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<i>In dyads, quads, and larger groups, teams of members physically work together to stand up with interlocked hands. This is a discussion starting activity that focuses on communication, planning, and team work.</i>	

Get Up and Move26

This energizing activity helps members to get to know their brothers better by calling out personal traits or facts. If the statement applies, members must move to another chair. The one left standing calls out the next unique fact.

Senior Charge26

Seniors play a key role in the chapter. This activity gives senior members the opportunity to write a personal letter to the chapter thanking them for the experience, what he has learned, or what he values as a member of the fraternity. A symbolic burning of letters signifies the end of undergraduate membership in the fraternity.

Community Service27

Bonding together during community service events is an opportunity that every chapter can provide its members. After the brothers work together toward the common purpose of helping others, the chapter gathers for a debriefing session.

Accurate Adjectives*27

Ten adjectives are self-selected by members. They post their lists on a wall, unsigned and others try to guess who chose the combination of adjectives.

Class Collage28

The chapter is divided into the four classes, seniors, juniors, etc. Each group creates a collage that best represents how their class fits into the chapter. The artwork is shared in the large group. The meaning of chapter membership differs for each class, this exercise gives them the opportunity to talk about the needs of their class.

Chapter Connections29

The chapter gathers in a large circle. One person starts by holding a ball of string and tells how he plans on contributing to the chapter. When finished, he holds onto the end of the string and gently tosses it to another member. This continues until there is a web of string. Closing questions are offered at the end.

Fraternity Creed29

The fraternity creed is recited by the group. A short lecturette on the purpose of the creed, history, and pertinence to chapter life should be held. Each member shares with the group what significance the creed has to him.

Promises to Myself, Promises to My Chapter30

After a brotherhood building exercise or retreat, members write a letter to themselves. The letter includes promises that each member will do to enhance brotherhood in the future. Letters are mailed to brothers one month later as a reminder of their promises.

Numerical Order*30

While blindfolded, members are to get into assigned numerical order without talking. A discussion on communication, leadership, and reactions to physical challenges is then held.

Blind Polygon*31

While blindfolded, members take 5 yard of rope (tied at the end) and attempt to form a perfect square with each team member holding onto the rope. When the team accomplishes their task a discussion is held on the members experience.

Electric Fence*32

An "electric fence" has a force field from the top of the rope to the ground. The entire group must get over the electric rope from one side to the other without touching the rope. members must examine the decision making process in the group, group dynamics, leadership and followership.

People Platform*33

Members must work as a team to get the whole group standing on small wooden platform. Once all members are standing on the platform they must hold their position for 10 seconds. Leadership is examined closely since chapter officers may not talk during this exercise.

Values Bags*	33
<i>An assembly of miscellaneous goods are placed in small bags. Small groups examine the contents of the bag and personally assign a value to each of the items. After writing down the meanings of each item, he shares his top three items with its value.</i>	
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<i>This exercise assists members to evaluate and learn from others public speaking skills. Individuals try to explain how to do some simple task (sharpening a pencil, opening a carton of milk, etc.). The group then tries to guess what task the speaker is trying to describe. A large group discussion on clear communication then follows.</i>	
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<i>The NIC Commission on Values and Ethics developed a statement on nine basic expectations of fraternity membership. These expectations are shared with the chapter on individual sheets of newsprint. These sheets are taped around the room and members are instructed to write a chapter programming idea that meets one of the expectations on the paper. When finished, the chapter has a breadth of programming ideas that fulfill expectations of membership.</i>	
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<i>Members sit in a circle. A few members are chosen to stand. A facilitator gives out a statement and the men standing tap or pat the men on the back that the statement applies to. Positive statements such as "I truly admire this person," and other affirming comments are used. At the end the facilitator holds a discussion o the importance of each brother.</i>	
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<i>Members draw a 2' x 2' box on the ground with chalk. The leader asks values based questions and answers are written in the box. members then stand by their box and shifts of five to seven people read each others' answer until all have had a chance to read.</i>	
Greek Gossip	37
<i>This exercise focuses on communication; giving and receiving messages. A gossip tidbit is whispered in the ear of the first person in an eight to 10 member group. He then shares the message with the next in line. This continues until all have heard the message. The last person states the message out loud for all to hear. Is it the same message?</i>	
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<i>Individuals bring a quarter, dime, nickel, penny. Each selects one coin and explains why he chose that particular coin. Members then give coins to others and receive coins. Careful processing of this exercise is then held to discuss giving and receiving, the role of officers, and giving in the chapter.</i>	
Taking a Chance*	39
<i>A facilitators call for a volunteer to perform a potentially very high exercise. A discussion lead by a facilitator on risk and trust and focuses on its importance, its limits, and potential problems with blind faith.</i>	
Dimensions of Trust*	40
<i>A discussion on trust starts the activity. A brainstorm session on action or personal characteristics that build or promote trust is then held.</i>	
The Meaning of Life	40
<i>Members develop a metaphor for life. They can be in two categories; those that deal with food, and those that don't. Individuals then share their metaphor with the group.</i>	

Where Will We Be?41

Chapter members close their eyes and envision what their organization will look like 10 years from now. The facilitator can prompt responses with outlined questions. After a period of introspection, members share that they "saw" and record them on the newsprint paper. This good discussion starter to a retreat or goal setting session.

Team Beam41

Members are split into team of eight to 10 people. The team is then split in half and each half stands on the end of a low beam of wood. The two sides must change places without touching the ground or falling off. A guided discussion on team work, competition, and leadership follows.

Building a Monument42

Small groups build an original structure / monument of pins and straws. Some members are given extra challenges (no talking, no use of right arm, etc.) and must continue to contribute to the group. Groups display their monuments and explain their meaning to the chapter. Processing questions are offered for a large group discussion.

Positive People and Places43

Positive forces affect each of us. Members then complete a questionnaire (attached) and work quietly for a few minutes. Pleasant, positive memories are marked next by members. Group members share those favorite memories with each other.

First Impressions*44

Small groups of eight to 12 members make a list of the other members in their group. They then write down a short description of their first impressions of that member. The sheets should be kept confidential until the end of the exercise. Members learn the value of getting to know someone more deeply, sharing something in common and understanding each other.

What Are We Looking for in a Brother?45

All members brainstorm a list of 10 qualities they want in a friend. These qualities are written down on newsprint. Each then prioritizes his list and discusses these qualities in small groups. The entire chapter then re-groups and discusses what they are looking for in prospective members.

Big Brother/Little Brother Program45

Another relationship building program is between two members, the associate / new member program and experienced chapter member. Responsibilities of Big Brothers, the expectations of Little Brothers, assimilation activities, and role modeling are included in this program.

- ◆ Was this difficult? Why?
- ◆ What types of symbols did people use?
- ◆ Did anyone use non-fraternity symbols? Did that surprise you? Why/why not?
- ◆ What were some similarities and differences seen in each person's coat of arms?

Sayings

Category:

___x___ getting acquainted ___x___ self-disclosure ___x___ discussion ___ building trust
 ___ building rapport ___ developing respect ___ enhancing unity ___ values
 ___ other: (*explain*)

Supplies needed:

Newsprint pad
 Pens

Suggested time:

30 minutes

Activity Agenda:

The purpose of this activity is to have members examine some famous, and some not-so-famous sayings, discuss the meanings of them, and see how they apply to their chapter experience and to their lives.

15 minutes

Split the chapter into small groups. Give each group a saying from the list below (or add your own inspirational quotes). Have one person in each group read the statement to his group. Small groups discuss what the saying means and how it might apply to them. Record the ideas on paper.

- ◆ "Fate makes our relatives; choice makes our friends."
- ◆ "Of all the things you wear, your expression is the most important."
- ◆ "Nothing keeps a person's feet on the ground like having a little responsibility placed on his shoulders."
- ◆ "Failures are divided in two classes- those who thought and never did and those who did and never thought."- Jon Salak
- ◆ "We are all manufacturers. Some of us make goods, others make trouble, still others make excuses."
- ◆ "The only people with whom you should try to get even are those who have helped you." -John E. Southard
- ◆ "The best way to forget your own problems is to help someone else solve his."
- ◆ "There is a time to let things happen and a time to make things happen." -Hugh Prather

15 minutes

Large group discussion questions:

- ◆ What did each statement mean?
- ◆ Did it have personal meaning to you?
- ◆ What other meaning could there be?
- ◆ Did everyone in your group agree on its meaning?
- ◆ What does each statement say to you in your life?

Source:

Leadership Skills You Never Outgrow, IV Leadership Project Book IV, Cooperative Extension Service, College of Agriculture, University of Illinois at Urbana-Champaign, p. 47

3 Significant Events

Category:

___ getting acquainted ___ ☒ self-disclosure ___ ☒ discussion ___ ☒ building trust
___ ☒ building rapport ___ ☒ developing respect ___ enhancing unity ___ values
___ other: (explain)

Supplies needed:

None

Suggested time:

5 minutes for introduction
2-3 minutes for each participant
15 minutes discussion time

Activity agenda:

5 minutes

The group leader should set aside time to prepare the members for this self-disclosure activity. Each participant will share with the group the three most significant events in his life that shapes who he is, how his values have been molded, and how he makes decisions. All participants should sit comfortably in a room where everyone can see each other. Give all the participants some "quiet time" to reflect on their experiences and past events in their lives.

One at a time each member should share his personal events. There should be no critique or questions asked of any member during each storytelling. After the member is finished, the next member should begin.

15 minutes

Large group discussion questions:

- ◆ Why did we ask each of you to tell your personal stories?
- ◆ How did this exercise help you learn more about your brothers?
- ◆ Did each of you feel comfortable sharing with this group? Why/why not?
- ◆ Did this exercise help you to understand one another better?
- ◆ How can our chapter develop a better sense of trust and respect?
- ◆ What do you appreciate most about our brotherhood?

The Brick

Category:

___ getting acquainted ___ self-disclosure ___ discussion ___ building trust
___ ☒ building rapport ___ developing respect ___ ☒ enhancing unity ___ values
___ other: (explain)

Supplies needed:

One brick, painted with fraternity symbols, Greek letters, motto, founding date, etc.

Suggested time:

15 minutes introduction time
2-3 minutes for each member

Activity agenda:

At one of the first meetings, the new member class is shown the painted brick. The chapter president or new member educator tells everyone that throughout the orientation period, they should be looking for this particular brick. It could be anywhere on campus, in the fraternity house, in the student center, etc. The brick will be at eye level and it can't be missed.

Through the orientation period the initiates should casually ask if they've found the brick yet (don't hound them, for in reality, the brick is never physically hidden anywhere).

During one evening of pre-initiation week, the officers of the fraternity assemble the new member class and ask if they've found the fraternity brick. The answer will be "no". The new

Influences on the Individual: What/Who Made You Who You Are Today?

Category:

___ getting acquainted ___ self-disclosure ___ discussion ___ building trust
___ building rapport ___ developing respect ___ enhancing unity ___ x values
___ other: (explain)

Supplies needed:

Attached sheet

Suggested time:

5-7 minutes for writing time

20 minutes discussion time

Activity agenda:

Let individuals write down their personal influences (parents, grandparents, friends, neighbors, peers, etc.) in the appropriate boxes on the following sheet. Have each member share from more than one area.

20 minutes

Large group discussion questions:

- ◆ Was one area easier to fill out than others? Why?
- ◆ What major media events have influenced you? How?
- ◆ How do politics play into your decision making?
- ◆ Do you have a balance of influencers in your life?
- ◆ Which is your strongest area of influence? Why?

Source:

Scott Carter, Advisor to Fraternities, University of California, Los Angeles

People Bingo

Category:

x getting acquainted ___ self-disclosure ___ discussion ___ building trust
___ building rapport ___ developing respect ___ enhancing unity ___ values
___ other: (explain)

Supplies needed:

Pencils

Pre-printed bingo sheets. Bingo sheets should be 8 1/2 x 11 inch sheets of paper with 25 squares. Each square identifies something about the people in the chapter. (interesting facts about members should be written in the spaces (i.e. I have a pet, I played varsity sports in high school, I want to enter politics, I have a sister in a sorority, etc.)

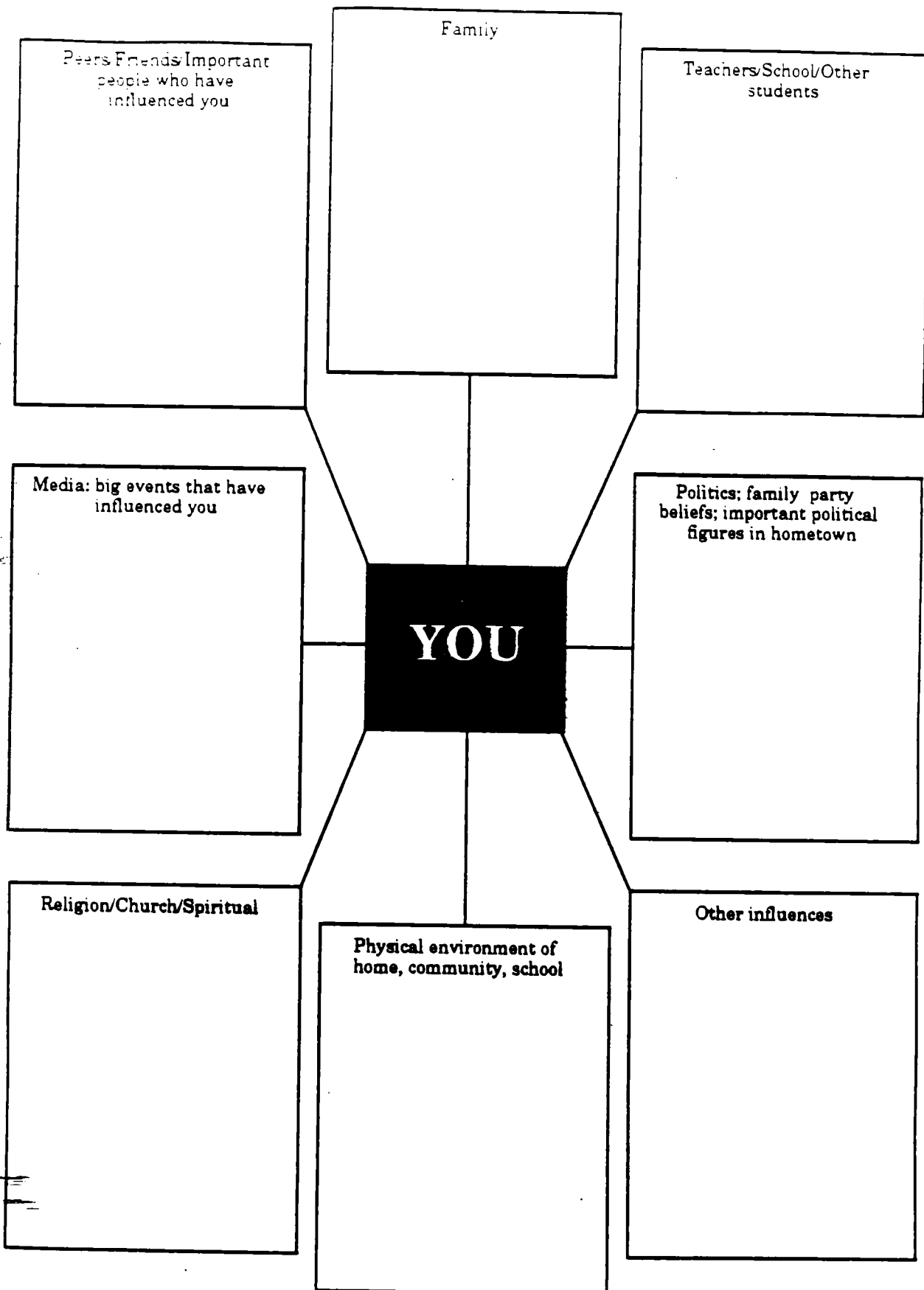
Suggested time:

20 minutes

Activity agenda:

Disseminate pencils and bingo sheets and state the rules. Members should mingle with other members. Members should seek out fellow chapter members and if one of the items listed pertains to them, ask them to sign their names in the appropriate space on your bingo sheet. No participant may sign their name to more than two blank spots. Sheets should be retained by the members to remind them of others traits. Be creative when creating your bingo sheet.

Influences on the Individual: What/Who Made You Who You Are Today?



High-Medium-Low Risk Cards

Category:

___ getting acquainted ___ x ___ self-disclosure ___ x ___ discussion ___ building trust
___ x ___ building rapport ___ developing respect ___ x ___ enhancing unity ___ x ___ values
___ other: (explain)

Supplies needed:

3" x 5" index cards

Suggested time:

30-60 minutes

Activity agenda:

Take the following questions and write each question down on a 3" x 5" index card. Separate cards in high, medium, low risk categories. Have one set (one set equals all cards) for each discussion group of 8-12 people.

In each small group put cards in their respective three piles. Each individual takes a turn and selects one card from any level of risk at which he is willing to share. He then reads the question or statement on the card and answers it in front of his small group. Have each member of the small group continue until all have shared.

Low Risk

Name a place from which you see a spectacular display of nature.

What's the name of the place where you spent the three happiest days of your life?

Where do you most often go when you want to be alone?

Tell when you had some type of adventure that was out of the ordinary.

Name the group where you felt happiest, most integrated, most accepted.

What activities do you do well?

Where do you feel most at home?

What is the greatest success in your life?

What media events have influenced you?

Who is your best friend

What is your favorite food?

How do you relax?

What is your favorite book

Who is your favorite author?

Who is your favorite singer?

What is your favorite musical group?

What is your favorite childhood memory?

What is your greatest pet peeve?

Medium Risk

Who is someone, whether living or dead, fictitious or real, met or unmet, that you really respect or admire?

Tell a time when you felt you made a very important decision.

Who are the three most influential people in your life?

What are three words you would most like said about you?

What are five values you hold highest?

What are your political party beliefs?

Who are important political figures to you?

