.
   Finally. the triads appoint a spokesperson who then shares the choices and rationales of the participants in his/her group.

EXERCISE 1, AWARENESS GAME

Multicultural Experience with Social Activities

Groups: Blacks, Latinos, Asians and Whites

	NEVER	EVER	REGULARLY
DINING AT HOME WITH	____	____	____
DANCING WITH	____	____	____
WORSHIPPING WITH	____	____	____
PARTY WITH	____	____	____
SWIMMING WITH	____	____	____
BOWLING WITH	____	____	____
TRAVELING WITH	____	____	____
HOME VISITING WITH	____	____	____
GAME PLAYING WITH	____	____	____
CARD PLAYING WITH	____	____	____
DINING OUT WITH	____	____	____
TOTAL NO. OF ETHNIC GROUPS	____	____	____

DISCUSSION

I DISCOVERED THAT I _____

_____

_____

EXERCISE 2, INTERACTION GAME

Multicultural Experience with Social Activities

A Roving Multiethnic Houseparty

PROCESS:

1. The group collectively decides what members would like to have the groups to their homes for an hour. At least three different ethnic groups must be represented. Ex. Mexican. Italian, Polish, German. Afro-American, Asian, etc.
2. Three committees are formed to work on each small hour-long ethnically distinct party. Culturally typical drinks and snacks must be served. Culturally typical music should be played in the background at each of the respective homes.
3. After the details have been worked out for the preparation of snacks and drinks, a date is set for a roving houseparty that moves from house to house over a three-hour period.
4. At the end of the party, participants should take 30 minutes to evaluate the activity and the feelings each experienced.

A NOTE: A committee should help in the preparation for each person's house used. It should be a group effort.

TIME: Select a leisurely Sunday or Saturday afternoon if summer vacation time cannot be used.

GAME SET ELEVEN

Multicultural Experience: Physical

AIM:
Participants individually discuss the various prohibitions as well as the various facilitations of physical contact.

TARGET GROUP:
For best results, use this with third grade and up.

RATIONALE:
1. To encourage true interethnic contacts through sharing.
2. To facilitate interpersonal communication through physical sharing.
3. To motivate people to be more honest and open in their interpersonal relationships.

EXPECTED RESULTS:
1. Increase awareness of the variety of ways of touching others and sharing ourselves with others.
2. Increase the desire to have more physical sharing with others as ways to facilitate better interpersonal communication.

OBJECTIVES:
1. To permit individuals to assess how much physical distance they desire from others.
2. To show how much physical contact with other individuals they actually have.
3. To motivate people to expand their social contacts with others which of necessity must be through physical sharing.

GROUP SIZE:
Dyads per 28 to 36 persons.

TIME REQUIRED:
Approximately 20 minutes.

PHYSICAL SETTING:
A regular classroom, media center or library with portable chairs.

MATERIALS:
Worksheets and pencils.

PROCEDURES/DIRECTIONS:
1. Pass out the sheet entitled Multicultural Sharing Experience With Physical Objects.
2. Divide the group into dyads.
3. Each participant indicates whether he/she has ever, never or occasionally shared the objects named on the list with members of other ethnic groups listed.
4. Complete the sentence: "I discovered that. . ."
   For example: "I discovered that I have shared only three objects out of the twelve on the list."
5. In dyads, each person shares his/her worksheets with his/her partner, and explains why the pattern of physical sharing is what it is.
6. Finally, each person briefly describes to the whole group what his/her sheet reveals and the rationale for the sharing pattern revealed on the sheet.

EXERCISE I, AWARENESS GAME

Multicultural Sharing Experience with Physical Objects

GROUPS: BLACKS, LATINOS, ASIANS AND WHITES

	NEVER	EVER	OCCASIONALLY
SOAP (SAME)			
PLATE (SAME)			
COMB (SAME)			
SOFA (SAME)			
SPOON OR FORK (SAME)			
TOWEL (SAME)			
CIGARETTE (SAME)			
BEVERAGE BOTTLE (SAME)			
DINING TABLE (SAME)			
BED (SAME)			
TOOTHBRUSH (SAME)			
BEDROOM (SAME)			
TOTAL NO.	——	——	——

DISCUSSION

I DISCOVERED THAT I NEVER SHARE _____

_____

_____

I DISCOVERED THAT I OCCASIONALLY SHARE _____

_____

_____

EXERCISE 2, INTERACTION GAME

Multicultural Experience with Physical Objects

Physical Sharing

PROCESS:

1. Divide collectivity into dyads. The dyads start out sitting back to back.
2. Each person sorts the objects or the name cards into two piles: Those they *feel* comfortable sharing and those they do *not feel* comfortable sharing.
3. After the sorting, the individuals face each other and discuss the degree to which they agree and disagree giving their personal reasons for their choices.
4. Facilitator takes votes on objects people are willing to share starting from least-shared objects (like a toothbrush and a towel) to most-shared (like a cigarette and dining table).
5. Disband dyads and form a collectivity where participants discuss their reasons for their sharing patterns.
6. In summary, participants discuss the kinds of persons they are and how these personalities shape the choices of objects shared and their social relationships.

A NOTE: A committee should decide whether or no this activity should be a student, teacher or school project. They should also decide on a feasible way to procure the physical objects on the list.

TIME: Approximately 30 to 40 minutes.

MATERIALS:

A set of toy or real objects or symbols or name cards representing the objects, for each participant.

GAME SET TWELVE

Who Am I?

AIM:

Now the pe '' ipants can discuss collectively how newly acquired knowledge about other groups affects their views of those groups.

TARGET GROUP:

For best results, use this with fourth grade ard up.

RATIONALE:

1. To make people knowledgeable of their own ethnic origins.
2. To show the similarities and differences among the various ethnic groups.
3. To motivate people to learn to take pride in their own ethnic origins and characteristics, as well as appreciate those of other groups.

EXPECTED RESULTS:

1. To allow people to assess the knowledge they have of their own ethnic groups.
2. To make people aware of the need for knowing their own history and culture.
3. To motivate people to learn more about their own groups.

