

Hands of Change



**A program promoting diversity, pluralism, and tolerance for the
Middle and High School grade levels**

**An Honors Thesis
by
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A handwritten signature in black ink, appearing to read 'L. Lassiter', is written above a horizontal line.

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Program Introduction and Abstract

The "Hands of Change" program was created as a Honors College thesis project for Ball State University in Muncie, Indiana by Abigail Delpha during the spring of 2004. It was created in conjunction with The Girl Scouts of Wapehani Council. The council serves nine counties including rural areas, small towns, and small cities such as Muncie or Anderson, Indiana, which are of about 50,000-70,000 people. The program is to be used by the council for Girl Scout programs and training, as well as for outreach programs into its service area.

The intent of the "Hands of Change" program is to promote the ideals and values of diversity, pluralism, and tolerance to middle and high school audiences, approximately age eleven to seventeen. The program title is targeted to each participant, that each individual can use their own hands to make changes in any unfair operation and discriminatory attitudes of their community or school. This should encourage accountability and individual responsibility to the cause, and this idea should be presented as such throughout the program.

"Hands of Change" was created as a result of a project called "The Other Side of Middletown," a project sponsored by the Virginia Ball Center for Creative Inquiry and spearheaded by Dr. Eric Lassiter. The project was an ethnographic study of the African American population of the Muncie area performed in the spring of 2003. The results of the study are published in *The Other Side of Middletown*, which was published by AltaMira Press in 2004. One of the reasons for this study was that the story of the African American population of Muncie had not been told. It became evident that African Americans as well as other minority populations in the area were not thoroughly integrated or of equal status to majority populations, and that there is a prominent reason to educate citizens in the area about the significance and impact of these populations.

The middle and high school age groups are prime targets for education about diversity, pluralism, and tolerance, as they are old enough to understand issues and concepts regarding this theme, and young enough to make changes in their behavior and attitudes, if necessary.

“Hands of Change” may be used by the Girl Scouts of Wapehani Council as well as other groups that have a need for this resource. The program may be presented using each of the four one hour and fifteen minute units or as a combination of components from various units. Some of the components of this program are applicable to Girl Scout recognition through Studio 2B and other various Girl Scout programs. “Hands of Change” will hopefully have an impact not only on those that participate, but on their parents, schools, social groups, and communities.

Acknowledgements

-I want to thank Dr. Eric Lassiter for advising me through this project. His guidance and inspiration for this project as well as specific components of this project was very helpful. His vision as campus and community leader has impacted many, and is much appreciated in this instance.

-I would like to thank Pam Saubert of the Girl Scouts of Wapehani Council, as well as council staff for meeting with me, assisting in development of the project, and allowing me to work with the Council. I hope this project successfully helps to accomplish the goals of the Girl Scout organization, the council, and supports the council's role in the community.

-Lastly, I would like to thank Anne Kraemer for inspiring the creation of this specific project.

Unit #1 Hands of Change



A Program on Diversity, Pluralism, and Tolerance
Girl Scouts of Wapehani Council
Created by: Abigail Delpha, May, 2004

Program Objective: To raise awareness among participants about the importance of diversity, pluralism, communication, and tolerance and understanding through interactive hands-on activities.

Unit Focus:

1. Understanding group dynamic
2. Learning individuals' strengths

Supplies Needed:

1. Markers
2. Workbooks
3. Staples
4. Stapler
5. Pens/Pencils
6. Toilet Paper (or M & M's/Skittles)
7. Butcher Block paper (or a flip chart)
8. Power Point (optional)
9. Computer (optional)

Outline:

- I. Welcome (2 minutes)
- II. Focus Activity: Workbook Covers (8)
 - a. Instructions (1)
 - b. Materials (1)
 - c. Work Time (6)
- III. Rules of Engagement: Group Respect & Rules (10)
 - a. Discuss need for such rules (1)
 - b. Brainstorm a list together (5)
 - c. Make any appropriate additions (2)
 - d. Consensually agree (2)
- IV. Icebreaker Activity: The Toilet Paper Game (10)
 - a. Directions (1)
 - b. Activity (5-6)
 - c. Discussion (3)
- V. Silent line-up & Grouping (5)
- VI. Teambuilding: "A Funny Thing Happened on the Way To" (15)
 - a. Activity (12)
 - b. Discussion (3)
- VII. Workbook Activity: "What Matters Most" (5)
- VIII. Workbook Activity: "Talents and Strengths" (15)
 - a. Activity (5)
 - b. Discussion, both activities (10)
- IX. Wrap-Up (5)
 - a. Wrap-up day's activities (3)
 - b. Overview of next session (2)

Set-Up:

Have workbooks ready for participants. Photocopy the original and staple it together appropriately. Also, at the end of the day, collect their workbooks to have for any following sessions. Check to make sure all materials are ready and functional. If you are going to use audio visual equipment for the Power Point, check to make sure it works correctly. If you use butcher block paper (instead of a flip chart), it will be helpful to pre-cut the approximate number you will need. Review the activities for the day and be ready to accommodate to the age group you will be working with. Be aware that the numbers in parenthesis at the end of each section title are the suggested/anticipated number of minutes the section should take. Most importantly, have fun!!!

Program Breakdown:

I. Welcome (2 minutes)

Welcome the group to the program. Introduce yourself, and hand out appropriate materials. Explain that the group is about to go through a four (or adapted number)-session program about diversity, pluralism, and tolerance—in other words, about learning about and accepting other individuals and groups of people. Also explain the program title (“Hands of Change”): that each person can make a significant difference in the attitudes of their peers, families, schools, and/or communities. The only way changes in behavior and attitudes will occur is with this action—of any size.

II. Focus Activity: Workbook Covers (8 minutes)

a. Instructions (1)

Explain that each person will have their own booklets to be used for different activities in the program. Each person is to create a unique cover that has, at minimum, **their name** and a **picture of something that describes them or of something they like to do**, for example. They will be given markers, crayons, and/or colored pencils to work and will have about five minutes (or a little more). Also point out the “notes space” on page 2, for their use during the program.

b. Materials (1)

Distribute pre-assembled booklets and coloring utensils to each person.

c. Work time (6)

Monitor the group’s work. Inform them when there is one minute left to start cleaning up supplies.

III. Rules of Engagement: Group Respect & Rules (10 minutes)

a. Discuss need for such rules (1)

Introduce Rules of Engagement and why they are necessary. A short script follows that hits on some of these major purposes. You may read this script or use it as a guideline to talk to the group.