Who are teachers/counselors coaches that had a significant influence on your life in your grade school years?

Who are teachers/counselors coaches that had a significant influence on your life in your high school years?

What is your favorite quote/inspirational message?

What is your greatest success?

What skill do you wish you had?

What is your most significant volunteer experience?

Who is the one individual who convinced you to join the fraternity?

How did you choose your career path?

What is one thing you do really well?

If you were by a river and saw a child fall in, what would you do?

High Risk

Who is the person in your life, who brings you happiness or joy, makes you smile, almost every time you see him/her?

Name the first person with whom you ever fell in love.

Name three women (outside of your immediate family) that you love (use your own definition of love).

Name three men (outside of your immediate family) that you love (use your own definition of love).

Tell about your experience in confronting someone on inappropriate behavior or language.

What would you do if you had one year left to live?

During what year did you experience the greatest amount of personal growth; that is, what year was most significant in terms of your development?

What is the most challenging thing you've had to do?

If you could do anything differently in the fraternity what would you do?

Who do you love in the chapter?

If you knew a brother was blatantly cheating in class what would you do?

What is your greatest fear?

For what contributions to the chapter would like to be remembered?

What is your most embarrassing moment?

How would you most like to be remembered?

What makes you most frustrated about the fraternity?

What is your greatest regret?

Name one time you experienced a great deal of peer pressure.

If you could do anything over again, how would you do it differently?

How have you boosted someone's self-esteem?

If you feel a brother is developing a serious drinking problem, how do you help him?

Source:

Cari Cohn, California State University, Fullerton

Building My House

Category:

☒ getting acquainted ☒ self-disclosure ☒ discussion ☐ building trust
☒ building rapport ☒ developing respect ☒ enhancing unity ☒ values
☐ other: (explain)

Supplies needed:

Blank sheets of paper

Pens or pencils for each person

Suggested time:

60-90 minutes

Activity agenda:

Ask each member to draw a simple house with a foundation, walls, roof, window, door, and chimney.

Instruct everyone to individually write down the following concepts or ideas:

- 1) In the foundation write the concept or idea by which you govern your life.
- 2) Along the walls write the methods by which you support and strengthen this idea.
- 3) In the roof write a protective mechanism which you use.
- 4) In the window write something which you are proud of and want others to see.
- 5) In the door write an important part of you that you have borrowed from someone else and the name of the person from whom it was borrowed.
- 6) In the chimney write a form of release which you commonly use.

Ask members to get into small groups of 3-4 people and ask them to share the information

Partner Stretch and Stand

Category:

___ getting acquainted ___ self-disclosure x discussion ___ building trust
___ building rapport ___ developing respect ___ enhancing unity ___ values
x other: (explain) *The objectives of this exercise are to see how complexity grows and the need for effective communication and planning increases as the number of participants increases, to experience success and a feeling of accomplishment, and to recognize the positive effects of encouragement.*

Supplies needed:

None

Suggested time:

15-30 minutes

Activity agenda:

Ask members to find a partner. The presenter and another participant should demonstrate sitting and facing one another, toe to toe (with feet flat on the ground), legs in front of them, knees bent. The two should clasp hands. The presenter should slowly lean back, thus stretching his partners back. Switch. Practice slowly stretching back and forth.

Each set of partners is challenged to stand up at the same time, still holding hands. The pairs will find this very easy to do. Now combine two sets of partners so there are four people in each team. Again, ask members to clasp hands, sit toe to toe, and as a foursome, stand up.

After they successfully complete the task, groups of eight are to attempt the task. The final challenge would be pulling together two groups of eight together for a group of 16.

Gather the group together for a group discussion. Activity leader should ask the following questions:

- ◆ How did this exercise go?
- ◆ What was harder? Standing up with one partner? Foursome? Eight? 16?
- ◆ What was significant about the different body sizes in the groups?
- ◆ How did your role change as the group got larger?
- ◆ What worked in making it possible to complete the task?
- ◆ How did your strategies change as the group grew larger? What did you do differently as the group got bigger?
- ◆ What implications can be made from this exercise to the communication and planning needed to accomplish a task in our chapter?

Source:

The Wilderness Institute, Agoura Hills, California



People Platform

Category:

___ getting acquainted ___ self-disclosure ___ discussion ___ ☒ building trust
___ ☒ building rapport ___ developing respect ___ ☒ enhancing unity ___ values
___ ☒ other: *(explain) to encourage leadership, to challenge members to examine intra-chapter communication*

Supplies needed:

One 2' x 2' square of plywood connected to 2" x 4" blocks of wood

Suggested time:

20-30 minutes

Activity agenda:

Remind participants of the following rules:

- All body parts must be off the ground.
- The entire group (of 14-16 people) must participate.
- There is a seven minute limit to work together as a team and complete this task.
- You may NOT sit or stand on each other's shoulders.

(If there is a dynamic leader or a chapter officer in the group, inform them that they may NOT talk for the entire exercise.)

Explain the spotting rules:

There will be one observer who constantly moves, and alerts the group for any swaying. If the group begins to lean, spotters push them back onto the platform.

Do not allow people to "leap" away from the platform- it can cause injury to self or others.

Retain control of the group at all times. Keep communication lines open.

After the group creatively attempts this exercise, they must hold everyone off the ground for 10 seconds. Use the following questions for a follow up discussion on group dynamics:

- ◆ How was this exercise challenging?
- ◆ Who jumped in first and became the exercise leader?
- ◆ To the chapter officer/leader: How did it feel not being able to share your ideas? Is this an unusual situation?
- ◆ Did the time constraints affect proper execution? Why?
- ◆ Ask the quiet members: How did you contribute to the group? Were your ideas heard?

Source:

Western Illinois University, Horn's Lodge Teams Course

Values Bags

Category:

___ getting acquainted ___ ☒ self-disclosure ___ ☒ discussion ___ ☒ building trust
___ ☒ building rapport ___ ☒ developing respect ___ enhancing unity ___ ☒ values
___ ☒ other: *(explain) to recognize the difference in personal values and discuss how that affects chapter involvement, to prioritize values*

Supplies needed:

A brown paper bag filled with the following suggested items:

pencil, penny, fraternity badge, watch, paper clips, scissors, beer bottle cap, soda bottle cap, any other household items

Suggested time:

60 minutes and/or 5 minutes per person

Activity agenda:

Break chapter into small groups of 10-12. Each group is given a bag filled with the various items. Empty the contents of the bag on a level surface so each small group member can see all

items.

All participants should have a pencil and paper with which to write.

Participants apply some meaning to each of the items in the bag. What does each piece symbolize to you? i.e. a pencil could represent scholarship, artistic skills, finances, sharp mind= sharp points, etc. This is a good opportunity to stress creative thinking.)

When everyone is finished writing down their responses ask each member to share his top three prioritized values based on this activity.

In the large group use the following processing questions to bring closure to the activity:

- ◆ What was the object everyone put as their top choice?
- ◆ How did you rank the rest of the objects?
- ◆ Is it consistent for each member of the group? In our chapter?
- ◆ How does this exercise help us to better understand others needs, desires, values and priorities?
- ◆ Were you surprised by anyone's ranking? Whose? Why? Why not?
- ◆ How can we take what we learned about each other today and use it for the future?

Giving Directions

Category:

_____getting acquainted_____self-disclosure__x__discussion_____building trust
_____building rapport__x__developing respect_____enhancing unity_____values
__x__other: *(explain) to better understand and see first hand public speaking skills, and clear communication*

Supplies needed:

3" x 5" note cards

Suggested time:

30 minutes

Activity agenda:

Before you begin the activity, make five to ten note cards with a simple task written on each.

Some examples of tasks are:

tying a shoe
sharpening a pencil
opening a carton of milk
wrapping a package with paper and tape
closing a jacket zipper
opening a can with a can opener

Explain to the chapter that this activity will provide experience in giving directions. One at a time, 10 volunteers should individually draw a card and read it. One at a time, the men give the directions to the group in his own words without telling what the task is. Tell them not to use their hands with their directions.

See how many tasks the group can guess based on the directions given by each member.

As a large group discuss the following questions:

- ◆ How could you tell if the directions given were correct?
- ◆ How could you tell if the directions were clear?
- ◆ How did you decide what information to include when writing the directions?
- ◆ How does this relate to appropriate delegation?
- ◆ What did you learn about giving proper direction or guidance in the chapter?

Source:

Leadership Skills You Never Outgrow, Leadership Project Book I. Cooperative Extension Service, College of Agriculture, University of Illinois at Urbana-Champaign.

Activity agenda:

The facilitator begins by asking the members to think about what the word "trust" means.

The facilitator then asks the brothers to brainstorm those actions or personal characteristics that they feel build or promote trust. The facilitator writes down all answers.

It should be pointed out to the brothers that the rules of brainstorming are that no one may comment on another's idea, no idea is too crazy for inclusion, and that all are encouraged to offer their ideas. This should take about 10 minutes.

Then the facilitator asks the members to brainstorm specific actions and characteristics that can help them build trust in one another. He writes down their answers. This should be about 10 minutes.

The group then spends 5 minutes discussing each list, specifically if the items listed are reasonable and how best to include them in one's life.

Closure: The facilitator asks the group to consider the importance of incorporating the ideas they have discussed into their relationships with each other and with other people.

Source:

Alpha Gamma Rho, The Brotherhood Program, Bonding Activities B-16

The Meaning of Life

Category:

___ getting acquainted ___ self-disclosure x discussion ___ building trust
___ building rapport ___ developing respect ___ enhancing unity x values
___ other: (explain)

Supplies needed:

None

Suggested time:

2-3 minutes for each participant

Activity agenda:

Ask each member to make up a metaphor for life. They can be in two categories: those that deal with food, and those that don't. Here are a few examples:

Life is like eating a grapefruit. First, you have to break through the skin; then it takes a couple of bites to get used to the taste, and just as you begin to enjoy it, it squirts you in the eye.

Life is like a banana. You start out green and get soft and mushy with age. Some people want to be one of the bunch while others want to be top banana. You have to take care not to slip on externals. And, finally, you have to strip off the outer coating to get at the meat.

Life is like a jigsaw puzzle, but you don't have the picture on the front of the box to know what it's supposed to look like. Sometimes, you're not even sure if you have all of the pieces.

Members should share their metaphor with one another.

Discussion questions:

- ◆ If you could vote for the person with the most creative metaphor who would win?
- ◆ Which metaphor did you find most relevant?
- ◆ Is your metaphor for life similar to your views on the fraternity?
- ◆ If you could chose a different metaphor for your fraternity experience what would it be?

Source:

Taken verbatim from *A Whack on the Side of the Head* by Roger von Oech, Ph.D. p. 40-41

Positive People and Places

Category:

___ getting acquainted ___x___ self-disclosure ___x___ discussion ___x___ building trust
___x___ building rapport ___x___ developing respect ___x___ enhancing unity ___x___ values
___ other: (explain)

Supplies needed:

People and Places Questionnaires
Pencils or pens

Suggested time:

30-45 minutes

Activity agenda:

Note: You might want to talk about some of the benefits of focusing on the positive forces in their lives either before or after the use of the questionnaire.

Divide the chapter into smaller discussion groups of 4-5. Distribute the questionnaires and ask the members to work by themselves for a few minutes, trying to answer as many of the questions as possible. Next, the members should review their answers, placing a mark beside any answer that seems unsatisfactory to them. They should then spend some time working with the other members of their group, helping to identify new answers or improve on those already given. Next they should mark three questions that have produced the most pleasant, positive memories. Group members can share those favorite memories with each other.

Use the following guide to develop your own questionnaire.

People and Places Questionnaire

Directions: This is a private questionnaire for your own use. No one will collect it at the end of the exercise or ask to see it. Read over the questions below and jot down answers to any you can. Later you and the others in your group may help each other and discuss this activity, but right now work alone.

- 1) Who gives you a lift; someone who makes you feel good just to see him or her coming?
- 2) Who is a good listener; someone who really pays attention and really hears what you have to say?
- 3) Who is the best teacher you ever had; someone who you would like to learn from again and again?
- 4) Who has been a big help to you; someone who really came through or stood by you when you needed them?
- 5) What older person do you admire; someone of your parents' generation that you would really want to be like?
- 6) What person in an occupational capacity has done a good deed for you recently; an advisor, police officer, teacher, administrator, or someone else who has helped you out while doing his job?
- 7) Who if the telephone was to ring right now, would you like to talk to?
- 8) Where have you been that you would like to go back to and spend a week doing just as you wished?
- 9) When was it that you last laughed until it hurt?
- 10) What place away from home makes you feel that you really belong?
- 11) Where away from home did you have the nicest meal?
- 12) What place outdoors would you like to go and spend a whole day?

At the end of this activity gather the entire group together for a processing discussion:

- ◆ Was it hard to think of the answers to the questions?
- ◆ Why might it have been hard (if it was)?
- ◆ Do people tend to think too much about the negative things in their lives? Why is this?
- ◆ What are the benefits of focusing on the positive?

Source:

Prevention is Primary (PIP) in 1987 Youth to Youth Conference Training Manual, p. 36.

Diversity Week: Creating Unity in the Community
National Interfraternity Conference

Available through: National Interfraternity Conference
3901 West 86th St., Suite 390
Indianapolis, IN 46268
317-872-1112

SELF ESTEEM

"Individuals learn who they are from the way they are treated by the other important people in their lives...sometimes called 'significant others.' If an individual is to have a strong self-concept, s/he needs love, respect and acceptance from significant others in his or her life."

-Author Unknown

Self-esteem affects the way you live, how you think, the way you act, and how you feel about yourself and others. Self-esteem is how you feel about yourself, both positively and negatively. The most positive you feel about yourself (I'm smart, I'm capable, I'm loving) the higher your esteem, and the most negative you feel about yourself (I'm stupid, I'm boring, I'm ineffective) the lower your esteem. How can we help boost our own and others' self-esteem?

Concentric Circles

Participants are split into two equal groups and form a circle within a circle. The inside circle faces out toward the outer circle; the outer circle participants face inward. The leader calls out the following discussion starters. The dyads facing each other discuss the topic for about two to five minutes. When the time is up, the inner circle moves one person to their right and the leader calls out another topic. (Recommended for groups of 20 or more)

•What is your own cultural background?

•The neatest thing about my culture is.....

•What was your neatest non-contact experience with another culture? (i.e. saw a foreign film, ate at an ethnic restaurant, read a book, took a class...)

•What was your neatest contact experience with another culture? (i.e. attended a cultural festival, went to another church with a friend, slept over at a friend's house)

•Have you ever had an immersion experience? (i.e. travelled abroad, studied in another country for a few months) When? What was it like? If not, where would you go for your immersion experience?

•What is something you did as a child that might have been insensitive and what do you wish you could have done/said?

•How have you felt when you were in an environment or situation where there was only one minority participant?

•When was the last time you confronted someone on their insensitive behavior/words? What was it like?

•When was the last time YOU were a minority? How did it feel?

Stepping in the Shoes of Others

The large group is divided into smaller groups of four to six. On small slips of paper, the following cultural personalities are written: African-American, Native-American, Asian, Hispanic, international student. Each person in the small groups pick one slip of paper and without revealing one's new "cultural self," imagines

SELF-ESTEEM





what is like to be a member of that culture. (This workshop can be adapted to discuss any stereotype. Variations in personalities could include a physically challenged individual, gay/lesbian/bisexual, Jew, Catholic, atheist, city slicker, farmer, Democrat, Republican, intellectual, athlete, feminist, etc.)

Small Group Discussion Time:

While still in the small groups, each individual shares "Why do I want to be a member of the homecoming committee (or other campus organization)?" When all have had time to share each then tells, "What is keeping me from becoming a member of the homecoming committee?" Appoint one person in each small group to serve as recorder and write down the real or imagined reasons to wanting and not wanting to be a member.

Large group:

1. Discuss all obstacles to joining the organization.
2. Discuss all of the reason why people of different cultural backgrounds would like to join.
3. What did you learn about yourself from this activity?
4. What did you learn about others?
5. How do you benefit from this?
6. How do we further address this issue on our campus?
7. How do we incorporate diversity in our lives?

Each small group should report their information to the large group for a summary

discussion and program closure.

(From "I'm not Prejudiced But...", Sigma Kappa Triangle, Spring, 1990)

Personal Scrolls

This exercise provides participants with an opportunity to give positive feedback to other group members. A piece of newsprint is needed for each participant with their name written on the top. The pieces of paper are then hung up on the walls and everyone has a chance to wander around the room and write comments or notes on each sheet of paper. When everyone finishes, the scrolls are rolled and handed to each participant to take them home and read.

(Taken from "Enhancing Self-Esteem Through Greek Membership", an Association of Fraternity Advisors Resource Development Program, December, 1990.)

Mattering and Marginality Program

This workshop is based on Nancy Schlossberg's Continuum of Community theory. The terms Marginality and Mattering are used as the opposite ends of the continuum. Students write their reactions to the questions of marginality and mattering and voluntarily share with the group their experiences. This exercise is valuable because by sharing our stories, we build bridges to each other's world—we can then work together more effectively. Leaders can make a real impact by creating a campus that fosters feelings of mattering, and discourage the development of a feelings of marginality. Together, students can create a mattering community on the campus by sharing stories and by working together.

Terms and phrases that are associated with being marginality and mattering are as follows:

MARGINALITY: Apart from

- Exclusion
- We share in the cultural life and traditions of two distinct groups
- We are not ready to leave old culture behind, but not yet a member of the new group
- We are silent about who we are
- We hide our differences so we fit in
- We fear feeling separate
- We feel contradictory feelings— pride and shame
- We tend to be more sensitive

MATTERING: A part of

- Inclusion
- We have the feeling that others depend on us, are interested in us, and are concerned with our fate
- We matter when others identify with us, appreciate us, care about us
- There is two-way communication
- Our opinions are solicited, and they matter
- We are included in opportunities

Discussion questions:

When have you felt marginal (situation, environment, with a person)?