GROUP SIZE:

Dyads per 30 to 36 persons.

TIME REQUIRED:

Approximately 20 minutes.

PHYSICAL SETTING:

A regular classroom with portable desk/chairs.

MATERIALS:

Worksheets, pens or pencils, newsprir; and magic markers.

PROCEDURES/DIRECTIONS:

1. Pass out the sheet entitled Who Am I?
2. Each participant takes three minutes to write down as much as he/she can in order to describe his/her group to another person who may not know anything about that group.
3. Divide the participants into dyads and each participant shares his/her descriptions with the other members of the dyad.
4. Each pair continues to have a question and answer session for five more minutes or until a clear picture of the groups emerge in both minds. Discuss food, dance, clothing, religion, ceremonies, family and music.
5. All participants now form one large circle and each person relates what he/she knew or did not know about his/her group and the other group.
6. They discuss the reasons for an abundance of knowledge or a lack of knowledge with respect to their own and other ethnic groups.
7. In closing, participants can discuss the importance of knowing about their own groups and other groups.

EXERCISE 1, AWARENESS GAME

Who Am I?

TAKE THREE MINUTES TO WRITE A DESCRIPTION OF YOUR ETHNIC GROUP.
(USE THE ETHNIC GROUP YOU MOST IDENTIFY AS YOUR OWN AND DISCUSS
FOOD, MUSIC, RELIGION AND BEHAVIORAL CUSTOMS).

EXERCISE 2, INTERACTION GAME

Who Am I?

Introduction to My History and Culture

PROCESS:

1. Facilitator divides the group into dyads with different ethnic groups represented.
2. Each participant gives a three-minute presentation about his or ethnic group.
3. Audience may inquire into history, food, music, clothing, cei ionies, religion and customs. This process should be separated with reconstituted dyads.
4. Each person shares with the whole group what he/she learned about one other group.
5. In summary, each discusses the need for knowledge about his/her own and about other ethnic groups. They also discuss how such knowledge aids in interethnic relations.

A NOTE: A committee should decide whether this activity should be a student, teacher or school project. They should decide on the most feasible ways and places to conduct this activity. Repeat the process for as many ethnic groups as possible.

TIME: Approximately 20 to 30 minutes.

GAME SET THIRTEEN

Who Are They?

AIM:

The participants discuss how the new knowledge about other groups affects their perceptions of those groups.

TARGET GROUP:

For best results, use this with fourth grade and up.

RATIONALE:

1. To make people knowledgeable of the variety of ethnic groups in their communities.
2. To show the similarities and differences among various ethnic group cultures.
3. To motivate people to appreciate the ethnic origins and characteristics of other groups.

EXPECTED RESULTS:

1. Increased knowledge will lead to greater cross-cultural understanding.
2. Increased knowledge allows greater and more extensive interpersonal relationships.

OBJECTIVES:

1. To allow people to assess the knowledge they have of other ethnic groups.
2. To make people aware of the need for knowing the history and culture of other ethnic groups.
3. To motivate people to learn more about other ethnic groups.

GROUP SIZE:

Dyads per 30 to 36 persons.

TIME REQUIRED:

Approximately 30 minutes.

PHYSICAL SETTING:

A regular classroom. media center or library with portable chairs.

MATERIALS:

Worksheets, pens or pencils, newsprint and magic markers.

PROCEDURES/DIRECTIONS:

1. Pass out the sheet entitled Who Are They?
2. The participants form a large circle.
3. Each participant takes three minutes to write down as much as he/she can about an ethnic group other than his/her own; each describes various aspects of the culture: music, food. dress. ceremonies. gestures, religion, family and dance.
4. Group the participants into dyads and have them share the descriptions they have written with each other.
5. The participants in dyads continue their discussions with questions and answers to each other. taking about an additional five minutes.
6. Finally, the dyads come together in one large group; each person relates what he/she knew or did not know about the other group about whom they heard. In closing, participants can discuss the importance of knowing about other ethnic groups. and how this knowledge affects their feelings about that group.

EXERCISE 1, AWARENESS GAME

Who Are They?

DESCRIBE A CULTURAL GROUP OTHER THAN YOUR OWN WITH WHOM YOU ARE WELL ACQUAINTED. (CLUES: FOOD, MUSIC, LANGUAGE, ARTIFACTS, RELIGION, FAMILY, DRESS, CEREMONIES)

EXERCISE 2, INTERACTION GAME

Who Are They?

Ethnic Knowledge Interview

PROCESS:

1. Divide the group into dyads with different ethnic groups represented in each pair.
2. Each participant takes a turn conducting a three-minute interview inquiring into information about the other's ethnic background and history. Participants may ask about food, music, clothing, ceremonies, religion and gestures.
3. Disband the dyads and form one collectivity where each person shares what he/she has learned about a group other than his/her own.
4. In summary, each person gives reasons for the importance of learning about other ethnic groups and how this knowledge affects relationships between individuals of different ethnic groups.

A NOTE: A committee should decide whether this activity should be a student, teacher or school project. They should decide on the most feasible ways and places to conduct this activity.

TIME: Approximately 20 to 30 minutes.

GAME SET FOURTEEN

Ethnics in American History

AIM:
The group summarizes on newsprint the needs for multicultural education.

TARGET GROUP:
For best results, use this with fourth grade and up.

RATIONALE:
1. To make people aware of the contributions made by a multiplicity of groups.
2. To show that the culture of the United States evolved from a variety of ethnic contributions.
3. To motivate people to take pride in their ethnic contributions and in the contributions of other groups.

EXPECTED RESULTS:
1. Increased knowledge about different ethnic groups.
2. Increased respect for different ethnic groups as a result of their positive contributions to this country and the world.

OBJECTIVES:
1. To assess how knowledgeable people are about the histories of their own and of other groups.
2. To make people aware of the need for multicultural education.
3. To motivate people to make a pointed effort to make sure that multicultural contributions to American history are taught.