“Now we are going to create some rules for our time together, rules that promote respect and an open forum for discussion. We need to come to an understanding as a group about what we expect of each other during this time. We need to decide how to handle any problems that might occur. Most importantly, we need to create a safe environment for us to be open with each other.”

b. Brainstorm a list together¹ (5)

Post a list of ground rules provided by *Mix it Up*. Have this prepared on a piece of butcher block paper and if you have access, use the Power Point as a supplement to this section.

Read the list out loud, saying the following:

"We need to agree on rules about how to talk with and listen to each other. Look at the ideas from Mix it Up as I read them. Should we add some additional ground rules? Do we need to change any of these?"

1. Listen carefully and treat each other with respect.
2. Each person gets a chance to talk.
3. One person talks at a time. Do not cut people off.
4. Speak for yourself. Don't try to speak for others or "your group."
5. If you feel hurt by what someone says, say so, and say why.
6. It's OK to disagree.
7. Don't use names if you talk about someone who is not in the group.
8. Some of the things we will talk about in this group will be personal. Unless we all say it is OK, we will not talk about each other's stories outside this group.
9. If there is any conflict in our group, the situation will be resolved privately, between the group instructor and the individuals involved.

- c. Make any appropriate additions (2)
Sort through suggestions that the students give, making sure they do not overlap currently standing rules. Write down confirmed suggestions on the end of the core rules. Discuss new suggestions with the class, and make sure that the wording is understood by all.
- d. Consensually agree (2)
Briefly review the rules you have listed. Ask the group if they are comfortable with the rules, and ask for agreement from each person. Tell them that the rules will be posted at each group session.

IV. Icebreaker Activity: The Toilet Paper Game² (10)

- a. Directions (1)
Have the group sit or stand in a circle, if possible. Pass around a roll of toilet paper and tell the group to take as much paper as they will need. After everyone has some toilet paper, tell them that for each sheet/square that they took, they have to tell the group something about themselves first introducing themselves by name. Their name will not count as one thing about themselves.

Variation: Use M & M's or Skittles

- b. Activity (5-6)
Participate in the activity. After drawing your own sheets of toilet paper, start the activity off by saying about four or five things about yourself. Continue this for every person in the room. If an individual is having difficulty, ask her or him questions. Examples of topics range from: favorite subject, hobby, after-school activities, number of pets, favorite ice cream, and many more.
- c. Discussion (3)
After everyone in the room has shared with the group, bring the information together. Point out that there are a lot of talents, hobbies, different families—that

there are many unique individuals in the room. This diversity is something that will enhance group discussion and will improve interaction in daily lives. Ask if anyone in the group has anything else to share regarding this topic.

V. Silent line-up & Grouping³ (5)

To keep things somewhat light, have the group line up in a number of different ways. This will be a channel into the teambuilding exercise that follows. Spend about five minutes having the whole group form different lines. The key to this line up is that they may not use speech to communicate—only motions and facial expressions, no mouthing. Following are some suggestions for different types of line-ups. You may use any other topic you think of.

Line up by:

- The beginning letter of your last name
- Your shoe size
- Your birthday, beginning with January 1
- The number of people in your immediate family
- Where you were born, from farthest to closest (in miles or states away)

After the group has finished lining up have each person share their information to see how correct the entire group was. After the last line-up, place them into small groups of three to four by counting off. If you have a smaller group, then groups of about two to three are appropriate.

VI. Teambuilding: "A Funny Thing Happened on the Way To"⁴ (15)

a. Activity (12)

1. Within their small groups, each student shares an experience about an embarrassing or funny experience they've had. Give them about three minutes to do this.
2. Then instruct them to decide which experience the small group will tell to the whole group. Give them about one minute to do this.
3. After this, call on one person from each small group to tell the story that the group has chosen as if it happened to them. Then, have everyone try to guess who had the experience.

b. Discussion (3)

The main purpose of this activity was to allow the individuals to get to know each other better. Another purpose is to remind the group that everyone goes through embarrassing or funny moments, and that it's a part of being human. Ask the group how they felt sharing these situations with others. Ask what they learned from this activity. If they have difficulty answering this, point out that the previously mentioned ideas, and anything else you observed.

VII. Workbook Activity: "What Matters Most"⁵ (5)

This activity was taken from the Girl Scouts U.S.A. Studio 2B program. Instructions will be in each workbook. A breakdown of what is listed in the workbook follows. Instruct the group to open to page 3 in their workbooks and to read and complete the section and the following section on page 4.

This is what is found in the workbook:

Who You Are

"Who am I?" "What makes me tick?" Those might seem like silly questions to ask yourself, right? You're thinking, "Of course I know who I am and what makes me tick!" You know the things you like to do, the music you enjoy listening to, the TV shows you like to watch. But dig a little deeper. Do you know *why* you prefer one TV show over another? Have you ever wondered *why* you do the things you do? To answer those *why* questions, you need to understand your values. Values are the things that are important to you. Values help you decide how to act. Your family, friends, faith, and experiences help you decide what your values are. Your values help you decide which qualities you feel are most important in other people. Try this next activity to see which qualities you value most in others.

Word Box

Honest	dependable	cheerful	confident	sensitive	friendly
Caring	outgoing	smart	trendy	funny	quiet
Daring	creative	helpful	talented	polite	healthy
Tough	hard-working	neat	brave	fair	patient
Serious	competitive	fun-loving	trustworthy	open-minded	popular

1. List the five qualities that you think matter most in a person. (Need a cheat sheet? Check out the word box.)
 - a.
 - b.
 - c.
 - d.
2. List the five qualities that you think best describe you.
 - a.
 - b.
 - c.
 - d.
 - e.
3. Do you have any of the qualities that you listed in #1? If not, ask yourself *why*. Name one thing you could do, starting today, to develop one of the qualities that you admire but you feel you don't have.
To become more _____ I could _____.

Bragging Rights

There is more to you than just your values and beliefs. Keep thinking---what else makes you unique? The clock's ticking... give up yet? Your talents and strengths! (And please don't pretend you don't have any!) What would you brag about, if you were the bragging type? Recognizing and celebrating the things you do well gives you a bigger picture of who you are. After all, talents are a lot like people—they come in all shapes and sizes.

VIII. Workbook Activity: "Talents and Strengths" (The Real Deal, #2) (15)

- a. Activity (5)

Here is what is found in the workbook:

Talents and Strengths

1. I am good at.../What makes me special is...

(Examples: playing soccer, singing rap music, painting watercolor scenes, being a great listener, running fast)

2. One thing people may not know about me is...

3. One way I could let people see that part of me is to...

4. One of my proudest achievements was _____
because...
-
-

- b. Discussion, both activities (10)

Discuss these activities by asking the following questions. Remind them that they do not have to share if they don't want to, but that this is a safe environment: "whatever is said in this room stays in this room."