What were the clues?

How did you feel?

What did you do?

When have you felt you mattered (situation, environment, with a person)?

What were the clues?

How did you feel?

What did you do?

(Based on material from Schlossberg, N.K., & Associates. Perspectives on Counseling Adults: Issues and Skills. Monterey, CA: Brooks-Cole Publishing Co., 1978.)

Values Train

This exercise should be done in a large empty room with no tables or chairs so people can easily move around. A series of discussion items will be presented and participants move to one of five sections of the room representing the opinions of Strongly Agree, Agree, No Opinion, Disagree, and Strongly Disagree. When a statement is presented, students move to the section of the room which represents their feeling on the topic. After people are in their desired section the facilitator calls on a few of the people in each section asking why they chose that response.

Sample statements:

- It's okay to tell a sexist joke since it's all in good fun...
- It's okay to blacken your face in a talent show since everyone knows it's "just an act"...
- Women have the right to all the privileges, opportunities, and liberties as men...
- It's okay to invite a homosexual individual to become a member even though some current members fear a "gay organization" stigma...
- Skin color is unimportant in interpersonal relations...
- It's okay to require all student groups to coordinate cultural diversity appreciation programs for their members...
- It's okay to coordinate Diversity Week programs in an inaccessible building even though it is the most convenient for most students...
- It's okay for all cultural groups to have their own special interest organizations...

SELF-ESTEEM



Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum. Rich Willits Cairn and Dr. James C. Kielsmeier, editors., 1991.

Available through: National Youth Leadership Council
1910 West County Road B
Roseville, MN 55113
612-631-3672



National
Youth Leadership
Council

Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum

Reflection Exercises

Gerry Queller, The Marshall School, Duluth

Volunteer Outreach Class

Assignments - Quarter 1

1. Discuss all three of the following questions in essay or narrative form.
 - a. Why did I choose to take Volunteer Outreach?
 - b. What do I bring to this course: talents, strong subjects, interests, etc.
 - c. What do I hope to learn through this experience?
2. Describe your first impressions of your volunteer placement.
(See First Day at Placement, Hopkins High School, page 196.)
3. Personality Profile - separate sheet.
4. Personality Profile - you as a community resource.
(See Personality Profile, Hopkins High School, page 194.)
5. Thesis for Research Paper: This should be full-essay length. Tell what you would like to research. (It has to do with your placement choice and must be pre-approved.) Tell why you would find this interesting, what it has to do with your volunteer experience and what you hope to learn by studying this topic. Think of your research paper as creating your own textbook. It should concentrate on the part of your topic area that you would most like to know more about.
6. Giving Paper:
(See Giving, Hopkins High School, page 197.)
7. Change and Development:
(See Change and Development, Hopkins High School, page 201.)
8. Placement Evaluation: You rate them on a separate form.
9. Research Paper: This is due at the end of the first quarter. Requirements: 10 pages - typed, double-spaced, proper margins, five sources minimum. You may use more. Interviews with experts and professionals in your typical area are encouraged. Any format acceptable in Marshall Composition Classes is OK. All quotes must be in quotation marks or indented with numbered or reference cited.

All papers must have a complete bibliography. No grade will be given on papers without a bibliography. Bibliographies include the following information: author's name, article title, name of publication, date of publication, and pages used. For periodicals, also include volume and issue numbers.

If you are using published material that doesn't have all the above information on it, show it to me in advance for my approval and help in doing a proper bibliography.

Papers should also include a title page.

*I am only one, but still I am
one. I cannot do everything,
but still I can do something;
and because I cannot do
everything I will not refuse
to do something that I can
do.*

Edward Everett Hale

If you have any questions about the research paper or any of the assignments, ask for help ahead of time. This is a course in active learning. The responsibility for your learning in this course lies with you. I will set things up to be favorable for learning. I will guide and advise you and try to steer you in a good direction. After that, it is up to you to make it good for yourself.

Remember that the research paper is 25% of your first quarter grade.

It is permissible to do this paper for another class (like composition) and get full credit. I just don't think it is unreasonable to expect an excellent effort (and results) from one paper that meets the requirements of two classes.

Good Luck!

Volunteer Outreach Class

Assignments - Quarter 2

10. Critical Incident:
(See Critical Incident, Hopkins High School, page 203.)
11. What has been the most boring/uncomfortable/depressing aspect of your volunteer job?
12. What has been the most exciting/rewarding aspect of your volunteer job?
13. Thinking back over your work at your volunteer placement and your relationships with others, what do you see as some strong aspects of yourself?
14. Write a "tip sheet" for future volunteers at your placement. Include the good and the bad, who is/isn't helpful and what activities are the most successful. It could take the form of "Ten Rules" for working with your particular population.
15. Start sharing with two other V.O. students (current). Talk about, compare and contrast your different experiences, touching upon such things as daily tasks, best and worst experiences, level of responsibility, growth in duties, personal development, your own confidence, knowledge of your topical area, and application to life.
16. Write about all you shared with your fellow students. Write in a narrative or essay style. There is no set length, but remember that this paper is 10% of your quarter grade, which makes it worth a lot more (about 4X) than the other essay assignments.

This is a really good opportunity for you to see how you have done in your situation, or perhaps to gain some insight as to how different the different placements can be. When you are through, you could probably grade your friends and yourself, and explain how you arrived at the grade you chose.
17. Begin planning your Expert Paper so that it will truly be what the name implies.
18. Write and complete your Expert Paper:
(See Outline for Expert Paper, Hopkins High School, page 210.)

Section III: Sample Program Materials Resources



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Volunteer Outreach Class Assignments Journaling

Your journal is an adult tool to facilitate your personal growth and self understanding. It is not a diary, only recording events and locking them out of sight. A journal is a much deeper analysis, self-critique, and synthesis of thought that is to be read again and again. If properly done, it can be the path to self-discovery, the real instance of learning from experience and always, the place to vent what must be said. It is your journal. You will control how we will use it, if you choose to use it for this class.

1. You may hand it in for me to read each Friday (or end of school week). I will read and respond in writing in your journal to what you have said. I will try to guide you in your efforts both in your volunteer work, and in your journal writing. We will have a dialogue.

OR

2. You will hand in your choice of journal entries, photo-copied or rewritten at an agreed upon time (like before/after school) and we will use the time to talk about what you have written, and how things with the class are going. This second method preserves your privacy, making the journal truly your own, but it does require your consistent commitment & reflective interaction with your course instructor.

*However you choose to write and reflect, remember:
A Thing Isn't Known Until It Is Expressed.*

Five levels of writing appropriate for good journals:

1. Description – what happened, what you have done.
2. Comparison/contrast – learn the unknown by the known. I learn and understand the new by comparing and contrasting with the old.
3. Analysis – “I go into the woods”; here one must take things apart before one truly gets a sense of what they are about, where they are coming from, etc.
4. Criticism – we look at things from different viewpoints. Some of the best examples of critical writing come from sports writers! Once we have analyzed and we understand the parts, we can look at things and approach them from many sides, in many manners, etc.
Criticism is not always bad, but good criticism is always honest – which can be painful at first. Once we start to learn and grow from good criticism, we begin to appreciate and look for it.
5. Synthesis – It is our own journal. We do determine the threads, the direction, the emphasis. We can philosophize. We are now able to view ourselves and our situation from the third person, and this should make us see much more clearly. By taking this time and effort for ourselves, we will get to know ourselves, and then we will grow.

Journaling What Do I Write About?

- What happened?
- What I saw, heard, smelled, felt and tasted
- What I did and said and did to with me
- What is new, old, familiar
- How I felt inside
- What I learned
- How the things I learn and experience
- apply or relate to what I already know, or
- what I anticipate I will need to know in
- the future.
- How does this experience affect me
- personally, scholastically
- (professionally)?
- How have I been creative in this situation?
- Have I opened up my real thoughts and
- feelings to me?
- How have I contributed to this situation?
- to the people there?
- to the other volunteers?
- Am I applying what I am learning to other
- areas of my life?
- Are my values clarified, questioned,
- reinforced in my placement setting?
- Am I encountering new problems/
- situations?
- Am I very successful in dealing with
- these?
- Is anything about me improving or
- changing as a result of this experience?
- If I could sum up the most important
- thing(s) I take with me from this
- experience, it (they) is (are)...
- The most important thing I have brought to my placement situation is ...
- Do I have any goals here?
- Am I working towards them?
- Is anything in the way?
- Do I know what to do about the obstacles? —
- Am I doing it?
- Do I know why?



*Journaling can be a way of
 exploring meaning and the
 inner self. Service can be a
 powerful force in a young
 person's life, but he/she will
 need help to make sense of it.*
 National Youth Leadership
 Council Photo





Journal of the National Youth Leadership Council

Name _____

Personality Profile: You As A Community Resource

The main thing you bring to your community placement is YOU: your time, energy, talent and, most of all, the kind of person you are. In this assignment you will use the results from the personality profile taken in class as a basis for analyzing the particular strengths — and weaknesses — that you bring to your work in the community.

1. In your own words, summarize what your profiles say about the kind of person you are.
(space for writing)

2. On a scale of 1 to 10, how accurate is the description (both general temperament and specific Personality Profile)?

1 2 3 4 5 6 7 8 9 10
not at all about half Fits to a "T"

3. What parts of the description are not accurate in describing you (argue with it here)?
(space for writing)

Part Two: Strengths and Weaknesses

A key to being effective in helping others is self-awareness, to know who you are and to acknowledge your personal strengths and weaknesses.

1. **Strengths:** What are the key personal strengths I bring to my assignment, what I can offer to others there? Base response on Profiles, but needn't be limited to that. **Aim Here For Accuracy, Not Modesty or Bravado.**
(space for writing)
2. **Weaknesses:** List here at least one weakness or problem area of your personality type, something(s) that might limit effectiveness in serving others.
(space for writing)

What It's Like to Be a Child

One of the advantages of working with people younger than yourself is that you were once exactly their age yourself. Therefore, it is possible for you to "get in their shoes" and see the world from their perspective, just by thinking back on what things were like for you at their age. On the other hand, they can know almost nothing about what it is like to be 19 or 20.

Listed below are some sentences. Read a sentence to yourself. Close your eyes and ask yourself: "How would I have answered that when I was that age?" When you think of an answer, write it down in the blank space and go on to the next question. There aren't any right or wrong answers because everyone has different experiences.

When I was _____ years old,

1. My best friend was _____.
2. My favorite toy was _____.
3. I thought the best time of the year was _____ because _____.
4. I couldn't understand why grown-ups _____.
5. I looked forward to the times when _____.
6. I got scared every time I _____.
7. The people on my block were _____.
8. What I like best about school was _____.
9. What I liked least about school was _____.
10. I spent most of my day _____.
11. We played _____.
12. My teacher was usually _____ to me.
13. I loved to go _____.
14. I remember _____.
15. The girls in my neighborhood were _____.
16. The boys in my neighborhood were _____.
17. My family always _____.
18. If I could have spent all afternoon doing anything I want to, I think I would have _____.
19. My favorite food was _____.
20. I got angry when _____.
21. My favorite game at recess was _____.
22. When school was out, we always liked to _____ before going home.
23. Older kids were _____.
24. My special place was _____.
25. One thing I could really do well was _____.
26. One older person I really liked and respected was _____.
27. On the way home from school _____.

Teach a child to choose the right path, and when they are older, they will remain upon it.

Proverbs 22:6



National
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University of Wisconsin-Madison
Community Involvement Program

Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum

Dan Conrad, Hopkins High School

First Day At Placement

Right after your community assignment (perhaps while still there) give yourself a few minutes to sit down in a quiet comfortable place. Rethink your time at your placement from beginning to end, slowly, trying to recapture in your mind every incident, however small.

Below is a list of suggestions to guide you. As you read them, go through your time at the site. Jot down the feelings you had (satisfaction, boredom, anger, excitement, etc.) on the right hand side of this page.

Events (to "relive" in your head)

Feelings (write down what you felt at the time of each event listed)

You arrive at your placement.

You greet the other staff people

You greet children, patients, or whomever you work with.

Your first exchange with your supervisor.
(Does he/she tell you what to do? How?)

The first thing you did.

The next thing that happened.

Interchange with people you work with.

Interchange with your supervisor.

Half-an-hour to go.

Time to leave.

Back in the high school.

Dan Conrad, Hopkins High School, Community Involvement Program

Name _____ Days Setting Described _____

Opening Impressions

A key to learning from experience is to be alert to what is happening around us, to be sensitive to the scene within which we find ourselves. In this assignment you are asked to combine the powers of your senses with the power of your pen to vividly describe the setting in which you are working this semester. Using the space below (or, better, a separate sheet) describe your opening impressions of your site: what you saw, heard, smelled, and felt upon entering that location for the first time. Set the scene as a novelist would for a story. Describe the physical scene (colors, sounds, odors, space); the general atmosphere; how others reacted to you, greeted you; what you did that day (describing one particular situation clearly; and, finally, how you felt about it all.

More credit will come from writing this in ink, using good essay form. If you get too messy on unlined paper just use this as an instruction sheet and write the actual essay on lined paper — or type it.

You cannot teach a man anything. You can only help him discover.

Galileo

Section III:
Sample Program
Materials
Resources

Giving

Name _____
Observation Paper:

Introduction:

Service is about GIVING to others. In providing service you are giving every day. The purpose of this week's assignment is to think about and to express what it is YOU are giving to others. The assignment is about what you are GIVING, not so much what the effect of the giving is. ALL YOU control is what you give, not what is done with the gift.

The assignment is in two parts. Part One is to simply LIST what you are giving of yourself to others (or to an organization). Part Two is to describe narratively one aspect or occasion of giving that stands out in your mind as special to you: when it required more, when it was harder (or easier), when it seemed most worth doing, or when the gift was not accepted or the like.

Part I - List below all the things you can think of that you have been giving to others or to your organization (focus on this week, but you can draw on whole experience as well).

(space for writing)

Part II Describe some special gift or act of giving that stands out in your mind in ways described in the Introduction.

Dan Conrad, Hopkins High School

Name _____

Self Esteem:

Community Involvement Application Assignment

Background

In class we discussed ways in which we do or say things that tend to lower our self esteem ("Self Talk" exercise, and "Things I do to Myself" list such as: putting self down, overconforming, always needing approval, blaming others, being defensive or very closed, acting helpless, etc.). Such behaviors are also likely to appear in those we are helping in the community. Your assignment this week is to look for such behavior in others and to try help them overcome it. Three steps are listed below:

1. Describe some situation or incident where you saw someone saying or doing things harmful to their self esteem — or some person who typically does this. Ideally this will be someone you are working with in the community. If this is impossible (and only then), choose someone else you know — could even be you.

(space for writing)

2. Describe below an alternative way they could act, or thing they could say, that would be true but not damaging to their self esteem.

(space for writing)



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- Did it help them see things or themselves in a more helpful way? Circle the
• and write explanation in back of this sheet
If yes — how did it seem to work?
If no — why not and when will you?

Don Conrad, Hopkins High School

Looking at Your Environment

This test could be applied to any structure, room, or even a neighborhood. The ANSWERS are your opinions. The QUESTIONS are leads for looking at things a little differently — and doing so to SEE them in fresh ways and to LEARN new things about them.

1. The entrance to _____ is
 - a) inviting
 - b) threatening
 - c) intriguing
 - d) confusing
 - e) other—(own word)
2. The dominant color is _____
3. The dominant sound is _____
4. It smells like _____
5. The most numerous things I see in this environment are _____
6. The most obvious object I see in this environment is _____
7. The purpose of this environment appears to be (if you didn't know what it was) _____
8. The most powerful object or force in this environment is _____
9. Something I would like to add to this environment is _____
10. This environment is similar to _____ (an animal) because: _____
11. This environment is similar to _____ (a machine) because: _____
12. The humor within this environment is evidenced by _____
13. This environment appears to eat _____
14. This environment discharges as waste _____
15. This environment makes me feel _____
16. The most comfortable place in this environment is _____
and the least comfortable is _____
17. I would make the least comfortable place more comfortable by _____
18. The most used word or phrase in this environment is _____
19. What is predictable about this place is _____
20. The most important element (human or non-human) in this environment is _____
21. The one irreplaceable thing in this environment is _____

soft	or	hard
old	or	new
rich	or	poor
big	or	small
male	or	female
fast	or	slow
safe	or	dangerous
predator	or	prey
accepting	or	judging
alive	or	dead
childish	or	mature

Dan Conrad, Hopkins High School

An Observation Poem

The chief purpose of this exercise is to cause you to "tune in" to your environment. It probably won't produce great poetry — but then again it might!