GROUP SIZE:
Quartets per 28 to 34 persons.

TIME REQUIRED:
Approximately 30 minutes.

PHYSICAL SETTING:
Regular classroom with portable desk-chairs, media center or library.

MATERIALS:
Mimeographed ethnic fact sheets, pencils and paper.

PROCEDURES/DIRECTIONS:
1. Divide the group into triads.
2. Pass out three different sheets of historical facts on three different ethnic groups.
3. Participants take turns asking one another "Did-you-know statements."
4. For example: Did you know that the German people introduced the concept of the kindergarten to our educational system? Did you know an Afro-American discovered blood plasma?
5. After about three minutes of questions and answers, the participants in triads discuss the various historical facts and what they knew and did not know and why.
6. The triads open up and have a general discussion of what they learned or discovered that they did not know before. They also explore the positive functions of historical facts about different ethnic groups and their contributions.

EXERCISE 1, AWARENESS GAME

Ethnics in American History

GERMAN-AMERICANS

1607   Three Germans were among the followers of John Smith.
1626   A German was the director of the Colony of New Netherland.
1727   The German population of Pennsylvania had reached 20,000.
1750   By this time the Germans had established towns from the Mohawk River Valley to Savannah, Georgia.
1776   The Germans were instrumental in defeating the British.
1815   The Rappist Colony of Pennsylvania moved to Indiana and set up New Harmony.
1850   The German element was 26 percent of the total foreign born population. Over 90 percent of those coming to the U. S. this year are from German states.
1855   Henrich Steinweg, the founder of the famous piano company, came to the U. C. in 1850 but his piano won three prizes in 1855.
1856   The Germans established the first kindergarten in the U. S.
1885   The number of German-born Congresspersons increased to 14.
1888   There were 30 German-Catholic newspapers published in the U. S.
1890   The practice of using German in public schools in Pennsylvania ended.
1890   There were over 800 German-language newspapers in the U. S.
1892   A German-American was elected Governor of Kentucky.
1910   The largest foreign born group in the U. S. was from Germany. They numbered 8.200,000.
1910   German-American farmers had developed over 670,000 farms with a total area of over 100.000.000 acres.
1928   Herbert Hoover was elected President of the U. S., the first of German ancestry.
1929   Babe Ruth and Lou Gehrig are German-American baseball stars.
1942   Gen. Dwight D. Eisenhower, a descendent of German settlers, was appointed Commander of the U.S. Armed Forces in Europe.

AFRICAN-AMERICANS

1538   Estevanico, a Black explorer, led an expedition from Mexico and discovered Arizona and New Mexico.
1619   Black history in English American began with 20 Blacks who were left on these shores by the Dutch.
1621   Legal recognition of slavery began in Massachusetts, not in the South.
1720   Juniper Hammon of Long Island was the first African-American writer in the U.S.
1758   Frances Williams, a Black college graduate, was the first African-American to publish poems in Latin.
1773   Jean Baptiste Du Saible, a Black explorer, became the first permanent settler of Chicago.
1775   Gen. George Washington ordered the recruitment of Free Blacks.
1777   Blacks helped abolish slavery in Vermont.
1783   Blacks helped abolish slavery in Pennsylvania.
1791   Benjamin Banneker was suggested by Thomas Jefferson to help lay out the plans for the Capitol, Washington, D.C.
1815   Paul Cuffee, a ship builder, helped several shiploads of Blacks go back to Africa.
1833   Blacks helped establish the American Anti-Slavery Society.
1847   Frederick Douglass began to publish the newspaper called The North Star.
1854   The first black college was established in Chester, Pennsylvania.
1874   The Black man named Patrick Healy was inaugurated as President of Georgetown University, the oldest Catholic University in the U.S.
1883   Dr. Daniel Hale Williams performed the world's first successful heart operation at Chicago's Provident Hospital.

POLISH-AMERICANS

1608   The first two Poles to settle in the Colonies were workmen for John Smith.

1619   A group of Poles demanded and received a franchise in the Jamestown Colony.

1643   The first Polish settlement began in New Amsterdam.

1776   Tadeusz Kosckiuszko was a commissioned Colonel in the Continental Army as an Army engineer.

1777   Kazimierz Pulaski was an advisor to the Continental Army.

1779   Pulaski was mortally wounded in the siege of Savannah.

1821   The College of the Holy Cross in Massachusetts was founded by a set of priests, one of whom was Polish.

1834   Polish refugees received a land grant in Illinois from the U.S. Congress to establish a "Little Poland."

1854   A Polish colony began near Galveston, Texas.

1868   The first school established for Poles began in Milwaukee.

1876   A second generation Pole was elected Mayor of Baton Rouge, Louisiana.

1891   Peter Kiolbessa was elected the City Treasurer of Chicago, the first Pole to hold a major elective office.

1910   There were over 927,000 Polish-born and 725,000 native born Poles in the U. S.

1912   Polish immigration reached a peak of 175,000 for the year.

1917   A disproportionate number of Poles served in World War I: 215,000.

1922   A Polish immigrant gave the first public demonstration of sound-on-film movies in the U. S.

1941   Stan Musial, a man of Polish ancestry, began his fabulous baseball career.

1945   Mathematician, Stanlislaus Ulam, an immigrant, helped develop the atomic bomb.

EXERCISE 2, INTERACTION GAME

Ethnics in American History

PROCESS:

1. Divide the participants into quartets.
2. Each quartet selects an ethnic group it would like to make a report on. (Students study a particular ethnic group of their choice.)
3. They present a skit, poem, song or report about the ethnic group of their choice, bringing out unique historical facts and contributions. Each quartet makes a presentation to the whole group as the audience.
4. The audience is permitted to ask questions of clarification and information, but not to criticize.
5. In closing, the whole group discusses how beneficial such presentations were for achieving multicultural education goals.
6. In summary, the facilitator tries to bring out the positive effects of knowledge about other ethnic groups.