1. What are some qualities you think matter most in a person? (you may list these on the chalkboard or butcher block, if it's available.)
2. Was it difficult to list five qualities that best describe you? If consensus is yes: Why is it difficult to talk about ourselves?
3. Did the qualities you find important in a person line up with those that you listed for yourself? Is it important that they do match?
4. Was it difficult to list your talents and strengths? Why or why not? What about listing what you're proud of?

- IX. Wrap-Up (5)

- a. Wrap-up day's activities (3)
- b. Overview of next session (2)

Possible Adaptations to Unit:

To shorten the unit to an hour or less, cut decoration of workbook covers, instead having the participants only put their names on the front. Trim down some activity and discussion times by two to three minutes apiece. You can also cut out item V, "Silent Line-Up and Grouping." If you are working with a group that knows each other well, you can also move past item IV, "Toilet Paper Activity."

References:

For full citation, see the works cited section of the program guide.

¹ Mix it Up, p. 2-3

² Zink the Zebra Program, *Zink Goes to Camp* Camp Activity Guide p. 9

³ *Strategies for Teaching Differently*, p. 10

⁴ *Strategies for Teaching Differently*, p. 18

⁵ Studio 2B: *Focus Uniquely Me! The Real Deal*, Activity 1, p. 4

Unit #2 Hands of Change



A Program on Diversity, Pluralism, and Tolerance Girl Scouts of Wapehani Council

Created by: Abigail Delpha, May, 2004

Program Objective: To raise awareness among participants about the importance of diversity, pluralism, communication, and tolerance and understanding through interactive hands-on activities.

Unit Focus:

1. Getting a grasp on personal definitions of diversity, tolerance, and pluralism
2. Understanding these concepts as they are and producing examples

Supplies Needed:

1. Workbooks
2. Pens/Pencils
3. Power Point (optional)
4. Computer and projector (optional)
5. Rules of Engagement sheet (Unit 1)
6. Animal slips (cut up) (Appendix A)
7. Diversity in Music CD (back pocket)
8. Stereo

Outline:

- I. Welcome (2 minutes)
- II. Review of Rules of Engagement (3)
- III. Icebreaker: Finish the Sentence (5)
- IV. Workbook Activity: Define This! (10)
- V. All-Group Discussion: Diversity, Discrimination, and Prejudice (15)
- VI. Grouping Activity (5)
- VII. Small Group Discussion: Where do we find diversity? (5)
- VIII. Tuning In To Diversity Everyday: Music (25)
 - a. Intro/transition from small group work (2)
 - b. Listen (15)
 - c. Discussion (8)
- IX. Wrap-up (5)
 - a. Review of things covered (3)
 - b. Quick overview of next session (2)

Set-Up:

Have workbooks ready for participants. Also, at the end of the day, collect their workbooks to have for any following sessions. Check to make sure all materials are ready and functional. If you are going to use audio visual equipment for the Power Point, check to make sure it works correctly. Make sure the music compact disk "Diversity in Music" works properly in the player that you use. If you use butcher block (instead of flip charts), it will be helpful to pre-cut the approximate number you will need. Post the Rules of Engagement that were created in the first session. Review the activities for the day and be ready to accommodate to the age group you will be working with. Be aware that the numbers in parenthesis at the end of each section title are the suggested/anticipated number of minutes the section should take. Most importantly, have fun!!!

Program Breakdown:

I. Welcome (2 minutes)

Welcome the group back to the program. Re-introduce yourself (if you feel it is necessary). Present yourself and the program with enthusiasm.

II. Review of Rules of Engagement (3)

Point out the Rules of Engagement and where they are posted. Quickly review these rules, pointing out any ones you feel the group needs to work on.

III. Icebreaker: Finish the Sentence¹ (5)

Go around the room and have each person complete one of these sentences (or something similar):

- The best job I ever had was...
- The worst project I ever worked on was...
- The riskiest thing I ever did was...

IV. Workbook Activity: Define This! (10)

Explain that you are going to take a few minutes to consider your understanding of topics regarding diversity. Make sure each person has their workbook and ask them to turn to page 5.

This is what is found in the workbook:

Define This!

To truly understand your beliefs and attitudes about certain topics and how these topics affect you, sometimes it helps to define a topic and to see how exactly it fits into your life. Following is a list of words. Take about five to six minutes to write one to two sentences explaining what the term means to you. Then answer the questions that follow. Do your best to describe the words, but if you REALLY don't have a clue what a word means, leave it blank. Once you have a better understanding of these words, you can fill in the blanks!

1. Diversity
2. Culture
3. Multicultural
4. Pluralism
5. Stereotyping
6. Discrimination
7. Racism
8. What are examples of diversity in your school and community?

9. Have you ever encountered or been a part of stereotyping, discrimination, and/or racism? How did it make you feel?

V. All-Group Discussion: Diversity, Discrimination, and Prejudice (15)

Bring the group back together. You will now have a frank discussion about what these terms mean—both to the individual, and what they mean in reality. You will also see how these topics have impacted their lives. Term-by-term, ask the group members to volunteer what these terms mean to them. You may get limited response, particularly for number four, pluralism.

Following is these terms' definitions, as given by the *Zink the Zebra Foundation*. After you review an individual term, make sure that everyone understands what it means. Some of the vocabulary within the definitions is tricky. One way to do ensure clarity is to ask for examples of each. The **focus** for this discussion will be to **understand the meaning of these terms and why they are important**. In a few minutes in their small groups, they will discuss where diversity is found in their own community. After you discuss the meaning of the terms, cite examples if the group is having difficulty. To assist you with this section, you may want to post the definitions on a butcher block paper in the room, to also be used as an aid in future discussions.

1. **Diversity:** The state of being different or diverse. When used to describe people and population groups, diversity encompasses multi-dimensional factors.
Examples: The people in this room... A likes soccer, B is a dancer, C enjoys reading, etc.
2. **Culture:** All socially transmitted behavior
Examples: Food, language, religion, etc.
3. **Multicultural:** The coexistence of many distinct cultures within a given context, such as a community or nation.
Example: The United States—people come from all over the world to live here, among people of other cultural backgrounds.
4. **Pluralism:** A system that holds within it individuals or groups differing in basic background experiences and cultures. It allows for the development of a common tradition, while preserving the right of each group to maintain its cultural heritages. It implies mutual respect.
Examples: Girl Scouts, colleges & universities (most of the time). It is difficult to say exactly where and when this occurs, as some level of conformity happens within most groups. Girl Scouts and colleges generally promote respect and an environment to fulfill certain goals without losing individual culture. Despite it being difficult to produce clear examples, this is something which EVERY institution and community should strive for—to reach maximum comfort, happiness, and success!
5. **Stereotyping:** Beliefs about people in categories that lessen chances of interaction and diminish the potential for recognizing and accepting differences.
Examples: Cheerleaders are snobby. Jocks are dumb. People on the honor roll are bookworms. These examples are generalizations that are not true—while there may be some snobby cheerleaders, most are not snobby.