Write each of the seven lines of the poem according to the following directions:

LINE 1 Something you see
referring to at least one color

LINE 2 A movement you see
or sense

LINE 3 Some texture

LINE 4 An odor

LINE 5 An obvious sound

LINE 6 A subtle, quiet sound

LINE 7 Something you feel



*A spider's web is a metaphor
for a group challenge.
Reflection, sometimes as a
part of training exercises, can
help teachers and students see
things with new eyes.*

Photo by Jim Kielsmeier



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Situations and Alternatives Assignment Application of Maslow's Hierarchy of Needs

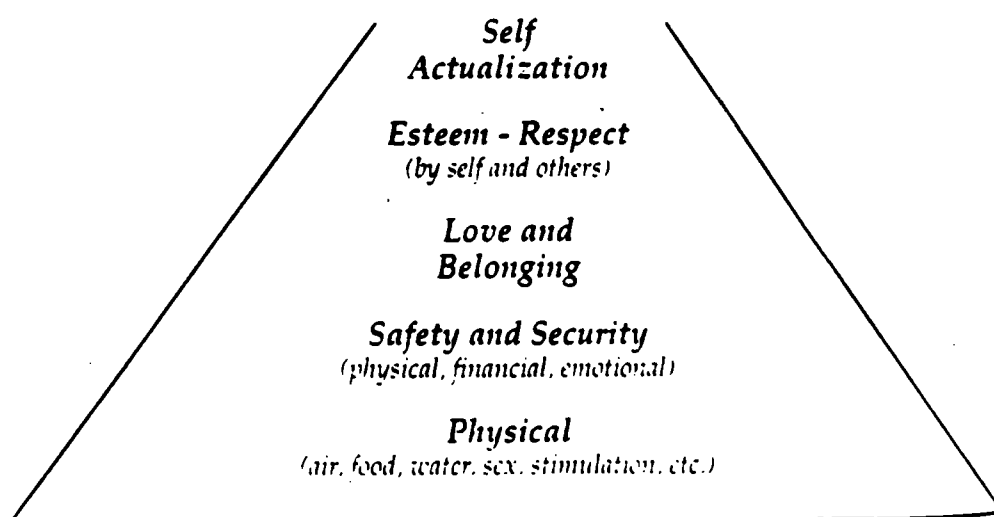
In class we worked with Maslow's "Hierarchy of Needs" as one way to gain insight into why people do the things they do. In this assignment you are to read each situation listed on the accompanying sheet and then:

1. Write in the margin, next to the incident, what need (see below) you think may be causing the key person in the story to act as they do or to say what they say (note that the "key person" is not the volunteer but the main actor in the story itself). The information given is sketchy, so you'll often have to "read something into" the story to make a sound judgment.
2. Then circle the number of the response that you think is most appropriate.
3. Write your own critical incident, with suggested alternatives, and analyze the problem using Maslow's hierarchy to the degree it can be applied. You may use the regular critical incident sheet for this section of the assignment.

Maslow's Hierarchy of Needs is sketched below. There are two important things to keep in mind about the theory:

- a. While all people have all these needs, for each person there is one that tends to be dominant in their life and at any one time — it is that which they try hardest to meet and which thus motivates much of their behavior;
- b. The needs are in a "Hierarchy" — that is, the lowest (physical) is most basic and must ordinarily be met before the person will care much about the next level (safety and security), and that one in turn must be met before the person will be strongly moved by the next (love and belonging), and so on. Few people are operating at the highest level, self actualization.

The Hierarchy (and terms you'll use)



Section III:

Sample Program Materials

Resources

Two roads diverged in a wood, and I - - I took the one less travelled by, and that has made all the difference.

Robert Frost

Change and Development

Community Involvement Observation Assignment

Name _____

One of the assumptions of the psychology of human development is that there is continuity in the developmental process: what a person is like at age three gives some clue as to what s/he will be like at ages 10, 13, 15, 30 or 75. But there are also surprises. Would someone who only knew you as a child or junior high student be surprised by some things about you now?

1. For this assignment, describe the "future" for someone you work with. Imagine him/her at your own age, as a senior in high school. What do you think h/she will be like? Consider in your answer what s/he will:

- look like physically
- hang around with (have lots of friends? few? what kind?)
- do for fun; do for serious
- be good at, care about, be proud of, etc.

[Note: If you work with older people, imagine them at your present age and discuss the same kinds of issues as above.]
(space for writing)

2. Write on the following, briefly sketching a "best and worst case scenario," for this person: the best that may be true of them and the worst. Then, what could/should others (e.g. parents, teachers, volunteers, friends), do to help bring about the "best" future for them.

[Note: If you work with elderly persons, what (if anything) might have been done to make their present situation better.]

Dan Conrad, Hopkins High School

How People Change

Community involvement Reflection Assignment

Name _____

In some ways you are probably very much the same kind of person as you've always been, and in some ways you are probably much different. Think of some important way in which you are different than you used to be. Express it simply, as follows:

"I used to be _____ but now I find myself to be _____." (For example: "I used to be very shy but now I find myself to be very much more outgoing" or, "quick tempered," "depressed," "stupid in math," "klutzy," "skinny," "religious," etc., etc., etc.)

Divide into groups with each person taking turn talking about their example of behavior change. The other members of the group should make it easy to tell the story, and press the matter of how change is accomplished with questions like the following:

- A. What made things be like that in the first place, do you think?
- B. What made it possible to change? (Especially, what YOU did)



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- C. How did other people help you to change?
- D. What kinds of things got in the way of change?
- E. How hard was the change?
- F. What further changes (in this or other areas) do you want to accomplish?
- G. Given your experience, what help can you give a person facing a similar issue in their life?

What have you learned from this example, and from what others shared in the group, about if and why and how people change and how you as a helper can assist?

Dan Conrad, Hopkins High School

Community Involvement

Interview Questions on Evaluating a Relationship

(Based on criteria suggested by Carl Rogers)

Prizing

1. Tell me about someone you really like (get along with well) at your placement.
2. Does that person have any sense of how you feel? (How?)
3. Is there someone there you just have a hard time liking or getting along with? Why do you think that's the case? Is it specific things they do, their general personality, or what?
4. What is there in that person that you can find to prize, respect, love about them?
5. What kinds of people do you generally have the hardest time liking (think before answering)? How about the easiest?

Communication

1. When you're with the people (children) at your placement, what do you talk about with them: weather? schoolwork? family? friends? God? how they're feeling — emotionally, etc.?
2. What else could you talk about?
3. What makes it difficult to talk with people at your placement about anything but the most superficial things?
4. How could you move your conversations to deeper levels?

Empathy

1. Think of some person you work with. What do you think it would be like to be them? What would you find hard (and/or easy) to do?
What worries would you have?
What would make you mad?
What would make you happy?
What would you be proud to have others know about you?
2. What do you think they would like to be like: right now? when a high school senior? an adult?
3. Who at your placement reminds you most of you? How about someone else you know well?
4. How does this help you understand them and communicate with them?

*If a man does not keep step
with his companions,
perhaps it is because he
hears a different drummer.*

*him step to the music he
is however measured or
however far away.*

Henry David Thoreau

Critical Incident

1. Describe an incident or situation that was a critical problem at least in the sense that it was not immediately obvious to you what to do or say.
(space for writing)
2. What's the first thing you thought of to do (or say)?
(space for writing)
3. List three (3) other actions you might have taken (or might have said).
a.
b.
c.
4. Which of the above seems best to you now? Why is it best in your view?
(space for writing)
5. What do you think is the real problem in the situation? Why do you think it came up at all?
(space for writing)

Dan Conrad, Hopkins High School

Name _____

Critical Incident - From Another Point of View

Think about some memorable incident/situation in which you were involved at your service placement, something that marked a moment of success, failure, satisfaction, frustration, sadness or humor.

1. Describe the incident or situation (enough so another person could basically grasp what happened).
(space for writing)
2. How else could it be described or interpreted? That is, how might someone else have viewed the same situation differently, or acted differently, from the way you did?
(space for writing)
3. How would you evaluate the outcome or effect of the situation or incident?
Good or bad — and for whom?
(space for writing)
4. How might someone else evaluate it differently?
(space for writing)

Volunteer Outreach

Form B

Name _____

Part A

Choose one of the following questions and answer it. Indicate which one you are answering.

1. If you were in charge of the place where you volunteer, what would you do to improve it?
 (space for writing)
2. What is the most difficult aspect of your work at your volunteer site?
 (space for writing)
3. What do you feel you are accomplishing at your placement?
 (space for writing)

Part B

Choose one of these questions about you and indicate which one you are answering.

1. What did you learn from a disappointment, or even failure?
 (space for writing)
2. What has happened that makes you feel that you would (or would not) want to do this sort of thing as a career?
 (space for writing)
3. What has someone said to you (at your placement) that surprised you? Why?
 (space for writing)

Gerry Ouellette, The Marshall School, Duluth, Minnesota

*Babe Ruth struck out
 1,330 times.
 Anonymous*

Volunteer Outreach

Form C

Name _____

Part A

Choose one of the following questions and answer it. Indicate which one you are answering.

1. What was the thing (or things) that you disliked/hated the most lately?
 (space for writing)
2. If you were the supervisor there, what would you change or add to a student volunteer's assignment? Would you treat them any differently than you are treated?
 (space for writing)
3. How has what you do at your placement changed since you began? (different activities, more or less responsibility, etc.)
 (space for writing)



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Community Awareness Program

Case Study

Select a person you work with who is of special interest to you. This person will serve as the topic of your case study. Your case study should include the information requested below. You need not use last names. All information is to be confidential.

1. Setting: describe the agency where you work.
2. Personal data: age, sex, parents, siblings.
3. History: family life, where the client has lived, factors leading to involvement with the agency.
4. Client behavior: mention things you feel are typical of the person. Mention anything that makes your client special to you.
5. Problems/needs: describe specific needs of the client as determined by the staff and/or the CAP volunteer.
6. Strategies to help: what actions are being followed by the staff and volunteers to help the client?

To prepare the case study, you should use the experience of the staff, individual files (if permitted by the agency), talks with the client, your own observations, and any additional sources.

Special Projects

With time and caring you might be able to relate to your client(s) in a way not possible in your every day activities. Your special project can be a group activity or it can be designed to affect only one client. You, as an intern, can determine exactly what you do.

Some examples of former special projects include: theme parties, home visits, development of learning games, taking a client out to dinner, behavior modification, teaching a lesson, etc.

You will be expected to report to the class in written and oral form the outcome of your special project. Included in that report will be:

1. Description of the special project.
2. An accounting of time involved in development of special project, money, etc.
3. An explanation of why you chose the activity.
4. A description of how your special project was received by your client(s).
5. A description of how your project was received by your supervisor.
6. A description of your feelings related to the success or failure of the project.



Group service projects can help students prepare to develop their own special projects.

Photo by Tom Boers



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Community Involvement Substitution For Quarter Journal

ON SEPARATE PAPER answer the eleven questions listed below. While it is not required, you should consider commenting on additional questions that are not listed below but that are particularly appropriate to your work this semester.

1. Where, and in what specific program(s), did you serve this semester?
2. Describe the program you participated in (who it was for, what the leader/teacher was trying to accomplish with them, etc.).
3. How did your role change and develop (or deteriorate) during the semester?
4. On a scale of 1-10, how would you rate the program (or classroom, etc.) you have been with? Explain your rating in terms of BOTH positive and negative aspects. NOTE: rate it in terms of what it accomplishes for the people in it, not as a volunteer placement for you. That you'll do separately.
5. Tell about the best thing that happened during the quarter, something you or someone else said or did, a feeling, insight gained, goal accomplished, or the like.
6. Describe a disappointment, even failure, you experienced during the semester.
7. What did you learn from that?
8. What do you feel you accomplished during the semester at your placement (for yourself as well as for others)?
9. If a time warp placed you back at the beginning of your work this semester, what would you do differently the second time around?
10. What did you discover about yourself — and/or what old insights were reinforced?

CLUES TO THIS may come from what you enjoyed doing and what you didn't enjoy; when you felt satisfied and when not; what you were to accomplish and what not; how people reacted to you.... Consider of others.

ADD RESPONSES TO OTHER QUESTIONS OF YOUR OWN.





Don Dumas, Growing Hope Series

Outline for Expert Paper

The point of this paper is for you to combine your own experience, information from a resource person and from written materials around a topic about which you can claim some special knowledge. The paper should be about five pages long (or whatever makes sense for your project). You should include materials from three kinds of sources: your experience, some human resource (e.g., your site supervisor) and written material (book, pamphlet, article, etc.). Please see me if you have any problems in locating resources.

The general format is as follows:

1. Description from your experience: of a situation you've been in, person or persons you've been working with, problem you've dealt with, that has raised some questions in your mind.
2. A question or questions that you have about the situation, problem or person.
3. Discussion of the particular question you've been working on (alternative answers to question, background information, etc.).
4. What you have concluded from your observations, research and thinking. It's important to link your own experience with what is said or written by the experts you've consulted.
5. List the resources used (including yourself). There must be at least three (and from all three kinds of resources listed in the introduction).

Note: Topics successfully used in the past have included:

- Why some kids are shy
- Incidence and consequences of child abuse; what are the signs
- Learning disabilities — why do some have difficulty learning; effective methods for helping
- Specific physical or emotional problems: autism, downs syndrome
- Why are some so inept at making and being friends
- Characteristics of pre-school (or elem. or jr. high) kids (the joys and pains of being 13) — intellectual, psychological
- Case studies of particular individuals
- The effects of living in a total institution (like a nursing home)

Remember, as much as anything, the purpose of this paper is for YOU to summarize and share the special knowledge YOU have gained about the kind of people, problems, situations you have been involved with this semester.

more where
these come
from

Random Games

Compiled by Jan Gastess

Introduction:

Listed below are eighteen exercises, mini workshops & games, that can be used with groups of people as icebreakers or orientations for workshops on communication, listening, perceptions, working together, and stereotypes.

Exercises:

1. Misunderstanding

Have the group divide into pairs. Ask the pairs to sit back to back and designate themselves person A and person B. Person A is given a slip of paper with an object written on it. Person A must verbally describe the object to person B who has to draw it. Person B has no idea what the object is and must rely solely on how person A describes it. After person A is finished have person B show person A his or her drawing based on person A's description.

Most likely the drawing looks nothing like it should. This exercise focuses on communication and its importance. It is crucial to understand that what you think you are saying may not be what others perceive. This applies to volunteers, community organizations, their clients, and organizers. If we all do not make ourselves clear then there is much room for misunderstanding, unrealized expectations and stereotypes. Misunderstood words and actions can be incredibly hurtful.

2. Tape Recorder

Divide the group into pairs. Explain that the pairs will have twenty minutes. Encourage them to leave the area where the workshop is being held. In that time each member of the pair must talk for ten minutes uninterrupted to the other person as if they were talking into a tape recorder recording what they would want to say to a significant other or children about themselves and their lives. During this time the "tape recorder" cannot talk or respond to the person. After ten minutes switch roles. Have the pair return to the larger group.

This exercise allows individuals to get in touch and clarify what is important to them, what their goals are, how they are meeting those goals, and how they perceive themselves. It also provides an opportunity to have someone actively listen to them for ten minutes — an occurrence that does not often happen in our fast paced society.

3. Pairs

Have the group divide into pairs (person A and person B). Person A asks person B the following questions: What is your name? Where is your hometown? What makes you happy? What makes you sad? Then switch, person B ask and person A answers. After both have interviewed have them sit back to back. Ask the following questions: What color eyes does your partner have? What color hair does your partner have? Does your partner wear glasses? What was your partner wearing? Have them quiz each other and then bring the group back together to discuss how many answers people got right.

This exercise show us how little we perceive even when we are supposedly focused on someone. How can that inability effect our community service experience?

4. The fishbowl

Set up six chairs in a semi-circle. Ask for five participants from the larger group to sit in the chairs. Pose a scenario or question. Only the five sitting in the chairs can respond and

Random Games

New Games & Mini Workshops

discuss. The sixth chair is open to anyone in the larger group who wants to contribute. There are three rules... 1) Only those who are in the semi-circle can participate in the discussion. If someone from the larger group wants to participate he or she must wait until a chair becomes available. 2) No one can leave the semi-circle until he or she has contributed something. 3) No one can say something and then leave the semi-circle without waiting for reactions from the other group members.

This exercise deals with many issues. By only allowing some people to actively participate, it forces the rest of the larger group to listen and reflect on statements instead of jumping in and making a point without fully considering the implications. Not allowing people to leave the semi-circle until the opportunity for feedback has occurred forces people to consider others' opinions on the issue. It forces learning from each other.

5. Coat of Arms

Give each participant a sheet of newsprint and some markers. Have them each make their own personal "coat of arms." Ask them to draw their responses to some of the following statements.

- Draw something you are good at.
- Draw something you wish you were better at.
- Draw something that means a lot to you.
- Draw what you see for your future.
- Draw something that you would stand up for.
- Draw a situation that has been an improvement or an uplift in your life.
- Draw a situation that you wish was better in your life.

Then have each member explain to the group their shield. This exercise allows people to see what their priorities are—self inspection. A variation on the exercise is to ask open end questions such as:

- Draw a homeless person.
- Draw an illiterate person.
- Draw a senior citizen.
- Draw a differently abled person.
- Draw a people with a learning disability.
- Draw some of the ways to address the issue.
- Draw the reasons why a person becomes a homeless person.

This variation gets to the stereotypes that we all have about the clients we work with and their needs. It is a way to address and "de-mystify" these stereotypes. It also provides a forum to discuss fears and concerns related to the community service experience.

6. Want Ads

Have the participants write two want ads. One describing the type of experience they expect to have and the other describing what they think the agency does. Example, Wanted: A happy motivated community service worker to serve and prepare food at local soup kitchen. No cleanup involved. Will be expected to eat with the clients and get to know them. Possibility for a long time commitment.

Again this deals with expectations, fears, assumptions, stereotypes, etc. It is an opportunity for the facilitator and/or community agency representative to address the validity of the scenarios.

More where these
come from

COME PLAY WITH US: AN INTRODUCTION TO
ICE BREAKERS, INITIATIVE GAMES, AND TEAM BUILDING ACTIVITIES

1993 COOL National Conference on Student Community Service
University of Illinois • March 25 - 28, 1993

PRESENTERS:

Nicole Tembrock, Sonya Garland, Trisha Odoms, Cyndy Scherer
Points of Light Foundation

I have compiled the following ice breakers, games and team building activities (listed alphabetically) from The New Games Book by the New Games Foundation, Group Games and Exercises Handbook by Teen Empowerment, Inc., and my own experiences in various organizations, youth camps, and workshops.

All My Neighbors

Arrange chairs in a circle - enough for the whole group minus one. One person stands in the middle, the rest sitting in chairs. The middle person says, "All my neighbors wearing black shoes." Everyone, including the person in the middle who made the call, who is wearing black shoes must find a new seat. The one person left without a chair then becomes the caller in the middle of the circle. Calls may be based on shoes, eye color, experiences, etc. Be creative!