A NOTE: A committee should decide whether this activity should be a student, teacher, or school project. They should provide resource materials for the study of different ethnic groups and historical figures from these groups.

TIME: Approximately an hour (60 minutes).

GAME SET FIFTEEN

Multicultural Perspectives

AIM:

Discuss the importance of tolerance with respect to the multiplicity of cultural perspectives.

TARGET GROUP:

For best results, use with third grade and up.

RATIONALES:

1. To help people come face to face with their own prejudices and be more open to opposing views.
2. To make people aware of their value systems and how they may be imposing them on others as self-evident truths.
3. To motivate people to examine their perceptions and to see how these perceptions are evaluated by others.

EXPECTED RESULTS:

1. Increased awareness of the diverse perspectives held.
2. Increased openness about cultural perspectives in general.

OBJECTIVES:

1. To point out the unspoken assumptions and values which underlie our interethnic behavior.
2. To make explicit some cultural perspectives which are held by citizens of the United States.
3. To motivate people to see cultural perspectives as relative rather than absolute values.

GROUP SIZE:

Quartets per 28 to 36 persons.

TIME REQUIRED:

Approximately 40 minutes.

PHYSICAL SETTING:

A regular classroom with portable desk/chairs.

MATERIALS:

Worksheets, pens or pencils, newsprint and magic markers.

PROCEDURES/DIRECTIONS:

1. Pass out the sheet entitled Multicultural Experience: Multicultural Perspectives.
2. Each participant reads each statement one at a time and determines whether the statement expresses one or another cultural perspective: namely, Anglo-Conformity, Melting-Pot or Pluralist-Separatist.
3. After all statements have been evaluated, the participants share their evaluations of each statement with the whole group.
4. The facilitator takes a vote on each statement.
5. The facilitator elicits the rationales each person holds for voting one way or the other.
6. The facilitator sums up how cultural perspectives enter into the everyday lives of all of us and affect our ability to interact with members of other ethnic groups.

EXERCISE 1, AWARENESS GAME

Multicultural Perspectives

INTRODUCTION

DEFINITIONS:

Anglo-conformity perspective means that all groups should drop their ethnically distinct ways and conform fully to the American patterns which are essentially English in nature.

Melting-pot perspective means that all groups should be amalgamated or mixed up biologically and culturally so that there are not distinct groups in the United States.

Pluralist-separatist perspective means that there are and should be distinct biological and cultural groups in the United States.

ANGLO-CONFORMITY = AC   MELTING-POT = MP   PLURALIST-SEPARATIST = PS

_____ 1. I DO NOT WANT TO SPEAK MY NATIVE LANGUAGE. I WANT TO LEARN ENGLISH AND BECOME A FULL AMERICAN.

_____ 2. I AM A MIXTURE OF MANY BLOODS; I BELIEVE THERE ARE NOT AND SHOULD NOT BE PURE RACES OR CULTURES.

_____ 3. OUTWARDLY, I AM CULTURALLY AN AMERICAN; INWARDLY, I STILL THINK, FEEL, AND PREFER LIFE AS THE MEMBERS OF MY ETHNIC GROUP DO.

_____ 4. I SEE MANY MEMBERS OF MY GROUP SPEAKING FOREIGN LANGUAGES AND PRACTICING FOREIGN CUSTOMS; I THINK THIS IS THE WAY THE AMERICA SHOULD BE.

_____ 5. I DO NOT CARE WHETHER MY CHILDREN DATE RED, GREEN, OR PURPLE PEOPLE, BUT I DO WANT THEM TO MARRY SOMEONE OF OUR OWN GROUP.

_____ 6. SINCE I DO NOT WISH TO HIDE MY EUROPEAN ANCESTRY, I WANT TO BE ACCEPTED FOR WHAT I AM AND THAT IS A HYPHENATED AMERICAN.

_____ 7. I BELIEVE THAT RULES ARE IMPARTIAL AND FAIR FOR EVERYONE; NO GROUP SHOULD BE ALLOWED TO DEVIATE OR BE DIFFERENT.

_____ 8. THOSE WHO DO NOT SPEAK ENGLISH AND DO NOT ACT AMERICAN SHOULD DROP THEIR OLD WAYS AND LEARN TO FIT INTO THE AMERICAN PATTERN IF THEY WANT TO BE ACCEPTED.

_____ 9. I HAVE MET SOME GROUPS LIKE THE AMISH WHO WANT TO BE LEFT ALL TO THEMSELVES; I FEEL THEY SHOULD BE ALLOWED TO IF THEY WANT TO BE.

_____ 10. BLACK STUDIES, CHICANO STUDIES AND ASIAN STUDIES ARE NOT IMPORTANT; WHAT IS IMPORTANT IS AMERICAN STUDIES.

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EXERCISE 2, INTERACTION GAME

Multicultural Perspectives

PROCESS:

1. Divide the collectivity into quartets.
2. Each participant shares his own personal cultural perspective on interethnic relations.
3. The facilitator defines the various cultural perspectives in vogue (Anglo-Conformity, Melting-Pot, and Pluralist-Separatist).
4. The participants of the quartets evaluate one another's perspectives in light of these definitions of cultural perspectives.
5. They discuss which perspective is the best fitting model of what is happening today in their community.
6. The quartets then open up to one another and one member of each quartet summarizes the general feeling and consensus of the group.

IN SUMMARY: The facilitator points up the functions of unspoken perspectives and how they influence our cross-cultural behavior and relationships.

A NOTE: A committee should decide whether this activity should be a student, teacher or school project. They should decide on the most feasible ways and places to conduct this act vity.

TIME: Approximately 40 to 60 minutes.

9.5

APPENDIX

APPENDIX A

Glossary of Terms

Building level team—Designation for a group composed of five or six people who work at the same school building and hold one of the following positions: building administrator. counselor, teacher, support staff, or community representative. The building level teams remained together as a unit throughout the entire year's program—summer workshop, academic year and follow-up session.