6. **Discrimination:** Illegal treatment of a person or group (either intentional or unintentional) based on race, color, sex, national origin, religion, gender, disability, or age.
Example: A business who will not hire a disabled person because the owner thinks it will be "bad for business." (In reality, this person could help expand business because he/she could help the business reach a greater audience).
7. **Racism:** An assumption that there is inherent purity and superiority of certain races and inferiority of others. It includes any attitude, behavior, or institutional structure that subordinates persons or groups because of their color.
Examples: The Ku Klux Klan, slavery²

VI. Grouping Activity (5)

Pass out slips of paper with animal names on them to each student in a random fashion (see Appendix A). For a smaller group, have two to three of each animal. For a larger group, have three to four of each animal. Then, have each person make the sound of their animal and find the others in their group.

VII. Small Group Discussion: Where do we find diversity? (5)

Ask the groups to find their own spot for this discussion. Have them discuss the following questions (also found on the Power Point):

1. What are some examples of diversity in our school(s)?
2. What are some examples of diversity in our community?
3. Is our school/community diverse?
4. What are advantages to diversity in our community?

While they are discussing these questions, mill around and provide assistance where needed.

VIII. Tuning In To Diversity Everyday: Music (25)

- a. Intro/transition from small group work (2)
Wrap up the small group work and have the group gather together. Ask how the small-group discussions went. Then explain that you are going to look at an angle of diversity in which most are fairly familiar with: diversity in music. Tell them to listen to the music and be prepared to discuss why it is significant to diversity.
- b. Listen (15)
Play the CD, labeled "Diversity in Music" found in the back pocket of program binder for the group. It is best to preview it before you play it for the group, to make sure it works correctly and so that you are familiar with the tracks. The tracks included are mainly more modern artists and songs, to relate a little more closely with music they might listen to—within appropriate boundaries. You may include your own examples of diversity in music if you'd like, these are just a few mainstream, modern examples. When you play the CD, limit the length of time that you play each track, as there are 6 tracks. Following is a list of suggested playing times for each track—the times given are close to the end of the main chorus of each song.

Track Numbers and Estimated Playing Time:

- 1) "So Much to Say," Dave Matthews Band (approx. 1:20)
- 2) "Thank You," Dido (approx. 1:30)
- 3) "Suerte (Whenever, Wherever)," Shakira (approx. 1:10)
- 4) "What a Wonderful World," Ray Charles (approx. 1:00)
- 5) "Powerless," Nelly Furtado (approx. 1:00)
- 6) "Beautiful Day," U2 (approx. 1:10)

c. Discussion (8)

Ask questions to the group. Facilitate conversation and try to get them to relate music to their daily lives—whether through the music they heard in the group, or through music they listen to on their own. Music is just one example of the diversity we are exposed to and enjoy every day.

Particularly with music, performers come from different backgrounds, have different styles, use different genres, and are different individuals who add color and taste to the landscape of our radios.

Some questions you might ask are:

- Did you recognize any of these artists or songs?
- How were these songs or performers different?
- What kinds of music do you listen to? (Note different tastes)

After seeing what the group knows about what was heard, point out some of the genres, styles, and background of artists and lyrics. The last slide of the Power Point includes the artists and song titles. Some overview information follows:

1) "So Much to Say," Dave Matthews Band

The artist: Dave Matthews was born in South Africa. He started The Dave Matthews Band in the 1991 in Charlottesville, Virginia. The band is made of a diverse group of instrumentalists: vocalist/guitarist Dave, along with a drummer, saxophonist, bass player, violinist, and keyboardist. The group often collaborates with different groups and soloists such as Santana.³

The music: "So Much to Say" is from the popular album *Crash*, and is a good example of the diverse talent within the band.

2) "Thank You," Dido

The artist: Dido is from England, and is now internationally known for her music. Her first wide-selling album is *No Angel*, released in 1999.

The music: "Thank You" is from the multi-platinum album *No Angel*, and is one of Dido's biggest hits to date. One of the things that caused even greater success of this song was its combination with an Eminem song, which is a very different style.⁴ "Thank You" has a very calm, smooth sound, which appeals to a variety of listeners.

3) "Suerte (Whenever, Wherever)," Shakira

The artist: Shakira is Colombian-born. She can speak three languages, but is very committed to her South American roots. She signed her first contract at age 13. Now in her mid-twenties (2004), she has had several large successes, including her recent release of *Laundry Service*, an album in both Spanish and English.⁵

The music: "Suerte" (or "Whenever, Wherever") is a song that was released in both English and Spanish. This is the Spanish version, and is a good comparison for those who are familiar with the English version.

4) "What a Wonderful World," Ray Charles (approx. 1:00)

The artist: Ray Charles is an African American man who was born in the south into poverty in 1930. At about age 7, he became blind, and in his teenage years, orphaned. At a school for the deaf and blind, he picked up many skills, including learning how to arrange and compose music (after he realized it's similarity to patterns in mathematics). After much struggle, he became a 12-grammy winning success and has many hits. He is considered one of the true embodiments of "The American Dream," as a poor, blind, minority, into a national and international success.⁶

The music: "What a Wonderful World" is one of many examples of Ray Charles' beautiful, smooth writing styles. The message of this song is celebratory, and does not let the listener into Charles' rough beginnings.

5) "Powerless," Nelly Furtado (approx. 1:00)

The artist: Nelly Furtado is a British Columbian by birth and Portuguese by heritage. She gained much success and visibility with her successful album *Whoa Nelly!*, which she released at age 20. She has produced songs in Spanish and English, and has many influences.

The music: "Powerless" is yet another example of the diverse influences Nelly brings into her music. Her music includes influences of hip-hop, Portuguese fado, pop, soul, classical, Brazilian, dance, folk, Latin, and other expressive influences.⁷ Also interesting about this song is the message that it brings—of empowerment—indicating some struggle and stereotypes Nelly has faced in her road to success.