Arm Wrestle

In partnerships, arm wrestle. The goal is to get as many points as possible in a specified time (10 seconds). You receive a point when you touch your partners hand on the table/floor. Ask each partner how many points they earned. Then demonstrate with a volunteer that if you work together, not resisting each other's force, the partnership acquires many more points. Teamwork!

Blind Square

While blindfolded, a group of any size is to form a perfect square, triangle, pentagon, etc. using a determined length of rope (50/75 ft.) Start with all participants standing in a line and holding on to the rope. The participants may not let go of the rope for the entire activity.

* May mute selected participants

Workshop Formats

Leadership Development: A Handbook from the Youth Action Program of
The East Harlem Block Schools. Dorothy Stoneman, editor.

Available through: Youth Action Program
1280 Fifth Avenue
New York, NY 10029
212-860-8170

=====

RACIAL AND CULTURAL IDENTITY:

A Workshop Format

Racial and cultural identity are of enormous importance to each of our young people, yet very little explicit attention is usually given to it. Many adults are afraid to open up these issues. They are too emotion-laden for themselves.

But it is not so difficult to open them up and begin thoughtful and sometimes emotional exploration. Not to do so leaves the young people at the mercy of the negative stereotypes which they pick up automatically in our society.

Workshop Introduction

It works well to raise issues by giving a little background, a few assumptions and concepts, and then by asking questions for people to explore. Following is a sample introduction:

"Part of becoming good leaders, and becoming our best selves, is shedding the negative ideas about ourselves that we have taken in as we grow up. Almost everyone comes into YAP with a lot of bad feelings about themselves. It's not their fault. These bad feelings have been laid on them from the outside. People have put them down. People in their families, in their schools, in the neighborhood, in the police station, in the welfare department, have often put them down verbally or have denied them their rights.

"Today we're going to talk about oppression and identity. Does anyone know what oppression is?

"Right. Oppression is when people are consistently mistreated by society, when they are denied equal opportunities and access to justice, prosperity, education, freedom, and development of their full selves.

"Oppression takes many forms, and it's different for

each group of people. The oppression of women is different from that of men. The oppression of Black people is different from that of Puerto Ricans. The oppression of poor people is different from that of rich people. But if you look very closely, and listen deeply to people from every background, you will find that every group of people suffers from some form of systematic mistreatment that tends to force them into a distorted human role. Some forms are more damaging and vicious than others, but almost all people have been forced into some role or position that they would not have freely chosen for themselves.

"For example, from birth, women are told that they must serve men and be ornaments for them; men are told they must fight and be willing to kill without shedding any tears. Black people are told they must work and toil to enrich other people; White people are told they must stick to their own kind or be rejected by them; rich people are told they are stupid and contemptible if they don't continue amassing wealth. Of course, it's different for each individual and family, but in general you can trace certain messages given to every identifiable group in society. People tend to believe these messages and act accordingly. We call this internalized oppression. Because it is taken inside people, it becomes internal to them.

"Then there's external oppression. It comes from the outside. It's when people can't get a job because of the color of their skin or their sex; it's when people get beaten just because they're young; it's when people get lynched or denied housing, or raped, or beaten, or jailed, or kicked out of school for their color, sex, nationality, sexual preference, or political ideas. This is direct external oppression. It is not just a put-down, it's a direct mistreatment coming from outside.

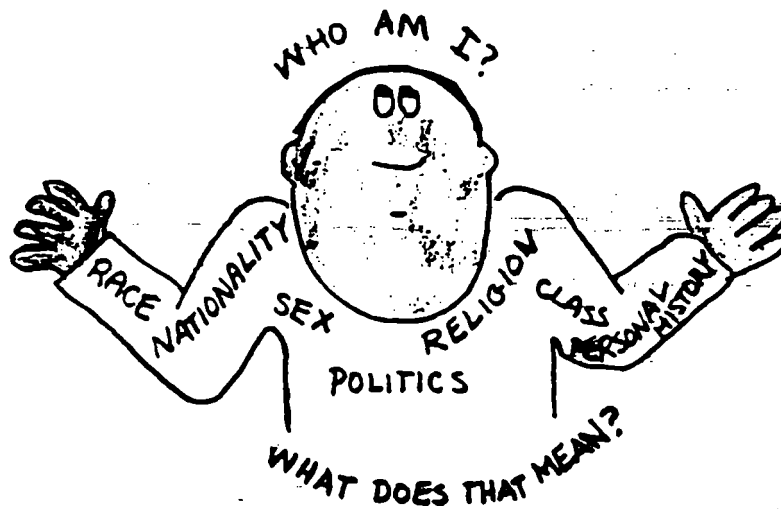
"But all through history, every group has done its best to resist oppression, to fight for its full humanness, to make progress toward justice and equality. Much of human history is really the struggle of oppressed people to gain freedom and equality in societies that are set up in ways that maintain inequality.

"It's important that each of us know our history, and get the information we need to be proud of our own people and to contribute to the on-going human struggle for a better world for everyone. Every one of you comes from a proud history of people struggling to be free, to be strong, to be loving, to make a better world. Some groups have been beaten down by superior force or by vicious trickery, but that doesn't mean they didn't try to resist. It is human to resist mistreatment, and to try to improve the world.

"But to improve it we need to understand who we are,

where we live today, what has been done to our people, now we have tried to stand up for ourselves, and now we can change things in the future.

"Let's begin exploring these questions. Each of us has an identity of race, nationality, sex, religion, class, and geography that we carry around with us. Let's each take two or three minutes to share, what is that identity? How do you identify yourself in terms of culture, race, nationality, religion, politics, or whatever figures into your idea of yourself?"



Small Groups - Mixed Identities

After a short go-round in the whole group, it is helpful to get together in small groups of four or five, in which each person has 8 to 15 minutes to share her life history from the point of view of how her identity developed. "How did you learn you were an X? What did your parents teach you about what it meant to be an X? Were you treated in any particular way by society as an X? What was it like to grow up as an X?"

These first small groups should be randomly integrated groups. People are eager to cross the barriers of racial and class prejudice. They want to share their stories with each other. They want to know and be known by people with different backgrounds than their own. Oftentimes they have not had the opportunity to tell their story or hear other people's stories in a deliberate and open way.

It's often good to structure this with ten minutes to tell each story, and five minutes for the group to ask questions. This reassures people that the group is interested, and that they are telling the other people what

they actually want to know.

Similar Identity Groups

After people have met in mixed groups and shared their stories, creating a more cohesive whole group, it is useful for people to group together in similar identity groups to answer together the following questions:

- What's great about being x?
- What's been difficult about being x?
- What do we want other people to know about us?

Then a report back to the whole group from each sub-group leads to a greater sense of understanding and diminished fear of discussing these issues. It also leads to greater unity within each identity group. This is desirable and important, because unity with other groups works best when it's based on unity within one's own group.

Reasons for Resistance

Be aware that virtually every group will reveal itself to have members who are quite scared to be divided into like groups. There will almost always be resistance at first. For some Black people it reminds them of segregation, and they don't like it. For some White people who are determined to be good allies of people of color, it focuses them on their whiteness, for which they feel others won't like them. Some people feel least comfortable among groups of people like themselves, because in fact they have been most hurt by the people closest to themselves.

It helps in running this kind of workshop to give lots of latitude for laughter as people are setting up the groups. The leader must never assume what identity group or groups a person belongs in, and should invite from the group a list for the blackboard of all the identity groups which are present in the room. Most people belong to several, and the choice of which one they meet with is full of feeling.

It must be remembered that the development of any limited identity has been imposed by society, and is in itself partly an indication of the effects of oppression, or in its positive side an indication of the group's determination to survive and challenge oppression. There is no reason why every person couldn't have an identity as a human being, citizen of the world, except that we have been forced into more limited ideas of who we are. Some of the narrower identities are delightful, positive, and proud, based on a rich history; but they are also usually attached to perceived roles, expectations, and historical

relationships which are rooted in aggression.

Respect Choices of Identity Group

It is, therefore, important that the group leader not continue the imposition from society by insisting or assuming that a person must identify in a certain way, or must choose on this particular day to meet with a particular identity group. For example, a Jew who was raised as a Methodist may not choose to go with the Jewish group; a Puerto Rican who is blonde and was raised with White people may not choose to go with the Latin group; a bi-racial brown-skinned person with a Jewish father may choose to meet with the Jewish group and not the Black group. A dark-skinned Dominican might choose to meet with the Black group instead of the Latin group. These and millions of other choices must be respected and welcomed, all as part of a life-long sorting out of who we really are as human beings.

Of course, the leader must be sensitive to whether a particular group is ready to divide into identity groups. It may be appropriate to have lots of general sharing and repeated grouping into diverse small groups to share many different experiences before people will accept identity groupings. The art of leading is to know what is the right next step for a group to go deeper, get closer, be more thorough and open in their sharing and their discussion and their setting of goals.

Be Prepared for Feelings

A person leading this kind of workshop must also be prepared for the fact that the feelings connected to identity run deep and strong, and when the waters are stirred the feelings will often surface as tears, anger, trembling, or a lot of laughter. This is to be expected, and it's fine. It's not an indication that the group is over its head, or that anything bad is happening. This is just what happens because there is a lot of pain stored in these memories and these enforced identities. The leader needs to be calm and reassuring in her acceptance of feelings. However, if feelings begin to surface in the form of direct emotional attacks on other individuals, these need to be firmly interrupted because they will have negative effects.

The content of this chapter applies equally well to adults and young people, and it is important for adult staff to explore these issues with each other before opening them up with the young people.

Youth Action Program
1280 Fifth Avenue
New York, NY 10029

Making the Rules
Rebecca Breuer, editor

Available through: Project Public Life
Humphrey Center
301 19th Avenue South
Minneapolis, MN 55455
612-625-0142

Getting It Right

This exercise asks you:

To practice *really* listening. To discuss and disagree without getting to a personal or damaging level. Disagreements and conflicts are part of public life, and they must be worked on in a public way. Thus, we can disagree with another without personally affronting one another.

It relates to citizen politics because:

In public life, it's important to understand what's being said, even if it doesn't match your expectations. In the public arena, it is important to learn how to argue rather than quarrel. Learning to resolve conflicts in a public way comes from listening and working with the self interest of the speaker as well as yourself.

Instructions:

Get into groups of three. One person states her or his views on a controversial subject for about three minutes (some suggestions are below). The second person listens, then summarizes what was said. The third person evaluates the second person's listening skills to see how close the summary came to what the third person heard. Switch off so everyone in the group has a chance to play each role.

Time limit:

Small groups: 10 minutes per combination before rotating roles

Whole group: 10 minutes to discuss questions

EXAMPLES:

What do you think about mandatory community service for young people?

How do you feel about marriages between people under the age of 19?

How do you feel about capital punishment?

How do you feel about the equal rights movement?

How do you feel about the draft?

How do you feel about the age minimum for drinking and the age minimum for driving?

How should society deal with kids who deal drugs?

Questions for afterwards

Did conflicts come up between people's public and private views? How could you tell?

Did stories that people told from their own private experience give them more authority, or do you think they weakened people's arguments for what they believed?

Can someone who didn't actually put the ideas together say what "actually" got said? Or are people's individual interpretations the only possible thing that can come out of a summary?

When Diversity Hurts

This exercise asks you:

To speculate about why some people feel threatened by those who are different, and to explore your own views about diversity.

It relates to citizen politics because:

Not everyone understands the value of differences, and their fear can sometimes keep them from fully participating in public problem-solving. Seeing the world through their eyes will help you to communicate with them, educate them if possible, and eventually, to work with them better.

Instructions:

Answer the questions below and discuss your answers as a group. See if you can find out why people in your group feel as they do.

Time limit:

Individuals: 10 minutes

Group discuss: 15 minutes

The United States can be thought of as a kind of patchwork quilt because of all the different cultures that have migrated here and found a place for themselves in public life. As a country, we're proud of our reputation for diversity and *in theory*, we strive for it.

But *in practice*, the diversity of public life is tricky to manage. It's scary for many people, and they react to it in an emotional way. For example, many states with large non-English-speaking populations have created laws making English the official language. Usually that means that people's tax money won't be spent on things like bilingual roadsigns or bilingual education.

Why do you think the states are making laws supporting English? Do you agree with the states' decision?

Some other examples might be the stereotypes people in the North of the U.S. might have about people in the South, or the midwest about the west coast, and vice versa. Or the tensions between rural people and city people. Or among people of different cultural and racial group: European, African American, Latino, Chicanos, Native American and Asian American.

Think back to your definitions of public and private, and what people get out of each. In all of these cases of bias, what do you think is the relationship between people's private needs and their public actions? What do you think of this idea: that people get frightened because they're mistaking public and private, and are afraid that they won't be accepted unconditionally, as they are at home with friends and family?

Make a list of times when you felt threatened by situations involving people who were different from you. How did you react? Would you still feel threatened—and react the same way—today?

Mapping Power

adapted from Diagramming Your Organization

This exercise asks you:

To draw a map of how people have influence in the organization or group you currently work with or that you need to work with.

It relates to citizen politics because:

Understanding who holds what power where and what type of power they have will help determine the type of action you can take. Understanding where someone's power lies is useful to figuring out how to bring them into your work.

Instructions:

On a piece of newsprint, working in pairs, draw a diagram of how you think people in your organization (or in an organization that is important for your work) have power. When you've finished, hang it on the wall and be ready to discuss the different drawings with the entire group. Think carefully about all the ways people might influence one another both formally and informally.

Topics for discussion:

- What type of power does the person you want to work with have in the organization?
- How can you reach that power?
- Does the organization work well the way the power is structured?
- What do you notice about the informal power relationships?

Time limit:

In pairs:	20 minutes
Group discussion:	20 minutes

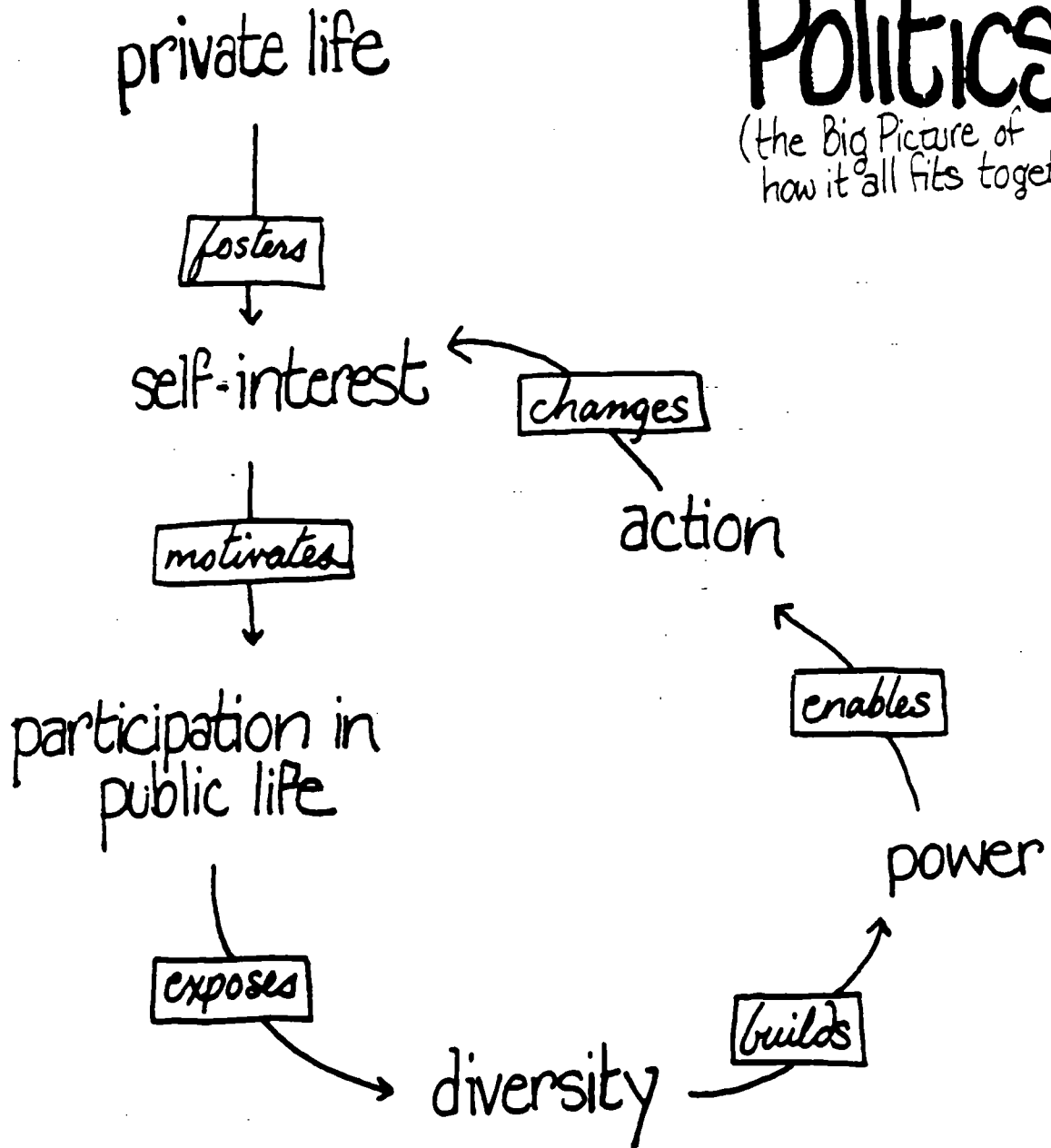
Tips

A few brief definitions of ways power can work in different structures:

- **Formal hierarchy**—the amount of power and influence increases as one moves closer to the top of the structure.
- **Informal influences**—based on close, personal ties with people high up in a structure (ie if some people have worked together for many years, if some people go to the same church, if some people are related).
- **Participatory groups**—suggest that everyone has an equal say in decisions that are made; informal influence often is important to map in these situations.
- **Consensus structures**—some groups have no official leader, rather people have influence based on their own expertise around a certain situation. Thus, the power can rotate depending upon the situation.