Job-related group—Designation for a group of people whose job responsibilities are similar. i.e. teachers, non-teachers, including administrators, counselors, support staff and community representatives. The job-related groups were formed only for the purpose of providing training in certain sessions of the summer workshop.

General sessions—Designation given to the daily training sessions for the entire group of participants who attended the summer workshop. The sessions were held every morning and presented topics related to racism and sexism. i.e. awareness of racism. of sexism; concept of Force Field · Analysis; standardized test bias; anti-discrimination legislation; bilingual/bicultural education.

Cycle—Designation given to a group of nine or ten building level teams representing particinating schools. Each cycle was trained in the summer workshop as a unit assisted by a cycle coordinator throughout the academic year program. During the year-end follow-up workshop. cycles met for a feedback and evaluation session. Institute participants were grouped into three cycles—Cycle I. Cycle II. and Cycle III.

Cycle coordinator—Designation given to a full-time professional staff member of the Institute who worked with one assigned cycle throughout the entire Institute program. The cycle coordinator was responsible for supervising the building level teams in each cycle and for assisting in implementing strategies for change developed by each team.

Institute—Designation given to the project funded under Title IX of the 1964 Civil Rights Act (Grant . #USOEG 005 77 00154) granted to the Indiana University School of Education. Indiana University. Bloomington. Indiana. The purpose of the Indiana University Training Institute is to provide training for selected school personnel from the Indianapolis Public School System to develop an awareness of race and sex discrimination, and to develop strategies toward the elimination of race and sex discrimination in the twenty-eight participating Indianapolis Public Schools.

Academic year—Designation given to the school calendar year for the Indianapolis Public Schools; also used as a time frame of reference for a component of the overall Institute project design.

Follow-up session—Designation given to the two-day workshop, held at the conclusion of the school year, for Institute participants as an evaluative strategy to assess the accomplishments of the building level teams during the academic year, to evaluate the strengths and weaknesses of the Institute project design, to provide feedback on the effectiveness of the changes made in school personnel of building level teams, to provide opportunity for self-evaluation.

Systems for Change—Designation given to strategies developed by building level teams and by individual team members during the summer workshop to bring about positive changes in race and sex desegregation in the participating twenty-eight schools.

APPENDIX B

Listing of Participants

1977-78 Indiana University Training Institute

PARTICIPANTS

Ake, Sally
Alred, Mavis
Ashby, Francine
Bailey, Ruby H.
Ballou, James
Bannon, Vivian
Barnett, Brenda R.
Barton, James E.
Bender, Levi
Benson, Dorothy F.
Bingle, Nancy K.
Bishop, Nina M.
Bowman, Georgia
Brown, Robert L.
Buckley, Bonnie P.
Bunch, Jacqueline
Burkhard, Alane
Burris, Gerald
Carey, Helen
Carpenter, Rosemary
Chervin, Sanford
Chubb, Marva
Churchill, Shirley
Clark, Carolyn S.
Clark, Rodney
Cline, Marilyn
Colemen, Alicia B.
Collins, Marie
Conn, Bessie
Cox, Mary Beth
Crockett, Rubie
Crowley, Rosie
Cumberlander, Marsha
Dale, Judith
Daniel, Maurice
Davis, Alice
Davis, Pamela
Day, Constance
Defibaugh, Nancy
Delinger, Mary Jane
Diggs, Ellis J.
Dozier, Gloria
Durbin, Leslie William
Edwards, Brenda
Embry, E. Ann
Everling, Annette
Ezzell, Effie

PARTICIPANTS

Finch, Joyce
Flanders, Rue Ann
Frazier, Brenda
Funches, Anita
Gallagher, Daniel J.
Gant, Juan
Garrett, Bessie
Garrett, Deloris
Gentry, Pauline
Glover, Mary
Goens, Madie
Green, Rosemary
Haas, Irvin
Hardy, Mary
Hatton, Sue A.
Hawkins, Edward S.
Heutis, Helen
Hill, Paulette
Hoilman, Jean
Hood, Garnetta
Houck, Julie K.
Johnson, Martha L.
Johnson, Nancy
Johnson, Walter
Jones, Linda L.
Jones, Martha C.
Jones, Patricia
Jones, Vivian
Jones, Wilma
Kemp, Ethel
Keyt, Merdith E.
King, Marsha C.
Kinney, Jean
Knazze, Jethroe Jr.
Laramore, Sandra
Lentz, Jim
Lewis, Carla Ann
Lindemann, Joyce
Luddington, Linda
Madden, Candace K.
Marrs, Ezell
Maxwell, Sally
May, Veronica
McCoy, Carolyn R.
McKissack, Natalie
McPherson, Leona
McWilliams, Robert E.

APPENDIX C

Reflections from the Participants' Viewpoint

The following are verbatim comments by Institute participants in response to questions from the evaluative questionnaire at the end of the academic year. It was felt that opportunity to express opinions in the participants own language would be contributory to the overall evaluative process. Furthermore, the responses taken as a whole would provide insight into (1) the effectiveness of the Institute's programs and (2) the improvement of programs and services to school personnel.

The questions selected were done so to provide for subjective evaluative comments from Institute participants and to allow for describing circumstances or conditions pertaining to individual building team situations not covered in the narrative section of the publication.

#1A Do you wish to comment about specific team activities?

#4   What Institute activity was most significant to you?

#5   What do you think still needs to be done in your building to alleviate racism and sexism and to promote better human relations?

#9   What would you do differently regarding the Institute program?

#10 Is there anything you would like to comment on?

REFLECTIONS

The following are verbatim comments from the evaluative questionnaire prepared by Institute participants at the year's end.

#1A   Do you wish to comment about specific team activities?

> The majority of our projects were charitable ones. Although most of them involved students, teachers and students—community leaders, as well as business and corporation executives were very active in our various involvements. Personally, I was very proud of our successful endeavors.

> I did not feel that I could request this information from teachers. I felt it should come from administrative persons.