6) "Beautiful Day," U2 (approx. 1:10)

The artist: U2 formed in Dublin in 1976. They redefined rock and became an international success throughout the 1980's. They take a stand for a number of issues, including a recent "World AIDS Day." The true inspiration for some of this passion is through world travels to places like Africa, where poverty was very visible and affected lead singer Bono greatly.⁸

The music: Most U2 lyrics are written by Bono, which include subjects like faith, spirituality, death, and social issues.⁹ "Beautiful Day" provides a positive message and reflects another part of U2's style.

- IX. Wrap-up (5)
 - a. Review of things covered (3)
 - b. Quick overview of next session (2)

Possible Adaptations to Unit:

To shorten the unit to an hour or less, cut down discussion of and listening to "Diversity in Music" disk. Instead, perhaps ask about how diversity is found in music, and play one or two examples, talking about those specific ones briefly. You can also cut out the grouping activity in the middle, item VI "Grouping Activity." Lastly, items VI and VII "Workbook Activity: Define This!" and "All-Group Discussion: Diversity, Discrimination, and Prejudice" can be cut down by about five minutes without significantly altering their desired purpose and effect.

References:

For full citation, see the works cited section of the program guide.

¹ Icebreakers, Warm-up, Review and Motivator Activities, Big Dog's Leadership Training Outline

Page <<http://www.nwlink.com/~donclark/leader/icebreak.html>>

² Zink the Zebra Program, *Zink Goes to Camp* Camp Activity Guide, p. 4

³ The Official Dave Matthews Band Website

<http://www.davematthewsband.com/history/history_main.asp>

⁴ The Official Dido Website <<http://www.didomusic.com/#>>

⁵ The Official Shakira Website <<http://www.shakira.com/>>

⁶ The Official Ray Charles Website <<http://www.raycharles.com/bio.htm>>

⁷ The Official Nelly Furtado Website <<http://www.nellyfurtado.com/nelly.html>>

⁸ Interview with Larry King, Larry King Weekend. December 1, 2002.

⁹ The U2 Fan Website <<http://www.atu2.com/band/bio.html>>

Unit #3 Hands of Change



A Program on Diversity, Pluralism, and Tolerance
Girl Scouts of Wapehani Council
Created by: Abigail Delpha, May, 2004

Program Objective: To raise awareness among participants about the importance of diversity, pluralism, communication, and tolerance and understanding through interactive hands-on activities.

Unit Focus:

1. Assess school diversity climate
2. Understand how to approach diversity
3. Understand personal role in promoting pluralism.

Supplies Needed:

1. Workbooks
2. School Assessment Survey (Appendix B)
3. Skit scenarios (Appendix C)
4. Pens/Pencils
5. Rules of Engagement Sheet (Unit 1)
6. Define This! Sheet (Unit 2)

Outline:

- I. Welcome (2 minutes)
- II. School Assessment Survey (8)
- III. All-Group Discussion (20)
 - a. Discuss Survey Results (5)
 - b. Discussion Questions (15)
- IV. Skits (25)
 - a. Divide into small groups & distribute scenarios (2)
 - b. Work time (10)
 - c. Presentations (13)
- V. Workbook Activity (15)
 - a. Work time (10)
 - b. Discussion (5)
- VI. Wrap-up (5)
 - a. Wrap-up day's activities (3)
 - b. Overview next session (2)

Set-Up:

Have workbooks ready for participants. Also, at the end of the day, collect their workbooks to have for any following sessions. Check to make sure all materials are ready and functional. Have the "School Assessment Surveys" photocopied for each participant. Because of the flexibility this unit provides, Power Point is not provided as a supplement. If you use butcher block (instead of flip charts), it will be helpful to pre-cut the approximate number you will need. Post up the Rules of Engagement that were created in the first session, and the definition list you created during the second session. Review the activities for the day and be ready to accommodate the age group you will be working with. Be aware that the numbers in parenthesis at the end of each section title are the suggested/anticipated number of minutes the section should take. Most importantly, have fun!!!

Program Breakdown:

I. Welcome (2 minutes)

Welcome the group back to the program. Re-introduce yourself (if you feel it is necessary). Present yourself and the program with enthusiasm.

II. School Assessment Survey¹ (8)

This survey and discussion is taken mostly from the *Mix it Up* program. The objectives for this activity are:

- a. Participants will evaluate their perceptions of social boundaries at school.
- b. Participants will compare their perceptions with the perceptions of others.

Before distributing the survey, ask the group to define "social boundary." Write the responses on the board or on a piece of butcher block.

Ask the group to complete the survey that you distribute, Appendix B. Tell the participants that their responses are anonymous.

Collect the surveys and calculate the results to report to the group. The questions are very focused on school atmosphere. If members of your group come from different schools, it is okay. Simply collect the results and during the discussion period ask about how the schools differ, according to the participants' perspectives. Perhaps these accounts can give the group ideas to take back to their schools and groups.

The survey in the workbook appears as follows:

1. Which best describes your school?
 welcoming to all kinds of people quick to put people into categories

2. In what settings have you noticed people grouping themselves and others by categories?

<input type="checkbox"/> after-school clubs	<input type="checkbox"/> classroom
<input type="checkbox"/> assemblies	<input type="checkbox"/> recreational activities
<input type="checkbox"/> bus	<input type="checkbox"/> spectator events
<input type="checkbox"/> cafeteria	<input type="checkbox"/> other _____

3. Which of the following categories create group boundaries at your school?

<input type="checkbox"/> academic achievement	<input type="checkbox"/> home neighborhood
<input type="checkbox"/> athletic achievement	<input type="checkbox"/> language
<input type="checkbox"/> beliefs	<input type="checkbox"/> musical interests
<input type="checkbox"/> ethnicity	<input type="checkbox"/> personal appearance
<input type="checkbox"/> family income	<input type="checkbox"/> race
<input type="checkbox"/> gender	<input type="checkbox"/> sexual orientation
<input type="checkbox"/> hobbies	<input type="checkbox"/> style
<input type="checkbox"/> other _____	

4. Which of those group boundaries is the hardest to cross, and why?

5. At your school, how easy is it to make friends with people in different groups?
 very easy kind of easy kind of hard very hard

6. Have you ever felt unwanted or rejected by others on the basis of any of the categories listed in Question 3? If so, which ones, and how?