Citizen Politics

(the Big Picture of how it all fits together)



Practicing Citizen Politics

PRINCIPLES OF ORGANIZING

Project Public Life's
**Citizen
Politics
Institute**

These principles are shaped by the concepts of citizen politics because issues and problems are the vehicles for citizens to become serious players.

- **Define Problem**

requires diverse perspectives to avoid polarized positions
is an on-going process as work is done
determines players and resources

- **Do Political Analysis and Political Mapping**

interests that surround a problem
power relations between interests
a mapping of the politics of those environments.

- **Develop strategies that engage diverse players**

break a problem down into manageable and practical parts
organize work so particular steps lead towards larger purpose
never lose sight of larger purpose of the work

- **Evaluate**

tool to keep the work directed
develop public leaders

- **Re-define the Problem**

Work done with diverse peoples alters our definition of a problem
Problem definition should expand possible players and resources
Power is related to our ability to influence the diverse interests surrounding a problem

Political Analysis & Mapping

Example of Problem Statement

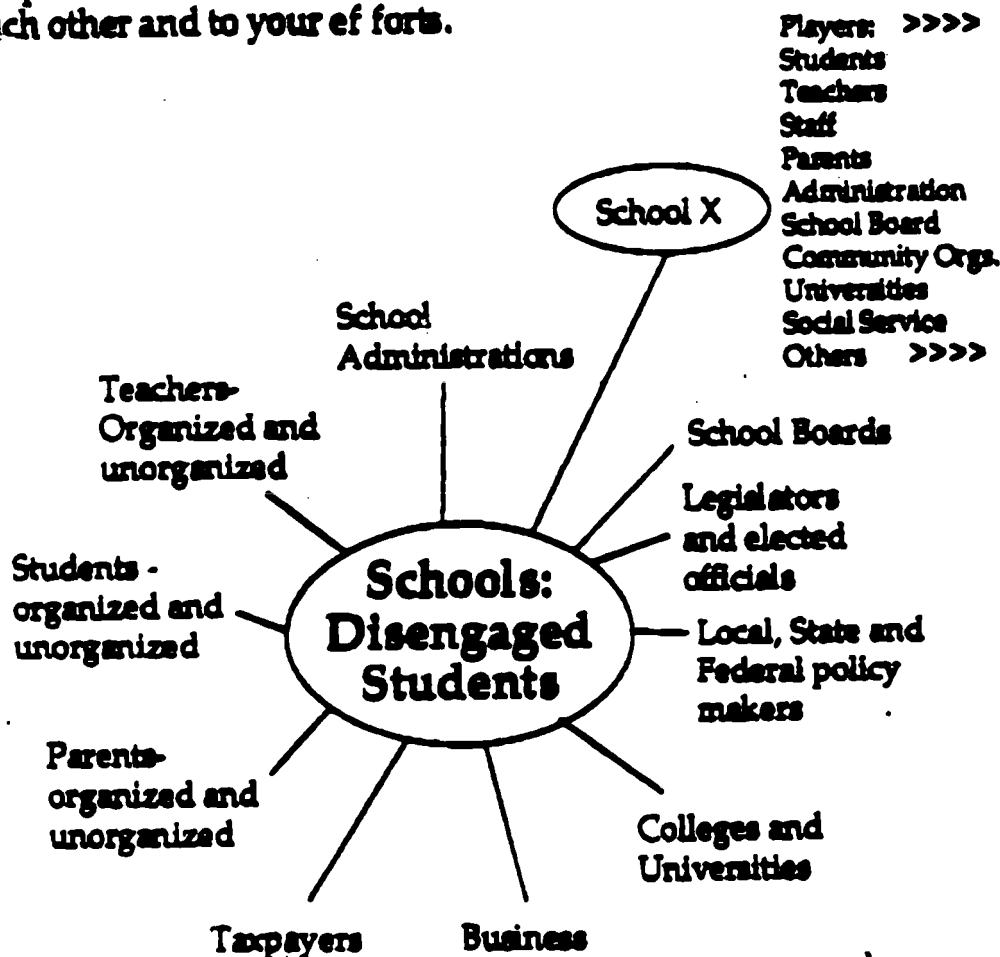
Issue: Education

Problem (arrived at after public debate) Schools are not engaging young people in learning.

Who does the problem involve?

Particular sites, students, teachers, administrators, school staff, parents, policy makers (local, state, federal), business, etc.

Map the interests in relation to each other and to your efforts.



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POLITICAL MAPPING

Map the political environments of the places where you will act.

Questions:

Where will you take action?

What are the interests of the players in the environment?

What are the power relations of the environment?

What are the rules (norms, values, ways of behaving) of the environment?

Strategy:
Build on initiative of the players in work to solve problems.

**"Winning Victories in People's Lives:
Developing Strategies for Change in the Community"
November 6, 1992**

**YSA Superconference workshop sponsored by
Public Allies: The National Center for Careers in Public Life**

In choosing an issue and a strategy for action, the following 18 criteria can help ensure victory for your organization and the community you serve.

Choose an issue that will make a difference.

1. Will it win victories in people's lives?

When all is said and done, will people be able to point to a meaningful, positive, qualitative change in their lives that occurred because your group took on this issue and won? It is not enough to merely get press coverage or to be granted a meeting with a public official, but they are means to an end. A victory, a measurable improvement, enables people to say, for example, "Wow, I couldn't sit at the front of the bus last year, but now I can."

2. Does it fill a gap?

Is there an unanswered need for your group will meet by working on this issue? Are you only duplicating existing efforts, or are you truly filling in where you will be most useful? It is important to note that lending needed assistance to an existing issue is a way to help fill gaps.

Choose an issue that is focused.

3. Is the issue in fact winnable?

In choosing an issue, be sure you are actually choosing an issue--a solution or a response to a problem. Ending poverty all at once is not winnable; changing a specific law, or voting an official out of office may be winnable issues. However, even issues range in size and in nature. You will have to determine what is manageable for your group according to your interests, experience and resources.

4. Is it easy to understand?

If you can't reduce the thrust of the argument to a paragraph, it's probably too complex to engage people in the struggle. (Look at the savings and loan crisis!) Choosing an issue that's easy to understand also increases the likelihood of potentially useful media coverage.

5. Do you have a clear target and specific goals?

Senator Jesse Helms is a clear target. "The government" is not. You need a clear, specific target so that you can concentrate your energies and have the greatest impact. However, a clear target is not enough unless you have specific goals which your target can satisfy. You can't just meet with your police commissioner and make a general demand for "an end to police brutality." Well, actually you can; but if you do, she may not know how to help you even if she wants to. If, on the other hand, you present her with a specific proposal for the establishment of a civilian review board, you've given her a concrete action which you can prevail upon her to take.

6. Do you have a clear time frame?

A clear time frame gives you specific deadlines. Some are decided internally, others, like electoral calendars, you have no control over. A timeline forces you to consider how much time certain goals will require. Election Day and the end of the school year are examples of deadlines which mark a clear time frame.

Choose an issue that will garner support.

7. Is it widely felt?

Large numbers of supporters win clout for your issue with elected officials, media and potential supporters. It is wise to choose an issue for which many people have a personal stake in your group's success.

8. Is it deeply felt?

The issue must not only be felt by a large enough number of people; it must also run deep with many of these people. Everyone in a neighborhood may be affected if a certain supermarket does not have the best selection of soft drinks, but nobody will meet with the mayor about it. On the other hand, if there is lead in the town's water supply, that issue runs deep enough to turn townfolk into activists.

9. Is the issue captivating?

It's easier to bring people on board and win people over when your issue captures their excitement. It's hard to get people excited about parking tickets.

10. Does the issue have media saliency?

Does it lend itself to positive and productive media coverage? It's a lot easier to win when you select and tailor an issue to be covered positively by the media. Media advocacy is one the most effective tools for creating public awareness and influencing the actions of everyday people as well as political leaders.

11. Is it non-divisive?

Can you unite people both inside and outside your group around this issue? This does not mean you must pick an issue on which all human beings are agreed--the few you might find aren't really "issues." Picking a non-divisive issue means choosing something that your organization and supporters will want to fight for. Indeed, you must be able to present a united front to your foes.

12. Can the issue be the basis for a viable coalition?

Most successful movements are comprised of multiple organizations sharing a common interest. Are there potential allies on your issue that can offer resources, clout or visibility? Viable coalitions must center on an issue which is vital to the self-interests of all parties to the coalition. Your coalition should involve people you mutually respect and no one party can make decisions for the others if the alliance is to remain healthy.

13. Will the issue generate money or the equivalent of money?

Monetary and other resources are always key, so pick an issue for which they are within reach. Can you develop strategies for acquiring what you need? Remember, you may not always need money itself; sometimes a friendly donation of photocopies or radio air-time will serve you even better.

Choose an issue that will leave behind a legacy.

14. Will it make people aware of their own power?

Longlasting, productive change comes about when the people it benefits were involved in finding the solutions. Will the community come away feeling a victory has been won by them, or by outsiders?

15. Will it alter the relations of power?

In order to have lasting impact, you want institutional change. You don't want your powerful target to merely throw you a bone and hope you'll go a way; you want to make long-term change in your target. This means not only winning one round of "the game", but changing the way the game is played. Getting justice for a single police brutality victim through the existing channels, while important, does not alter the relations of power; forcing a city to establish civilian review boards to make the police accountable to the people they serve does.

16. Will it build leadership?

It is important that it provides opportunities for people to take on leadership roles. The continuance of a movement depends upon the leaders it builds. Does your issue offer the chance for people to emerge through their own strengths as leaders? Does it provide people with skills or experiences that they did not have before?

17. Will it set up for the next issue?

Does it create a core of supporters who are ready and eager to tackle related issues? It should lay the groundwork for the next fight, bringing lots of contacts and possibly funders. Leave the door open and remember those contacts for future uses. You may also have generated lists of people in key positions, volunteer lists, or mailing lists, all of which are extremely useful for when you move to the next issue.

18. Does the issue fit well with your group's resources and unique concerns?

Resources can be any number of things: contacts, experience, diversity, youth, energy, money, etc. To maximize your chances for success, figure out what resources you have and select an issue that makes good use of them. Also, feel free to add your own additional criteria to this list to address any other concerns unique to your group.

These criteria are consistent with the teachings of many experienced community organizers and public interest advocates. This particular list has been shaped by the experiences and needs of Public Allies. However, we owe most of these concepts and much of the language to two invaluable resources:

Organizing for Social Change: A Manual for Activists in the 1990s by Kim Bobo, Jackie Kendall, and Steve Max of the Midwest Academy, published by Seven Locks Press, Washington, DC, 1991.

Black Power: The Politics of Liberation in America by Stokely Carmichael and Charles Hamilton, published by Random House, New York, NY, 1967.

Conflict Partnership. Dudley Weeks, 1982.

Pages are a summary of the conflict resolution model contained in the book.

The revised edition is: Eight Essential Steps to Conflict Resolution
February, 1992
Published by Jeremy Tarcher

Inadequacies of Popular Conflict Resolution Approaches

Dudley Weeks

The Conquest Approach

1. It does nothing to improve the relationship for the future and often perpetuates a relationship in which bullying and control over the other party are rewarded.

2. It severely limits the way "power" is perceived and utilized, usually promoting the "negative" power of dominating and trying to weaken the other party.

3. Given #2, the party who already has the most coercive and dominating power in the relationship usually has a distinct advantage. Furthermore, it becomes more difficult to bring about creative changes a relationship may need since this approach tends to perpetuate the status quo.

4. It polarizes positions and greatly restricts options for resolving the conflict.

5. It creates a "loser" and, therefore, not only sets up the likelihood of revenge, but also disempowers the "conquered" party in her or his ability to contribute to the relationship. Both parties and the relationship thus suffer from a lack of enrichment.

The Avoidance Approach

1. It does nothing to improve the relationship.

2. It merely postpones dealing with the conflict and usually allows the conflict to worsen.

3. It usually increases frustration and also perpetuates a lack of confidence in conflict resolution.

4. It allows possible misperceptions to go unclarified.

5. It denies the conflict parties the opportunity to utilize their differences to clarify their relationship and open their minds to the possibility of improvements.

6. It disempowers the conflict parties.

The Bargaining Approach

1. It often does nothing to improve the relationship for the future even though it may result in temporary agreements on specific problems.

2. It defines "power" in terms of what each conflict "opponent" can get from the other party or what one party can get the other to give up.

3. It focuss on demands, in effect seeing the other party as what they have demanded and often ignoring the needs, perceptions, values, feelings, etc. which are vital ingredients of identity and conflict.

4. It often creates spin-off conflicts as the conflict parties maneuver for advantage and continue to make unrealistic demands.

5. It often insults the other party and increases animosity because little understanding is being given to the other party's needs and to their realistic capability of agreeing to certain demands.

The Bandaid Approach

1. It creates the illusion that the roots of a conflict have been addressed, thereby allowing some important matters to go unclarified and unresolved, often resulting in a worsening of the conflict.

2. It often produces a lack of confidence in conflict resolution as the parties experience no lasting improvement in the conflict at hand or in their overall relationship.

3. It often rewards the party who has pushed for a quick-fix "answer" as a tricky way of gaining some sort of advantage.

4. It disempowers all parties because they have not developed a process they can use effectively in the future.

The Role Dominance Approach

1. It perpetuates the status-quo and, therefore, can perpetuate an unfair system and block needed changes in that system.

2. It cheats the conflict resolution process out of the valuable contributions a person in the less socially powerful role can make.

3. It greatly limits the options for resolving the conflict.

4. It usually makes the persons/groups who rigidly use their dominant role to control the conflict into targets for future "revenge" by the disadvantaged party.

5. It creates or perpetuates an adversarial relationship which can damage the positive possibilities for both parties in the future.

Transforming How We Perceive and Utilize Conflict Resolution: *The Conflict Partnership Approach*

Dudley Weeks
(Copyright, 1982)

FROM perceiving and
utilizing conflict
resolution as.....



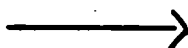
TO perceiving and
utilizing conflict
resolution as.....

An "I vs. you" battle for
victory and/or advantage
over conflict "adversaries"



A shared "we" responsibility
and opportunity to clarify and
improve the relationship
while trying to resolve, with
mutual benefit outcomes,
particular conflicts arising
within a relationship

Always being a "rescue"
reaction aimed at preventing
disaster and/or temporarily
"fixing" a particular conflict



Both a pro-active and
reactive process, pro-
actively building healthy
relationships to make
damaging conflicts less
likely, and reacting with
shared positive power to
conflicts when they do occur

An "event"



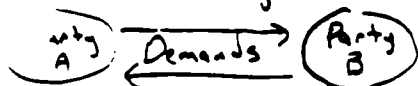
A process

A relationship based on
demands; an exercise
based on making demands
then "falling back" to lesser
demands to get temporary
enforced agreements until
the next round in the same
"demand-compromise" pattern



A relationship based on
needs, both individual and
shared, on clarified
perceptions, on improving the
overall relationship, on
developing mutual benefit
actions rather than using
demands as weapons

Traditional "Negotiation"



Trade Portions of Demands

Temporary Enforced Agreements

How do
you get
someone else
to see this?

Transforming How We Perceive Conflict

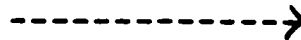
Dudley Weeks
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FROM perceiving
conflict as always
being.....



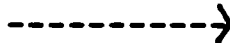
TO perceiving
conflict as often
being.....

A disruption of order, a
negative experience, an
error or mistake in
relationship



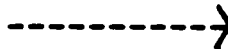
An outgrowth of
diversity which may
hold possibilities for
improving the
relationship

A battle between
incompatible self-
interests or desires



One part of a
relationship, a
part which may involve
needs, interests, values,
perceptions, power, goals,
feelings, etc., not just desires

An isolated event we
allow to define the
entire relationship



Occurrences which
"punctuate" a relationship
and which can help
clarify the relationship

Always a struggle between
right vs. wrong or
good vs. evil



A confrontation between
differences in certain ~~aspects~~
aspects of a relationship
but other aspects are still
there to build on

THE CONFLICT PARTNERSHIP WORKSHEET
Dr. Dudley Weeks (Copyright 1982)
Understanding a Conflict and Conflict Resolution Possibilities

I. THE CONFLICT PARTIES

Who are the key parties involved in the conflict?

Focus on their overall relationship and identify (1) some commonalities shared by the parties, and (2) their major differences.

Have they cooperated on anything in the past? If so, what?

Are there parties who should be involved in the conflict resolution process but for some reason are not currently involved? If so, who? Why?

II. THE CONFLICT

What is the history of the relationship parties and the conflict?

Identify some of the conflict components. As you identify the component parts, begin some initial thinking on which ones might need to be addressed first and which should be dealt with later.

What are the "givens"?

III. THE ATMOSPHERE

Are any of the parties attempting to promote a "WE", "partnership" atmosphere? If so, who? How?

What would you suggest be done (and by whom) to help promote a more constructive atmosphere?

IV. PERCEPTIONS

What are two key perceptions each of the parties has of itself?

What are two key perceptions each party has of the other party(ies)?

What misperceptions do you see operating?

How do you think those misperceptions might be clarified?

V. NEEDS

What are two key needs of each party?

What shared needs can you identify?

VI. POWER

What kind of power (positive, negative, seesaw, etc.) do you see each party utilizing? Give examples.

What is the potential positive power each party has?

VII. THE PAST AND THE PRESENT-FUTURE

How are the parties using the past?

Any thoughts on how the past could be used constructively?

What kind of present-future do you see each party envisioning?

What kind of present-future do you see as most constructive?

VIII. OPTIONS

What options have been suggested?

Using free-flow optioning, can you come up with some new options? Image what the results of each option might be.

Which options involve shared needs and/or goals and shared positive power, and which also might improve the overall relationship?

Are the conflict parties rejecting certain options because those options did not work in the past when they were using the old, ineffective relationship and conflict resolution patterns?