> I was unable to fulfill my responsibility because of being transferred to a building where no committee was in operation. As an individual, I still feel more competent as a teacher because of my exposure to the workshop. I am more aware of problems and some means of dealing with them.

> It was well done and everyone in the building talked about it for months. We gave out evaluation sheets and most of 90% of the staff scored excellent.

> On our Multi-Ethnic Activity, each student K-8 was given a Passport and could visit 5 out of the 21 countries represented. Involved teachers selected a country and had materials, artifacts, clothing, music, dances, filmstrips, etc. about their chosen country. Passports were entitled Flight 51. Students stayed in each country for 50 minutes.

> I did not return to school #71, so I worked individually not with a team.

> How an activity is begun plays a big role in how it ends. Our beginning strategy "Introduction to our staff", was cancelled originally and without sufficient notice. It made the rest of the year seem unnecessary.

> I found I learned a lot about different groups just by reading to the children and doing research to perk up my monthly Bulletin Board.

All activities were well received. Our staff desired more time for discussion of films which wasn't possible. The panel was well received also, but people were hesitant to speak up concerning their own particular problems.

(Activity 1 & 2)

ESTEEM buttons helped the team to encourage a "team effort" by entire staff. Entire School Teams's Efforts Enrich Me.

I was not as dedicated or as enthusiastic once I got back into the "swing of my regular job". I take ownership of this failure.

Social Co.—More school social activities to involve a greater percentage of teachers. I feel some cliques were broken up or at least widened.

My position as Asst. Dean did not lend itself well to developing specific activities. I did set (sic) in on some of B. J. Simons films etc. Also I managed to have several small group rap sessions with students on their feelings about school themselves, their peers, parents, etc.

We had 2 sports convo's and 2 sock hops. Each one specifically used our resource black students leaders to reinforce the student body's relation to the whole student population. We also had student actors and made a special attempt to get black students into our drama and music presentations.

REFLECTIONS

The following are verbatim comments from the evaluative questionnaire prepared by Institute participants at the year's end.

#4. What Institute activity was most significant to you?

Dr. J. Parker—activities conducted by him.

My endeavor to get to know my fellow workers better and to get to know the problems the children I had in my class so that I could be more effective as a teacher.

Target Home Project (patterned after Jesse Jackson Project Excellence—PUSH)

Film and discussion on racism Kat Gootee and Jerry Thompkins lead discussion.

I can't relate any specific significant activity which was significant to me. The most significant change was my attitude. It is much easier to relate problems to individuals or a group of my peers without becoming offended.

The activities relating to personal growth and communication skills were most significant.

Mr. Parker. He helped me to realize that others had their own ways of communicating and it was not necessary verbal.

"John Gray" Paynter. It made me realize that I am guilty of stereotyping. I had to examine me.

"Panel of American Women." Although these women did not speak to us at the Institute, their message was much the same as some that did.
The exercises in Interpersonal Process Recall.

To become more aware of the role a teacher plays in integrating the entire school community.

Ted Paynther, Emily Field, Bob Parker: All significantly important.

REFLECTIONS

The following are verbatim comments from the evaluative questionnaire prepared by Institute participants at the year's end.

#5. What do you think still needs to be done in your building to alleviate racism and sexism and to promote better human relations?

More aids in interaction and understanding among staff, with students, and parents. More emphasis on what is best for individual students.

There is still a big problem race wise. (Black/White)
1. More workshops in Human Relations for all faculty.
2. More administrative support for our plans for follow through.

We still need to work on a day to day contact of individuals for differences of work ideas, and be ever watchful of pressure that we ourselves are responsible for.

People (parents, teachers, administrators, students) need to be encouraged to evaluate themselves honestly. Programs or counseling should be made available.

Expected teacher-principal meetings each month dealing with racism and sexism (qualified speakers hired by school to go from school to school to plan program.)

I think there needs to be an emphasis on student-teacher relationships with respect to communication—the committment to understand as well as educate the student.

Racism and sexism are most obvious among the staff. There must be a more open and sincere way to communicate feelings.

Better rapport among staff needs to be developed.

We have made some progress in attitudes—We have a long way to go so that everyone is working together for the good of all students.

REFLECTIONS

The following are verbatim comments from the evaluative questionnaire prepared by Institute participants at the year's end.

#9. What would you do differently regarding the Institute program?

Institute should plan to have board members and superintendent endorse the human relations project openly to building administrators so it will have full cooperation and approval.

Try to find one goal that would stretch over the school year and limit the teams involvement as much as possible.

Make more thorough plans for entire year.

Have monthly meetings scheduled by downtown office for entire staff members of respective schools.

Expand these concepts to schools within the I.P.S. by using workshops on a regular basis within the school.

Try to have the school Principals take the course with the team.

I am personnally grateful for the opportunity to participate in group discussion with other groups and would like to have more of this.

Focus more attention on changing the "change agent" prior to his attempting to change others.

Select fewer activities so that efforts and success are more concentrated.

Encourage teams to set fewer "changes" and put more time, efforts and follow-up on these changes.

REFLECTIONS

The following are verbatim comments from the evaluative questionnaire prepared by Institute participants at the year's end.

#10. Is there anything you would like to comment on?

I received many thought provoking ideas that helped me to promote a better understanding among the students.

Our team made progress for a couple months and then backed off or let up. Didn't really get back into it the rest of the school year. Also, we lacked, after Paula left, the counsel and motivation by Institute Staff. Lack of continuity.

Loss of our Cycle Coordinator (Paula) was enormous. Without her, it was difficult to coordinate between Institute and our school. Meetings were sporadic after her absence. In future programs, insist on no resignations (except emergencies) during course of school year.

More programs should be offered like this. Should mandatorily involve parents, administrators and teachers.

I now have a much greater awareness and respect for other people and their feelings. It has been a learning experience that I'm sure will benefit me the rest of my life. I've enjoyed working with the Institute and Kat Gootee, our Coordinator. She was very helpful and encouraging to us throughout the year.