7. Have you ever been a part of a group that rejected someone on the basis of these categories?

() If so, which ones and why? _____

8. What would you be willing to do to encourage more interaction across group boundaries?

- () introduce myself to someone new
() sit with someone different at lunch
() dance with someone from another group
() invite "outsiders" to a party with my friends
() join a club of others who also want to "mix it up" and interact with people from different groups
() other _____

9. Of the people you know, who would be most likely to listen to and support your attempt to cross group lines?

- () a coach
() a counselor
() a parent
() a friend
() a religious leader
() a teacher
() other _____

Why did you choose this person?

III. All-Group Discussion (20)

a. Discuss Survey Results (5)

Present the findings to the group. One-by-one, go through the results for each question and ask the group about differences they see within their school or among multiple schools.

b. Discussion Questions (15)

Depending on your group, the size and composition of it, and the dynamic, ask an assortment of the following questions to get individuals thinking about groups in their schools. This discussion will hopefully allow them to see how this applies to society as a whole.

If you have the resources, write responses on the board or on butcher block paper, so the group has a visual reinforcement to what is discussed.

1. What kinds of groups are there at this school (/your schools)?
2. Do people talk to people from other groups? Why or why not?

3. Which groups get along? Which groups don't? Why?
4. Is it important for groups to mix it up? Why?
5. Do other students see social boundaries the same way you do?
6. Why might we see things differently?
7. What are some things we could do to make our school(s) a more welcoming place? Our communities?

Something to ponder as you are leading discussion... According to a survey done in the early 2000's, students had many things to say about the social boundaries in their schools:

- A majority said their schools are "quick to put people into their categories."
- One third of students said it was hard to make friends with people in different groups.
- 40% admitted that they had been part of a group that had rejected someone.
- Which boundaries are hardest to cross? Students' top answers:
 1. Personal appearance
 2. Athletic achievement
 3. Style
 4. Race
 5. Academic achievement²

IV. Mini-Skits (25)

- a. Divide into small groups & distribute scenarios (2)

Divide the group into small groups of three to four, accordingly. Pre-constructed scenarios to be distributed can be found labeled as Appendix C. Inform the group of how much work time they have (approximately ten minutes), in which they must construct a skit using the scenario they are given. Remind the participants to keep skits audience-friendly, with clean language and behavior (if you feel it is necessary, given the group). It is to your discretion on whether the groups may use props, and what those can be. Fairly limited props are probably best, due to time and resources available.

- b. Work time (10)

During the work time, be available for questions. Make sure groups stay on track, and if some are struggling, help them get their "creative juices" flowing.

- c. Presentations (13)

Direct each group to the front of the room to perform their skit. Affirm their work and make comments about the content, if relevant.

V. Workbook Activity (15)

- a. Work time (10)

In light of the discussion and activities of the day, the group will have some time to reflect in their workbooks. Have them open to page 6 and spend about 5-10 minutes reflecting on the skit and survey activities.

The workbook has some suggestions about what to write. Here is what is included in the workbook:

Think about the skits that you just saw and the discussion your group had about your school. Are you comfortable with the way your school and community approaches diversity? Are there more things that could be done to promote diversity in these places? What are some ideas that you have? Will these changes be difficult or easy? Who would you approach first about putting your ideas into action?

b. Discussion (5)

Now, re-gather the group for a small discussion that will lead smoothly into next week's activities. Ask questions along the lines of the following:

- How do you feel when you meet people that are different from you?
- Do you accept people are different than you?
- Have you ever not included someone because they were different than you? How did this make you feel?
- Is it important that you—individually—openly interact with all kinds of people? Why or why not?

VI. Wrap-up (5)

a. Wrap-up day's activities (3)

b. Overview next session (2)

Possible Adaptations to Unit:

One way to trim down this unit is to cut out section V, "Workbook Activity." This will make the unit approximately one hour. You may instead cut out the skits, making the unit about fifty minutes. To make the unit longer, lengthen the skit time and perhaps add in some additional instructions to that section, to make the groups work a little harder and have more developed skits.

References:

For full citation, see the works cited section of the program guide.

¹ *Mix it Up*, pgs. 4-5

² *Mix it Up*, p. 4

Unit #4 Hands of Change



A Program on Diversity, Pluralism, and Tolerance Girl Scouts of Wapehani Council

Created by: Abigail Delpha, May, 2004

Program Objective: To raise awareness among participants about the importance of diversity, pluralism, communication, and tolerance and understanding through interactive hands-on activities.

Unit Focus:

1. How to react to bullying
2. Tolerance
3. Fighting against bias

Materials Needed:

1. Workbooks
2. Colored strips of construction paper (or M & M's/ Skittles)
3. Pens/Pencils
4. Power Point (optional)
5. Computer and projector (optional)
6. Evaluations (Appendix D)
7. Rules of Engagement (Unit 1)
8. Define This! Sheet (Unit 2)

Outline:

- I. Welcome (2 minutes)
- II. Icebreaker: Colorful Me (8)
- III. Workbook Activity: Treating People in a Parallel Manner (10)
- IV. Small-Group Discussion: Treating People in Parallel Manner (5)
- V. All-Group Discussion: Words are Like Swords 1 & 2 (15)
 - a. Activity One
 - b. Activity Two
- VI. Responding to Bullying (25)
- VII. Wrap-Up (10)
 - a. Review of Lesson(s) (5)
 - b. Evaluations, if desired (5)

Set-Up:

Have workbooks ready for participants. Check to make sure all materials are ready and functional—copies made, etc. If you are going to use audio visual equipment for the Power Point, check to make sure it works correctly. If you use butcher block (instead of flip charts), it will be helpful to pre-cut the approximate number you will need. Post up the Rules of Engagement that were created in the first session, and the definition list you created during the second session. Review the activities for the day and be ready to accommodate to the age group you will be working with. Be aware that the numbers in parenthesis at the end of each section title are the suggested/ anticipated number of minutes the section should take. Most importantly, have fun!!!

Program Breakdown:

I. Welcome (2 minutes)

Welcome the group back to the program. Run over what you will cover during the session. Present yourself and the program with enthusiasm.

II. Icebreaker¹: Colorful Me (8)

This icebreaker is taken from the *Mix it Up* program.

Hand out a colored strip of paper (or one M & M candy) to each participant. Have them respond based on the following prompts.

RED:	An exciting experience
ORANGE:	If you could do anything, what would you do?
YELLOW:	Something that makes you happy
GREEN:	Something you like (or hate) to do outdoors
BLUE:	Something that makes you mad
BROWN:	A few sentences about a pet or favorite hobby

III. Workbook Activity: Treating People in Parallel Manner² (10)

This activity was taken from *Writing for Change*.

Objectives:

- Create an awareness of how groups and individuals can be elevated or disempowered by treating them in different ways.
- Discuss assumptions about the "norm" that affects how people are treated.
- Apply principles of parallel treatment to statements about various groups.