IX. DOABLES

What doables do you see as possibilities? Make sure the doables (a)incorporate shared needs and/or goals and shared positive power, (b)not only serve as steppingstones in dealing with current conflicts, but also help improve the future relationship, and (c)help move the conflict parties toward effectively dealing with more difficult issues.

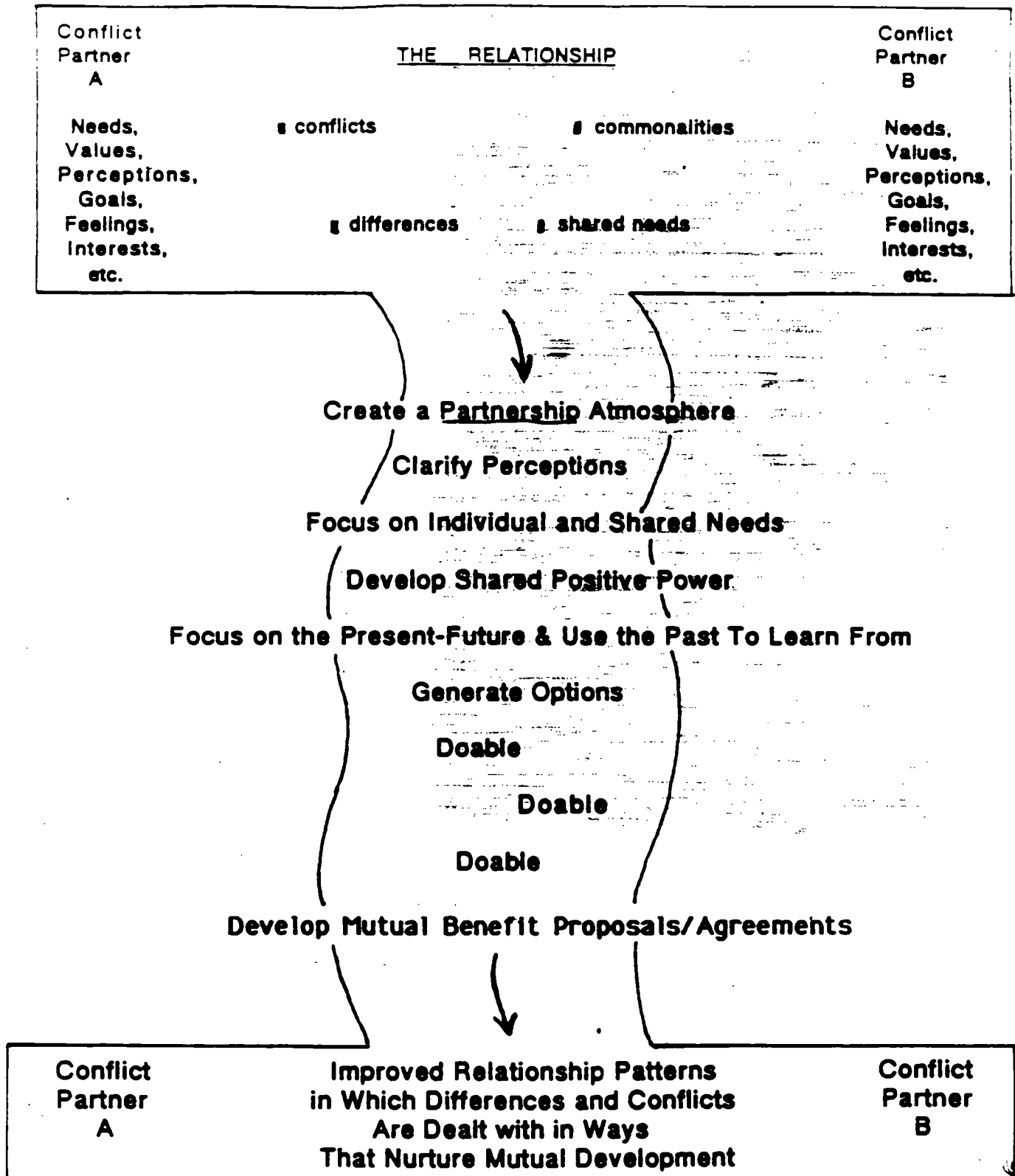
X. MUTUAL BENEFIT PROPOSALS AND AGREEMENTS

What mutual benefit proposals, if any, have been suggested? What are your suggested mutual benefit proposals? (Be sure they are based on shared needs, promote and utilize shared positive power, and improve the relationship.)

Can these proposals result in agreements which can be implemented? Who

THE CONFLICT PARTNERSHIP PATHWAY
TO EFFECTIVE CONFLICT RESOLUTION

Dr. Dudley Weeks
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The Conflict Partnership Skills

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CREATE AN 'ATMOSPHERE' FOR EFFECTIVE CONFLICT RESOLUTION

#1: Create a "Partnership" Atmosphere

- "We" dealing with our relationship and its conflicts, not "I vs. You"
- "We need each other if we are to work things out."
- "We need each other to be positively powerful."
- Set wise expectations.
- Choose "openings" wisely.
- Choose time + place wisely

#2: Clarify Perceptions

(1) Clarify Perceptions of the Conflict

- Focus on the relationship, not just the conflict.
- Understand the "givens", but don't fabricate false givens as an excuse for inaction or intransigence.
- Identify the component parts of the conflict.
Which parts should be dealt with now, which later?
- Is the conflict over needs or desires, values or preferences, goals or methods, etc?
- Are we creating "Ghost" conflicts?
- Are we proliferating issues?
- Are we locking ourselves into a "role conflict"?
- Are we holding onto "past baggage"?

(2) Clarify Perceptions of the Self

- What are my needs not just "desires" or "demands" for the relationship and the conflict at hand?
- What are my goals for the relationship and for the conflict at hand?
- Is my behavior consistent with those needs and goals?
- How can I deal with the current conflict in a way that improves the relationship?
- How have I contributed to the conflict? (Trace back.)
- Am I focusing only on my role?
- What are my "buttons" and how will I deal with them? (Be in charge of myself)
- What is my positiv power?

- (3) Clarify Perceptions of the Conflict Partner(s)
- What are their needs?
 - Are any of their values involved?
 - What are their reasons for their behavior?
 - Am I defining them based only on their negative behavior?
 - Concentrate on their positive potential.
 - What misperceptions might I have of them?
 - Am I using stereotypes?
 - Reach for the person behind the role.
 - Differentiate between the person and the particular behavior you feel is involved in the conflict.

3: Focus on Shared Needs and Goals

- There are 3 sets of needs in every relationship and conflict: my needs, their needs, and shared needs (OUR needs).
- "How do we need each other to improve our relationship and deal effectively with this conflict?"
- "Although some of our goals may be in conflict, what goals do we both share?"
- "Commonalities" can help open up shared needs/goals

DEVELOP THE POWER FOR EFFECTIVE CONFLICT RESOLUTION

4: Develop Shared Positive Power

- In every relationship there is my power, your power, and OUR power. OUR power emerges when we realize we need each other to resolve conflicts effectively, and when we combine our separate power into a power we share. That shared power is stronger than yours or mine alone.
- We can choose "positive" power or "negative" power. Positive power is "power-with", negative power is "power-over". Positive power promotes the constructive capabilities of each party and promotes a process in which all parties are positively powerful.
- Reach for the positive power in the conflict partner. Seeing only their negative power encourages its use.
- Avoid "Seesaw Power", a kind of negative power in which we assume that in order to be strong we must make the other party weak.

Develop Shared Positive Power, cont.

- Being in charge of your own reactions is part of your own positive power.
- Being able to express and clarify feelings and emotions is a part of positive power; the *conflict partnership* skills help build a process capable of dealing with the expression of feelings
- The act of forgiveness is also part of positive power.

5: Focus on the Present-Future and Learn from the Past

- Try to take some steps to improve the present-future before sorting through the past.
- Focus on how the present-future can be improved by using improved relationship patterns and better conflict resolution skills.
- 'Image' the improved relationship and the way the present and future would feel in that improved relationship.
- In dealing with the past, try not to rehash the same old arguments. Focus on what might have happened if a past conflict had been dealt with using the *conflict partnership* skills.
- Be willing to forgive the past as a foundation for improving the present and future. 'Forgiving' does not imply you approve of past actions; it means you are able to affirm your shared capability to use shared positive power in the present-future.

MOVE TOWARD EFFECTIVE CONFLICT RESOLUTION

6: Generate Options

- Don't get locked into preconceived 'answers'; let possibilities emerge from the conflict resolution process
- Generate several options before evaluating each one.
- Evaluate options on the basis of shared needs, shared positive power, mutual benefits, and whether or not an option will improve the relationship as well as deal with the conflict at hand.
- Don't discount an option simply because it may not have worked or been possible in the past using the relationship patterns of the past. An option may now be possible using the improved relationship patterns.

7: Develop "DOABLES"

- "Doables" are steppingstones which build a pathway toward an improved relationship and the possibility of dealing effectively with more difficult parts of the conflict.
- "Doables" are steps which (1) are feasible, (2) favor neither party over the other, (3) improve the relationship, and (4) help make dealing with more difficult problems possible.
- "Doables" help build trust, confidence and momentum.
- "Doables" are built on shared needs and goals and are activated by shared positive power.

8: Develop Mutual Benefit Proposals & Agreements

- These are the culmination of the *conflict partnership* process. When the other skills are utilized, mutual benefit proposals and agreements more or less affirm what has taken place during the process and organize the steps each party will take to improve the relationship and resolve the conflict at hand.
- Mutual benefit proposals and agreements meet some of the individual needs and goals of each party and most of the shared needs and goals.
- Mutual benefit proposals and agreements are not based on the trading of portions of "demands" or making "concessions". They are based on making sure each party has needs met and on dealing with a conflict in a way that also improves the relationship.

Conflict Management

"Not everything that is faced can be changed but nothing can be changed until it is faced."

James Baldwin



Introduction:

Start out with a definition of conflict. Conflict: A disagreement in which the parties perceive their positions as mutually incompatible. Often the conflict escalates as the parties try to "win."

The Heart:

The first step in any problem-solving process is identifying the problem that needs to be solved. We must learn how to ask good question to clearly define and separate problems (causes) and bad situations (effects).

1. Ask participants:
what is a project that you are working on with others?
why do you spend your time to work with other people?
Summation to answers: To solve a problem and change an unacceptable current situation.
2. Ask each participant to describe a problem that they have encountered from working with others.
3. After you have heard some examples of problems, define problem. A problem is not the current unacceptable situation.
A problem is...
 - the reasons why the current unacceptable situation exists
 - the reasons why the current unacceptable situation remains in place
4. How to separate a bad situation from the problem
Describe a current unacceptable situation that you have encountered.
 - What is going on?
 - Where does it happen?
 - When does it happen?
 - Who is involved
5. Define the problem causing the current unacceptable situation
 - Why is the situation the way it is?
 - Why does the situation stay the way it is?
6. Divide into two groups
Have each team member try to answer each of these questions on their own. Have each member compare their answers with other members of the team. Ask teams to work out differences in their answers. Ask people to volunteer what they learned during this exercise.

Workshop & Information designed by Steven Nakano, Humphrey Institute (612/625-0142. This material was originally developed by Jeannette Raymond and Will Pipkin of Future Now: A Training Collective. Additional development has been done by the Conflict Resolution Project of Educators for Social Responsibility. This version was completed in April, 1989.



Principles of Conflict Resolution

Separate the people from the problem.
Be soft on the people and hard on the Problem.

Focus on the interests, not positions.
When positions look incompatible, look at
interests.

Generate options for mutual gain.
Work for a win/win approach.

Process is just as important as the outcome.
Assure a fair process.

Practice direct communication.
Talk with others, not about them.

Learning to Teach: Training of Trainers for Community Development
Jane Vella, editor, 1989.

Available through: Save the Children Federation
P.O. Box 950
Westport, CT 06881

and

OEF International
1815 H St., NW, 11th FL
Washington, DC 20006

Feedback — How to Give It; How to Get It

TIME

One hour

OBJECTIVES

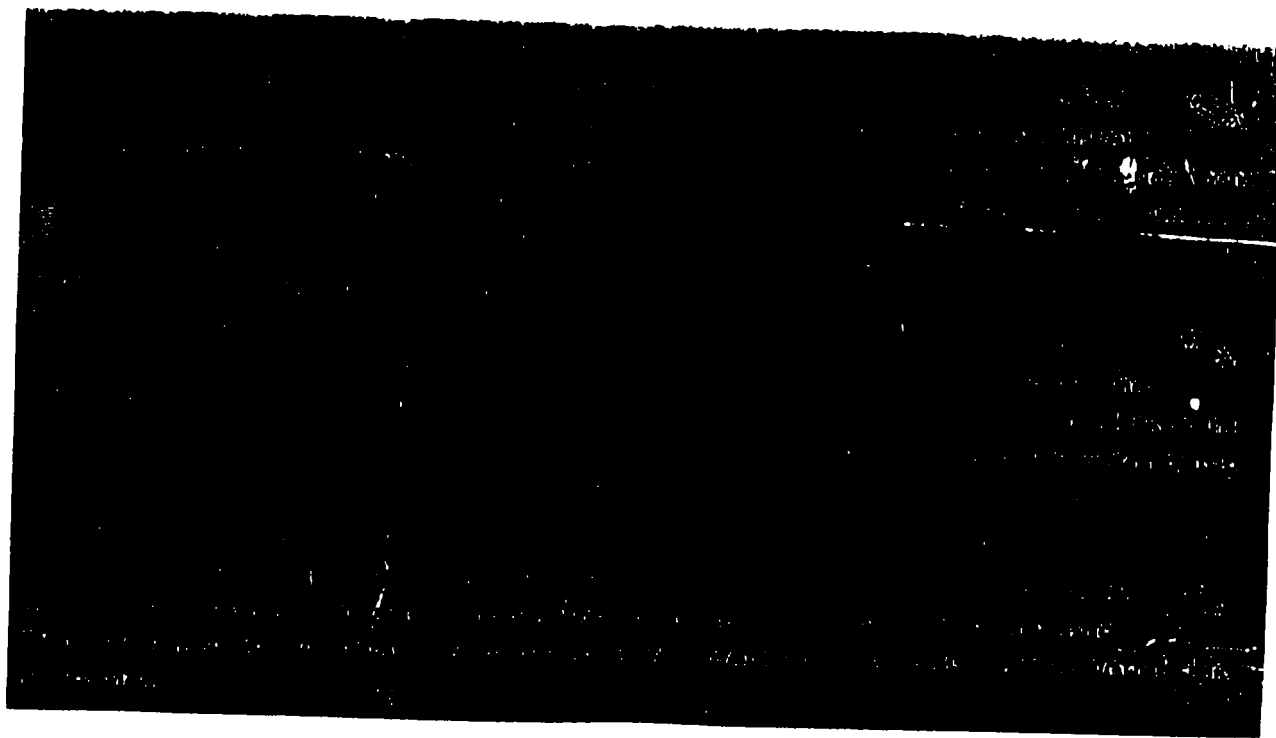
1. Demonstrate skill in giving and getting feedback.
2. Practice doing this in small groups for safety.
3. Demonstrate the danger of uninvited feedback.

MATERIALS

- ♦ 2 Handouts on Feedback
- ♦ Sociodrama A: Miguel and Patricio (on cards)
- ♦ Sociodrama B: Anna and Her Sisters (on cards)
- ♦ Sociodrama C: Paul and Mark (on cards)

STEPS

1. Ask participants to read the handouts on feedback and to select one point on each page that seems most important to them. Ask them to tell why they selected that point.
2. Discuss these points in the large group.
3. Invite groups of threes to act out the three sociodramas which pose the problem of feedback. Invite the large group to use the suggestions in the handout to show an alternative for Miguel, Anna and Paul. Small groups might, after discussion, act out these alternative ways of offering feedback to demonstrate to themselves the difference at the affective level of effective feedback.



4. Invite participants to make a short list of criteria for giving and getting feedback. Compare these lists. Ask: "What's missing?" Compare their lists with the handout on feedback.

FEEDBACK is a way of helping another person understand the impact of his or her behavior on others. It is a communication to a person (or a group) which gives that person information about how he or she affects others.

Feedback helps an individual keep his or her behavior "on target" and thus better achieve his or her goals.

Feedback is more effective when the following criteria are used:

1. It is specific rather than general. To be told that one is talkative will probably not be as useful as to be told that "just now when we were deciding the issue, you talked so much I stopped listening."
2. It is descriptive rather than judgmental. By describing one's own reaction to another's behavior, it leaves the individual free to use it or not to use it as he or she sees fit. By avoiding judgmental language, it reduces the need for the individual to respond defensively.
3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.
4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of shortcomings over which he or she has no control.
5. It is solicited rather than imposed. Feedback is most useful when the receiver has formulated the kind of question which those observing can answer.
6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior depending, of course, on the person's readiness to hear it, support available from others, etc.
7. It is checked to ensure clear communication. One way of doing this is to have the receiver try to rephrase the feedback in order to see if it corresponds to what the sender had in mind.
8. It is checked with others to ensure accuracy. Both the giver and receiver should check with others in the group as to the accuracy of the feedback. Is this one person's impression or an impression shared by others?

By James A. McCaffery. Copyright by Training Resources Group, 1982. Adapted from *Feedback Guidelines* originally published by National Training Labs (NTL).

Feedback from another person is one important source of data which helps tell you how your actions are affecting others. Even if you “disagree” with the feedback, it is important for you to hear it clearly and understand it.

Feedback tells you how another person sees your actions and gives you the choice of trying to change your behavior. People act on their perceptions of your actions and you may be coming across in unintended ways.

Giving someone feedback is sometimes difficult; if you keep the following in mind, you will make it easier for someone else to give you feedback that you can use.