My own class has benefited in so many ways from my training and I feel sure that each team member has had an influence on their class office or whatever to the better concerning race and sex particularly.

The task was more than I could handle. I bit off more than I could chew.

Our team was enthused in Sept. but ran out of steam. Perhaps a mid-year pep session would have helped. Also, did not have cooperation of principal & vice-principal, which may have caused some staff in service sessions to not get started. I, myself, do feel more capable of talking to others and not ignoring things that bother me or are upsetting.

I would like to have a mid-year session, calling together all cycles to compare notes and ideas.

In spite of minor drawbacks, I feel the Institute was worthwhile and should be repeated or at least a similar program.

I must not be sensitive or observant enough to realize problems. I hear complaints that the same ones come to the pitch-in lunches without bringing anything, are unprofessional in appearance and class conduct, leave early or come late; Most of these criticisms are directed toward black teachers. I feel the administration should handle this type of problem, but cannot express the need strongly enough to get results.

Thank You. I feel that I have grown as an individual. I hope that I will be able to continue to share my increased awareness with others.

A slight frustration in not being able to accomplish goals set.

This type of program should be continued indefinitely and should become a permanent part of the university. It might be given foundation status with participants being those interested in securing a doctorate in human interpersonal relations. This would allow those people who are committed to improvement and change to move ahead and get good things done.

APPENDIX D
Examples of Evaluative Materials

Example 1

INDIANA UNIVERSITY
School of Education

INDIANA UNIVERSITY
At Bloomington

INDIANA UNIVERSITY
PURDUE UNIVERSITY at Indianapolis

TO: Team leaders of I. U. Training Institute

FROM: Frank Aquila, Director
          Kat Gootee, Coordinator
          Jerry Thompkins, Coordinator
          Marj DeHority, Coordinator

DATE: February 20, 1978

SUBJECT: Teams Members input into *Newsletter*

You have been working hard all year implementing the individual and team activities developed last summer in your team's "System for Change." By now you should have received your copy of the first *I. U. Training Institute Newsletter* which gave an overview of the program and introduced the Institute teams to the educational community. Many compliments were received both on the *Newsletter's* content and on your participation as volunteers working to enrich your school-community.

We need your assistance in gathering information for the second *Newsletter* which will update participants with one another's progress, and will highlight teams in action. As team leader, first we ask that you share with team members the contents of this letter. Second, after receiving completed forms from all team members, please return them to us in the enclosed envelope. If more convenient for you, phone in the results, stop by the office or arrange a meeting with us. To meet our publication date we need to have all forms returned by *March 23*.

We will share the results of the questionnaire with you during team meetings scheduled in March and April. Joining us at that time will be Marj DeHority, our new coordinator. We will then be asking for your input, suggestions and priorities regarding our upcoming proposal for next year's Institute program.

Thank you for your participation during this year and for your help in planning next year's program.

MAROTT BUILDING, 902 NORTH MERIDIAN, INDIANAPOLIS, INDIANA 46204
TEL. NO 317—264-3704

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I. U. TRAINING INSTITUTE
Questionnaire for Team Members

EXAMPLE 2

Please fill out this questionnaire and return it to your team leader by March 20. This information is for the next issue of the I. U. Training Institute Newsletter. Thank you for your help.

School No. _____   Team Member's Name: _____   Date: _____

.1. What were your individual objective(s) in the "System for Change?"

_____

_____

2. How well do you think you are meeting individual objectives?
   Extremely well _____   Satisfactorily _____   Not very well _____

3. Describe any revisions in your individual activities or objectives.

_____

_____

4. How well do you think you are meeting your revised individual activities or objectives?
   Extremely well _____   Satisfactorily _____   Not very well _____

5. How well do you think the team is meeting its objectives?
   Extremely well _____   Satisfactorily _____   Not very well _____

6. How often did you and your team members meet during the school year?
   A. Informal meetings (i.e., over coffee, lunch, during breaks, etc.)
      Estimated total No. of meetings _____
   B. Formal meetings (i.e., scheduled team meetings)
      Estimated total No. of meetings _____

7. What were your team's activities?
   A. Check those activities that apply
      _____ In-service for faculty   _____ Student-centered activities
      _____ Sports program   _____ Cultural exchange
      _____ Arts program   _____ Total school activity

      'Others _____

   B. Describe in more detail the activities you checked above.

_____

_____

_____

_____

INSTITUTE PARTICIPANT FINAL REPORT

Summative
Participant Evaluation

EXAMPLE 3

Please check (X) in the column representing your response to each question.

Part 1: Individual

	Strongly agree	Average	Strongly disagree
1. Throughout the year I have utilized the ideas, and concepts from the Training Institute.	___	___	___
2. I have influenced other faculty members to utilize materials, ideas, and concepts in their classrooms.	___	___	___
3. Students have responded favorably to the various activities utilized in my classroom.	___	___	___
4. I have grown professionally and personally as a result of the experience with the Institute.	___	___	___
5. I have re-evaluated my own classroom behavior and modified classroom experiences to be more positive.	___	___	___
6. Through the use of the activities I have gained a a greater understanding of student interrelationships.	___	___	___
7. I believe I have helped to improve human understanding within my building.	___	___	___
8. I have found other staff members to be supportive of my ideas and projects.	___	___	___
9. Through the use of awareness experiences, I have gained a greater understanding of the various facets of the school.	___	___	___
10. I find I am more aware of my attitudes, feelings, and behaviors when interacting with people.	___	___	___

11. What changes would you recommend for improving the general effectiveness of your building-level team.

_____

_____

_____

_____

12. Strengths of your building-level team.

_____

_____

_____

_____

_____

13. Weaknesses of your building-level team.

_____

_____

_____

_____

_____

14. I was a team leader.   Yes _____   No _____

15. My role and function in the school was _____

_____

_____

16. Comments _____

_____

_____

_____

_____

Building-Level Team Member

Part II:

	Strongly agree	Average	Strongly disagree
1. Our building-level team members have worked effectively together throughout the year.	___	___	___
2. Our building-level team has maintained a good communications network with one another throughout the year.	___	___	___
3. Our building-level team has designed and implemented projects, workshops and activities throughout the year.	___	___	___
4. Our building-level team has accomplished the objectives of the Institute Center.	___	___	___
5. Our building-level team has a positive impact on the feeder team schools with regard to human relations.	___	___	___
6. The school has utilized the skills of the building-level team members.	___	___	___
7. Building-level team schools are knowledgeable about the skills of the team members.	___	___	___
8. School faculties have responded favorably when your building-level team has designed/conducted activities or projects.	___	___	___
9. I feel I have contributed as a member of my building-level team.	___	___	___

10. Place a check on the continuum as to the general effectiveness of your building-level team.

LOW   HIGH

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

I. U. Training Institute
Program Experience Questionnaire

Directions: Below is a series of statements about the program activities which you have just completed. Each statement is followed by a rating scale between two extreme reactions. Mark the numeral on the scale which comes the closest to describing the way you feel. See the example below for further clarifications.

Example: The coffee was:
excellent 5 4 3 2 1 bad

1. The program objectives were:
well defined 5 4 3 2 1 vague

2. I feel the program objectives were attained:
fully 5 4 3 2 1 not at all

3. The overall quality of this program was:
high 5 4 3 2 1 low

4. The material presented during this program was:
applicable 5 4 3 2 1 not applicable

5. Participant involvement during this program was:
high 5 4 3 2 1 low

6. The program climate promoted freedom of expression.
strongly agree 5 4 3 2 1 strongly disagree

7. While attending this program, I felt:
eager 5 4 3 2 1 unwilling

8. My expectations for this program were:
fulfilled 5 4 3 2 1 unfilled

9. Interaction between the program staff and myself was:
high 5 4 3 2 1 low

10. Interaction between other participants and myself was:
high 5 4 3 2 1 low

11. My self-awareness was:
expanded 5 4 3 2 1 unchanged

12. My reception to the values expressed by others was:
open 5 4 3 2 1 closed

13. I feel I will utilize the material presented in this program:
fully 5 4 3 2 1 not at all

14. I would recommend this program to others:
fully 5 4 3 2 1 not at all

INDIANA UNIVERSITY TRAINING INSTITUTE

Workshop Evaluation

EXAMPLE 4

Please answer the following: Date_____

1. What were your goals for this experience?

2. Were your goals met? Yes _____ No _____

3. Do you have any comments on the organization of the workshop (were directions clear, were events sequenced logically, was ample time allotted for each activity, other comments)?

4. Were the facilitators helpful in guiding the participants through the activities?
   Yes _____ No _____

5. Would you be willing to participate in future projects of this kind?
   Yes _____ No _____

6. Please rate today's activities as they affected you on the following continuum:
   Most helpful   5   4   3   2   1   Least helpful

7. Please add any other comments you would like to make.

CONSULTANT CHARACTERISTICS: Please rate the consultant's presentation on the following:
   Consultant's Name   Topic

1. The consultant's knowledge of the program content was:
                                        high   5   4   3   2   1   low

2. The consultant's helpfulness to me was:
                                        great   5   4   3   2   1   little

3. The consultant's tolerance of differing points of view was:
                                        high   5   4   3   2   1   low

4. The consultant provided enough time for questions and clarifying remarks:
                                        strongly agree   5   4   3   2   1   strongly disagree

5. The consultant was interesting and enthusiastic:
                                        strongly disagree   5   4   3   2   1   strongly disagree

6. I would recommend this consultant to others:
                                        strongly agree   5   4   3   2   1   strongly disagree

A Worksheet on Hypothetical
Problems Encountered as a Result of Participation in the Institute

EXAMPLE 5

1. I am principal of a school which had a team of participants in the Institute training sessions. While I thought the principles and philosophy of the overall program were well intentioned, I found that some problems occurred as a result of some members being on the team. Specifically, some team members seemed to abuse their responsibility and impose their values on other staff instead of working with others through a gradual change process. What could be done to ensure the dynamics of change have positive results instead of creating even more resistance to acceptance of change?

2. I am a part-time certified professional staff person in two schools. I found that I had little effect on the full-time faculty because of my part-time status—I felt that I was viewed more as an outsider than as one who was truly concerned about the total school environment and in creating positive change in the building as a team member. How could I have been more effective as a change agent without stepping beyond my areas of responsibility?

3. As a team member, I found it particularly difficult to maintain the level of interest and motivation that was the key to our team's feeling of success during the summer workshop session. It seemed that once we got back into the "real" setting, all our plans and strategies just seemed like "talk." Yet, I felt that we had come up with some very good ideas and that people on the team were sincere about doing some positive things. What happened and how could we deal with it more effectively?

4. As a team member I encountered resistance from faculty who did not participate in the training workshop. It seemed that the subtle message which I got was, "You were the ones paid to participate and not us, therefore you see to it that things change." Faculty resisted giving up any of their time to participate in Institute generated activities and it seemed useless to risk negative reactions by asking them to become involved if they didn't want to. What response could we have given?

5. The principal of my school did not want to become involved in what our team had developed as systems for change. We as a team were not given support to implement our activities and were put off if we did try to do something. How could we have enlisted the support of our principal?

6. Our building doesn't really have any major problems with regards to racism or sexism. Everyone seems fairly content with the status quo. Our team didn't want to make issues where there were none, yet there must have been things we could have done to bring something positive to the school as result of our participation in the Institute. What activities could we have engaged in that would have brought about positive change without generating issues where there were none?

7. We are team members from a very large school, yet our team lost 3 members before school began. What could we have done to bring the ideas of the Institute to our school with only half a team?

8. Our team members seemed to work well together on the tasks of the summer institute. However, when we actually tried to implement our plans, it seemed that we were no longer working together as a team. As the year progressed, we seemed to become more distant, until we came to the point of not doing anything. What could we have done to keep the team functioning as a cohesive unit?