Instructor Directions:

Have your group examine the listed sentences and ask them to determine in what ways the participants are treated in nonparallel ways (that is, how they are treated with different levels of formality or familiarity).

Have them rewrite the sentences using parallel treatment.

This activity can be found on page 7 of the workbook. Have the group complete this activity. When discussing the sentences, use the Power Point for visual support if applicable. Following are also some tips for rewriting the sentences.

Here is what is found in the workbook:

Directions:

Examine the sentences below and determine in what ways the participants are treated in nonparallel ways (that is, how they are treated with differing levels of formality or familiarity). Rewrite the sentences using parallel treatment.

1. The men's competition starts at 7:00; the ladies take the ice at 9:00.
2. Heidi sanded the edges, and Mr. Taylor nailed the boards together.
3. The services are open to all Christians and pagans.
4. Hillary's Campaign Accelerates; McCain Withdraws from Presidential Race
5. Everyone is welcome; and bring the grandparents with you!
6. We hope that all nonwhites as well as whites will participate.

7. Welcome, sir, and welcome to your little lady!
8. Over a thousand people attended with their wives and children.
9. Juan and Mr. Robertson arrived at the meeting together.
10. We must first determine if they were living as man and wife.
11. Dr. Phillips placed the sample in the Petri dish; and one of the girls put it in the incubator.

Here are some tips for each sentence:

1. Use "men's" and "women's" or "gentlemen" and "ladies," not a combination of the two sets.
2. Either use "Ms./Miss/Mrs." and Heidi's last name with "Mr. Taylor" or use both Heidi and Mr. Taylor's first names.
3. The services are open to everyone
4. Use "Clinton" for Hillary when using "McCain" in the same sentence/paragraph, or use both of their first names.
5. "Everyone is welcome!" is sufficient.
6. We hope that all races/everyone can participate.
7. Welcome "sir" and "madam," or "the two of you," something along those lines.
8. State the total number of everyone participating. "Husbands attended with their wives and children" would also be acceptable. Separating "wives and children" from "people" is unacceptable.
9. Either use both of their last names or both of their first names.
10. Either use "husband and wife" or "man and woman;" the use of a combination indicates inequality.
11. Refer to "Dr. Phillips" less specifically ("the teacher," "the man") if using "one of the girls" later in the sentence, or list both of their names properly ("Dr. Phillips," "Ms. Smith").

IV. Small-Group Discussion: Treating People in Parallel Manner (5)

Now lead the group in a discussion about the "Treating People in a Parallel Manner" activity. Ask some of the following questions, or others that you think of.

- Was it difficult to rewrite the sentences? Why or why not?
- Can you think of a situation when you or someone around you was not treated in a parallel manner? What was the outcome of this situation?
- (Not mentioning names) Are there people around you who consistently do not treat people in a parallel manner? How does this make you feel? What action can be taken to notify this person of their behavior?

V. All-Group Discussion: Words are Like Swords³ 1 & 2 (15)

Bullying and the issues surrounding it's prevalence in America's school systems are very serious topics. This is a very important topic and is to be taken seriously.

This activity is taken from the *Mix it Up* Program.

Words Are Like Swords: How to stand up to biased language and bullying

a. Activity One (8)

- Discuss with the group the concept "words are like swords."
- Brainstorm a list of harmful/hateful words that are heard at school or in a group you belong to.

- Why are these words used?
- In what situations are these words used?
- How can we show "zero tolerance" for hateful/hurtful words here at school or in our group?
- If you knew that a student was being targeted or subject to hateful/hurtful words, what would you do? What could you do?

b. Activity Two (7)

Civil Rights violations start with words and then progress to violence. If we do not want violence at school and in our community, then we need to start by having zero tolerance for harmful/hurtful words.

Read and discuss the following hallway encounter:

Lucinda was in a hurry to get to class. In her haste, she flung the door open and hit Johnny in the side. Johnny yelled, "Hey retard! Pay attention next time. Can't you even open the door without hitting someone? You're such a fag."

What parts of this scenario are civil rights violations?

What words or statements are hurtful and/ or inappropriate? Why?

What are some ways to prevent a situation like this?

If you were faced with this situation as a person involved in a group or just a passerby, are there things you could say or do to handle the hurtful words in an appropriate way?

VI. Responding to Bullying⁴ (25)

This section is taken from *Writing for Change*. The participants will have the printed out information and questions for this section in their workbooks on page 8.

Objectives:

Develop an awareness of the factors involved in bullying.

Explore feelings and attitudes around the expectations of the behaviors of people involved in such situations.

Discuss ways to intervene safely in such situations.

Instructor Directions:

Have your group read the range of responses to oppressive behavior and the scenario provided.

Ask them to evaluate the behavior of each of the participants in the scenario in light of the information given.

Ask them to evaluate each person's behavior when each is identified with a particular age, academic standing, gender, and ethnicity. Have them discuss if and why their expectations change in light of these variables.

Here is what is found in the workbook:

Directions:

Consider the following ranges of responses to oppressive behavior:

- Actively joining in the oppressive behavior
- Not responding to the oppressive behavior
- Educating oneself about the oppressive behavior
- Interrupting the oppressive behavior
- Supporting others' proactive response to the oppressive behavior
- Initiating a proactive response to the oppressive behavior

Now consider the following scenario:

In a university gymnasium, five adults of various ages are engaged in swimming laps, some swimming freestyle, some using kickboards, in lanes along the axis of the pool. The lane markers have been removed for cleaning. A lifeguard watches from a chair a few yards away. A group of four students approaches and noisily enters the pool, laughing, splashing, and playing, swimming across the short axis and cutting across the lanes of the five swimmers. After a few moments, when the behavior of the newly arrived group continues, one of the swimmers leaves the pool. Another begins to swim shortened laps in a lane at the far end of the pool. Two others cross to the side of the pool and remain in the water, watching the newly arrived group. The fifth swimmer, using a kickboard, continues to swim laps in a lane along the long axis of the pool. The newly arrived group continues to ignore the original swimmers and to splash and play across the short axis of the pool.

After the third time one of the newly arrived group cuts across the lane, the fifth swimmer says politely, "Excuse me; the lanes for swimming laps are going in this direction," and indicates the long axis of the pool. Three of the newly arrived group ignore the fifth swimmer's comment, and the fourth replies, "Yeah, well, I'm only swimming in one direction." The fifth swimmer responds firmly, "We already established going in this direction," and continues to swim. The newly arrived group moves out of the way but begins to make loud comments including profanity and derogatory remarks about the fifth swimmer's appearance. The lifeguard continues to watch. One of the other original swimmers leaves the pool.

The fifth swimmer continues swimming laps while the newly arrived group continues to engage in derogatory remarks, splash water in the swimmer's face, and move in and out of the lane the swimmer is using. Of the remaining original swimmers, one continues swimming shortened laps, and the other continues to watch without speaking, as does the lifeguard.

When finished with laps, the fifth swimmer leaves the pool and approaches the lifeguard, asking, "Did you see what they are doing?" indicating the newly arrived group. The lifeguard responds carelessly, "Ah, they didn't mean any harm." The newly arrived group proceeds to occupy the entire area of the pool, and the remaining two original swimmers now leave the water.

After giving the group adequate time to read and consider the scenario (about 5 minutes), lead a discussion following questions and themes given in the *Writing for Change* program. This discussion will help the participants understand their views on bullying and the different roles people have in preventing and participating in bullying. Based on the scenario given, and in the light of the range of possible responses to oppressive behavior, have the group analyze the behavior of each of the participants in the situation. Answer the following questions, with the assistance of Power Point, if available. Note that the third question on the Power Point does not list the examples that are listed here, due to space. Please give the examples to the group when discussing this question.

1. What was the responsibility of each of the individuals involved?
 - a. The swimmers (1-5)
 - b. The "newly approached group"
 - c. The lifeguard
2. Based on what you know, do you think each participant behaved appropriately? If not, what do you think each should have done differently?
3. Now assign each of the participants an age, an academic standing, a gender, and an ethnicity. Analyze their behavior. Do your feelings about each person's behavior change if you assume that the fifth swimmer was female? If the lifeguard was white? If the disruptive group was elderly? The original swimmer who left was faculty? What if the disruptive group was black? If the observers were freshmen? If the lifeguard was female? If the fifth swimmer was Asian? Think about how and why these factors might change your expectations of each person involved.
4. Discuss other scenarios. Answer the following: If you were in the newly arrived group but felt uncomfortable with their behavior, what would you have done? What would you have done if you were the fifth swimmer? The lifeguard? One of the observers?
5. Are there ways to intervene safely in bullying situations? Do you agree with the position that not responding to oppressive behavior works against social justice just as much as actively joining in oppressive behavior? Why or why not?

VII. Wrap-Up (10)

- a. Review of Lesson(s) (5)
- b. Evaluations (Appendix D) (5)

Administer evaluations to the participants, noting the importance of the evaluations and their results to making the program successful and useful in the future.

Possible Adaptations to Unit:

To cut down the length of this unit to under an hour, in the "Treating People in Parallel Manner," section IV, you may limit the number of sentences that the participants rewrite to 3-5 sentences, and as a result cut down discussion about the sentences just a little. You also may cut down the discussion of "Responding to Bullying," section VI, just a little—yet still having a thorough, thoughtful discussion of the material.

References:

For full citation, see the works cited section of the program guide.

¹ *Mix it Up*, p. 6

² *Writing for Change*, Lesson 1.7

³ *Mix it Up*, p. 6

⁴ *Writing for Change*, Lesson 2.2

Appendix A

Chicken

Donkey

Frog

Cow

Elephant

Dog

Monkey

Pig

Mini-Skit Scenarios

Appendix C

Scenario 1

Create a short skit using the following scenario. In your skit, show this scenario in some manner, showing the conflict and a positive resolution to the situation.

Scott, a new student, who is a racial minority in a predominantly Caucasian school, came to your history class for the first time today. Your teacher has told your class that you must get into groups of three or four for a project that will be due at the end of the semester. After most of the class gets into groups, the new student does not have a group. Many of the class are racist and do not want to include him. Show discussion held by a group about including the new student.

Scenario 2

Create a short skit using the following scenario. In your skit, show this scenario in some manner, showing the conflict and a positive resolution to the situation.

After school, at the French Club meeting, the group decides that a social activity on Friday night will be going out for pizza and to see a movie. The officers of the club decide to have everyone pay for themselves at the event. Unfortunately, the club does not remember that Sarah and her family are very poor due to her mother being sick and her father recently losing his job.

Scenario 3

Create a short skit using the following scenario. In your skit, show this scenario in some manner, showing the conflict and a positive resolution to the situation.

You are in gym class and the class has to run a mile to complete the requirements of the course. Rebecca, an overweight person in your class, has difficulty running even one lap around the track.

Scenario 4

Create a short skit using the following scenario. In your skit, show this scenario in some manner, showing the conflict and a positive resolution to the situation.

You are one of the cast members in the play. After the play has its last performance on Saturday, there is going to be a big cast and crew party at someone's house. Unfortunately, quite a few people do not want to invite Samuel, a kind of nerdy guy that many don't like, who made the play.

Scenario 5

Create a short skit using the following scenario. In your skit, show this scenario in some manner, showing some conflict and a positive resolution to the situation.

You play on an after-school intramural basketball team. There is a boy named Adam on the team who has Leukemia and recently had to undergo chemotherapy. As a result of this, he has lost most of his hair and is very weak and cannot play. He continues to come to practice, even though he can only sit on the bench. A few of the team members think he is a “freak” and do not want him around while others don’t have a problem with him.

Scenario 6

Create a short skit using the following scenario. In your skit, show this scenario in some manner, showing the conflict and a positive resolution to the situation.

Teresa has had four boyfriends this semester. She recently started going out with Tommy. People are beginning to talk, saying that she is loose—and worse. As a result, nobody will be friends with her, and she is about to lose even her closest two friends. It also happens that Teresa is having some very serious family issues at home, which most people—including her friends—don’t know about.

Hands of Change



Program Evaluation

Please take time to fill out this form as completely as possible and return at the conclusion of the program. Please explain your rating as much as possible. The results of this form will assist in the planning of future Girl Scout Programs. Thank you!

For the following questions rate the topic listed. Circle your rating of each category: **1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree, 5 is strongly agree.** Please explain your ratings after each question.

1. My experience with this program was positive

1 2 3 4 5

Explanation: _____

2. I am happy with what I learned from this program

1 2 3 4 5

Explanation: _____

3. The program instructor was well-prepared

1 2 3 4 5

Explanation: _____

4. The materials provided to me were adequate and appropriate to the program

1 2 3 4 5

Explanation: _____

5. This program should continue

1 2 3 4 5

Explanation: _____

6. This program was relevant to my school/daily life, and my interaction with others

1 2 3 4 5

Explanation: _____

7. What modifications should be made to this program, if any?

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