1. Ask clarifying questions in order to understand the feedback.
2. Wait until the feedback has been given, then paraphrase the major points. Make it your goal to understand the feedback — asking clarifying questions and paraphrasing are two ways to do this.
3. Help the giver use the criteria for giving useful feedback (for example, if the feedback is too general — “could you give me a specific example of what you mean?”).
4. Avoid making it more difficult for the giver of feedback than it already is (by reacting defensively or angrily, arguing, etc.).
5. Avoid explanations of “why I did that,” unless asked.
6. Remember feedback is one person's perceptions of your actions, not universal truth. Be active in checking out feedback with others — if two or three people give you similar feedback, there may be a pattern reflected which you might want to consider.

Public Speaking

Introduction:

Practice makes perfect: This common phrase is very relevant when talking about developing the art of public speaking. This workshop is designed to acquaint participants with the concepts of public speaking and to give them the opportunity to practice speaking in front of the workshop group. Many individuals believe public speaking abilities are a gift you are either born with or you are not. The reality is that to be good at it, you need to do, practice at it, get feedback on it, and try again.

The Heart:

Exercise One:

1. If you have the opportunity, ask people to prepare for this workshop by coming ready to give a 4 minute speech on the topic of their choice. They can create and inform you and the other workshop participants about the audience they have prepared for, the reasons why they are giving it, and their objectives. It is preferable that this process be video taped and openly critiqued with the group.
2. The rest of the group can concentrate on critiquing, based upon the following areas outlined in Tips for Effective Public Speaking.
3. Audience critiquing the speaker should list and offer first the strong points, and then one suggestion for how they might improve.

WORKSHOPS

4. What is most desirable is to have individuals give a speech first, then to go over some of the tips and pointers for improvements and a couple of days later to give individuals the opportunity to go through the process once again.

Exercise Two

If you don't have all that much time, hand out index cards with topics on them and one by one have individuals present a couple of minutes on the topic, after giving them ten minutes to prepare.

Exercise Three

1. One thing we often forget is how to build on what works. Get everyone to grab a pen and paper and answer the following questions:
 - When is the last time you heard a really good speech?
 - What made it so good?
 - What is one thing you don't like about speeches you don't like?
2. Have each person share a few stories and bring the conversation into a discussion of Tips for Effective Public Speaking.

Tips for Effective Public Speaking

Know your audience

Make references to their organization and their interests in order to make your presentation more personal. They will appreciate that (and listen more attentively) because you cared enough to do a little research.

Tell Stories

Talk about your experiences, and why you feel it is important to help. Do not go on and on with statistics.

Practice

Start by making an outline. Next, write out every single word you want to say. Finally, make another outline from memory, and memorize the main points of what you want to say. Then practice. Practice alone, in front of a mirror, and in front of a friend.

Have a plan of action

Be clear about what you are asking your audience to do. Do you want them to sign up to volunteer at a local shelter? Do you want them to come to a meeting? Do you have several choices to offer them?

What not to do

Do not wait until the last minute and take shortcuts on the above steps. Don't do what is not comfortable — if you are not comfortable without index cards that outline key topics or your speech written out—bring it with you. And lastly, do not panic. Speak from the heart.



Information excerpted from Hunger and Homelessness Action, Campus Outreach Opportunity League, 264 North Hall, 20005 Lower Buford Avenue, University of Minnesota, St. Paul, MN 55108, (612) 624-3018.

Effective Public Speaking

An outline for improvement

Platform Skills

- voice (volume, pace modulating, appropriate language)
- eye contact
- gestures (hands and body)
- posture, stance and use of body

Management of Content

- Organization of points that support your objectives
- Detail appropriate to objectives and audience
- Clear focus
- Clear key points
- Introduction and summary
- Clear transitions
- Use of examples/illustrations where appropriate

Management of Audience Interaction

- Use of names (if appropriate)
- Management of questions and answers
- Audience involvement (if desired)

Preparation and Management of Visual Aids

- Use of them at all, effectiveness
- Clarity/attractiveness of visual aid
- Management of visual aid



Information excerpted from Hunger and Homelessness Action, Campus Outreach Opportunity League, 264 North Hall, 20005 Lower Buford Avenue, University of Minnesota, St. Paul, MN 55108, (612) 624-3018.

Sample Curriculum and Reading Lists

Youth Leadership Development Materials
A Supplement to the Leadership Development Handbook
YouthBuild USA staff, writers and editors

Available through: YouthBuild USA
58 Day St., P.O. Box 440322,
Somerville, MA 02144
617-623-9900

LEADERSHIP SCHOOL CURRICULUM

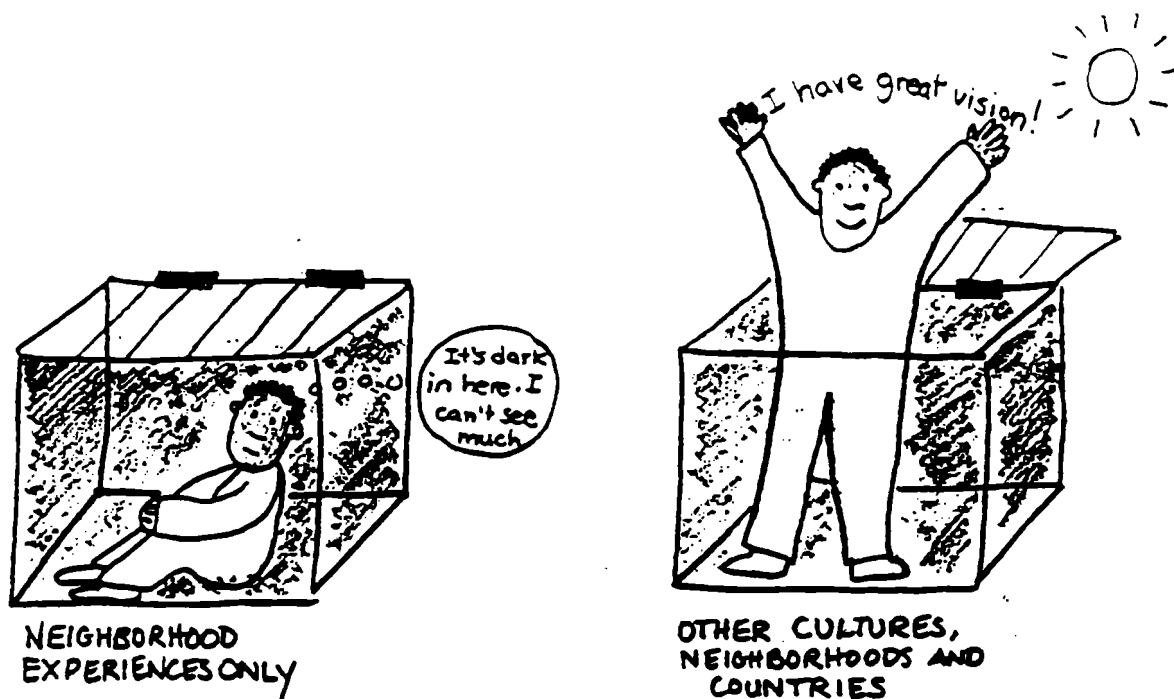
Our schools are not teaching what is really going on in the world. Students complain that history classes never get beyond the Second World War, and social studies classes don't deal with the burning issues of the day. They do not deal in sufficient depth with culture, class, race, street life, sex, conflict resolution, politics, and the heritage of the students. As one young man put it, "When I graduated from a New York City high school, I still thought Chinese people pushed carts and African people wore loincloths."

Someone has to fill the vacuum. A youth program can either put pressure on the schools to improve the curriculum, or can develop a curriculum of its own. At the end of this section is an outline of the curriculum we developed at Youth Action Program to respond to the intellectual interests of the student leaders.

Of course, the best curriculum is based on experience. Trips to other cultures, countries, and neighborhoods are excellent. Visitors from from all over the world who talk about their reality have great impact. When the Children of War Tour comes to Youth Action Program, bringing teenagers from war-torn areas around the world who tell about their own experiences, everyone is excited to learn about conditions all over the world, and to think what can be done.

The ultimate goal of leadership development is to motivate people to take responsibility for the future of humanity. Thinking in this direction raises many questions: Is it hopeless? Can I personally do anything? Is human nature good or bad? How did we get into such a mess anyway? Can we ever get enough unity to fix things up? Does power corrupt everybody? These are the issues we should be addressing.

It is important not to limit young people to thinking about their own community or their own ethnic group. Experience starts at home, but vision doesn't stop at the borders of the neighborhood.



Leadership School Curriculum

This curriculum was developed in response to the questions insistently raised by young people at Youth Action Program.

Cycle 1: **CURRENT REALITY:** How are things now and why are they that way?

I. Community Economics

Basic explanation of economic concepts and exploration of opposing explanations of economic problems facing East Harlem and the United States. Comparison of different economic systems.

II. United States Government and Political System

Basic structure and process of government: three branches of government; federal and local relationships; legislative process; elections and voting; two-party system. Comparison with other political systems.

III. Current Affairs

Study of current crises and important issues. Research, study, and debate on opposing viewpoints and interpretation of current local, national, and international issues.

IV. East Harlem Political Structure and Issues

How are decisions made in East Harlem affecting us? What are the basic outlines of issues in education, housing, crime, employment, drugs, welfare?

V. Growing Up in East Harlem; Relating to Each Other

Issues of identity, intimate and peer group relationships, family, communication, and difficult realities faced by young people growing up in East Harlem.

Cycle 2: METHODS OF CHANGE: How would we like things to be, and how can they be changed?

This cycle will begin with an orientation focused on how we would like things to be. The students will develop a view of the future of East Harlem as they would design it if they could.

I. History and Methods of Selected Movements

How people have tried to bring about change in their societies in the past; some case studies: American revolution, abolition of slavery, Civil Rights movement, labor movement, women's movement; review of several other countries: Brazil, China, France, Sweden, Soviet Union, Cuba, Chile, Kenya, Mozambique, Japan.

II. Leadership Theory and Theories of Change

Historical leaders will be studied and evaluated: their biographies, theories, methods, and leadership qualities. Examples: Thomas Jefferson, Abraham Lincoln, Martin Luther King, Malcolm X, Susan B. Anthony, Mao Tse Tung, Mahatma Ghandi, Julius Nyerere, Fidel Castro, Jesus of Nazareth, Cesar Chavez, John Kennedy, Ronald Reagan, Cory Aquino, Joseph Stalin, Adolf Hitler.

III. Methods of Changing Ourselves

Viewing ourselves as potential leaders, what changes do we need to make? What are the current ideas and traditional methods of personal change that we could use to help ourselves: religion, psychiatry, Eastern doctrines (martial arts, meditation, zen), group therapies, EST, scientology, re-evaluation counseling, mutual support and criticism, peer counseling. What methods of overcoming personal addictions, like alcoholism and smoking, have worked?

IV. Organizing for Change in Our Community

Theory and methods of community organizing. What can be done by an individual or group on the local level? Defining issues; program for change; gaining unity; finding allies; pulling the group together and holding it together through an active campaign; handling the opposition.

Cycle 3: CULTURE AND HUMAN DYNAMICS

How do human psychology and culture relate to change? Can people change enough and treat each other with enough respect to make it worthwhile to try to improve society?

I. Culture and History of Puerto

Ricans and Blacks

Study of the historical struggles and cultural roots of Blacks and Puerto Ricans, with an emphasis on their role in the United States.

II. Cultural History of Major

Groups in the United States

A history of the various cultures within the United States. A look at how they got here, what important contributions they brought with them, what obstacles they have faced: Black culture - African American, West Indian; Latin culture - Mexican, Latin American, Central American; Asian culture - Chinese, Japanese, Korean, Cambodian,



Vietnamese; Native American Culture - Navaho, Hopi; White cultures - Anglo-Saxon, Irish, Italian, Jewish, other ethnic groups. How these cultures relate to the dominant American overall culture. What is the overall culture?

III. Culture in Our Lives

How does culture affect our daily lives? Life experiences, discussion of values, art, spiritualism, religions, child rearing, ways of doing things, concepts of privacy, time, money, sharing, etc. Comparison of our cultural and cross-cultural influences as an approach to understanding ourselves and each other.

IV. Human Nature and Society

What do these systems and philosophies assume about human nature: capitalist, socialist, democratic, communist, totalitarian, fascist, early African and Native American? How do Christianity, Confucianism, Judaism, Buddhism fit into this? What are the real needs of human beings which society must be organized to meet? How have different societies attempted to meet and/or control human nature and needs? What is the role of leadership in sustaining a humane society? How much of a culture depends on the system and how much on the people living within it?

Cycle 4: LEADERSHIP SKILLS

I. Public Speaking and Oral Communication

Planning and delivering a talk to an audience; debating skills; being interviewed; making space for oneself in a discussion; insisting on being listened to; interrupting people who talk too much; knowing your audience; setting the tone; knowing your subject; using vivid examples; improving pronunciation and vocabulary. Tape reorders, videotape, debating contests, assignments to do speeches in the community, group feedback, will be used.

II. General Organizational Skills

Running meetings: setting agenda, chairing, taking minutes, making decisions; planning: putting things in order of sequence to reach desired result, mapping out schedules, making work plans for self and others; budgeting: planning own use of money, organization's use of money; interpersonal relations: handling disagreements, "he-say, she-say" (gossip

and rumor, snapping, paranoia, etc.

III. Writing Skills

Writing will have been built into past cycles. This course will put specific emphasis on resume writing, proposal writing, position papers, letters. A high standard will be set for organization, grammatical correctness, clarity of ideas, and spelling.

IV. Techniques of Peer Counseling

The techniques of peer counseling and support will be presented and practiced in this course. Skills necessary to create good environments for one-to-one sharing, support, methods of dealing with painful experiences.



Youth Action Program
1280 Fifth Avenue
New York, N.Y. 10029
(212) 860-8170

Prospective Anthology

Education For Democracy: Citizenship, Community and Service

Part I: Citizenship in a Democracy

A. Democracy & Community

- Arendt, Hannah , "The Public Realm," from *The Human Condition* (1958)
Chicago: University of Chicago Press (1958); (c)1958 University of Chicago
- Dewey, John , "Search for the Great Community," from *The Public and Its Problems*, pp.143-154
Chicago: The Swallow Press, 1139 S. Wabash Ave, Chicago, Illinois; (c)1954 Mrs. John Dewey; original (c)1927 Henry Holt and Company ISBN#0804002541
- Mansfield, Katherine , "The Garden Party," from *The Short Stories of Katherine Mansfield*, pp.534-549
New York, Alfred A. Knopf, 1937; (c)1920, 1922, 1923, 1924, 1926, 1937 Alfred A. Knopf
- Niebuhr, Reinhold , "The Individual and the Community," from *The Children of Light and the Children of Darkness*
New York: C. Scribner's sons, 1944; (c)1944 by publisher
- Whitman, Walt , *Selections from Democratic Vistas*, (1871) from *The Portable Walt Whitman*, pp.317-350, 359-365
New York: Penguin Books, 1977; (c)1973 ISBN#0140150781

B. Civic Values: The Morals and Psychology of Belonging

- Bellah, Robert, et al, *Habits of the Heart*, (1985), pp. xii-ix, 42-51, 275-294
Berkeley: University of California Press, (c)1985.
- Emerson, Ralph Waldo, "Society and Solitude," (1870).
- James, William, "The Moral Equivalent of War," *International Conciliation*, No. 27
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- Kemmis, Daniel, *Community and the Politics of Place*, pp. 64, 70-82
Norman: University of Oklahoma Press, 1990.
- Hawthorne, Nathaniel, "Earth's Holocaust," from *The Complete Short Stories of Nathaniel Hawthorne*, pp. 400-412.
- Weil, Simone , *The Need for Roots*, pp.43-52
New York: G.P. Putnam's Sons, (c)1952 by publisher

C. The Meaning of citizenship: Private Persons, "Free" Actors, Clients, or Citizens?

- Aristotle, *The Politics*, Book III, Ch. 5, Translator Barker, Ernest
New York: Oxford University Press, 1958; first published by Clarendon Press, 1946

Berkeley: University of California Press. (c)1988 ISBN#0520068610

Ellison, Ralph , Prologue from *The Invisible Man* (1989), pp.3-33
New York: Random House, Vintage Books, 1989; (c)1947, 1948, 1952 by author,
renewed by author 1980

Irons, Peter , "Lillian Gobitis v Minersville School District," from *The Courage of Their Convictions* (1988), pp.15-35
New York: Free Press, 1988. 866 Third Avenue, New York, New York 10022; (c)1988
by author ISBN#0021915670X

Jackson, Jesse, "Common Ground and Common Sense," Speech delivered at the 1988
Democratic National Convention; *Vital Speeches*, Vol. 54, No. 21.

Kessler-Harris, Alice, ed., "Children of Loneliness," from *The Open Cage: An Anzia Yeziersksa Collection*, pp. 145-63; Persea Books, 1979

Kozol, Jonathon , *Savage Inequalities: Children in America's Schools* (1991),
SELECTIONS

New York: Crown Publishers, (c)1991 by author ISBN#051758221X

Lorde, Audre, "Age, Class, Race and Sex: Women Redefining Difference,"
in *Out There: Marginalization and Contemporary Cultures*, ed. Ferguson
Gever, Minh-ha, and West; MIT Press, 1990.

Okin, Susan Moller, "Introduction" from *Justice, Gender and the Family*,
pp. 1-23; Basic Books, 1989.

Pateman, Carole , "Feminism and Democracy," from *The Disorder of Women* (1989)
Stanford University Press, 1989; (c)1989 by author ISBN#0804717656

Rodriguez, Richard , *Hunger of Memory* SELECTIONS

New York: Bantam Books; (c) 1982 by author ISBN#0879234180

Sacks, Oliver, "The Revolution of the Deaf," from *The New York Review of Books*, June 2, 1988, pp. 23-28.

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Wilkinson, Francis , "The Gay Cadet" from *The Village Voice* (March 13, 1990)

B. The Tyranny of the Majority and the Right to Dissent: The Costs of Community

Jackson, Shirley , "the Lottery," from *The Lottery and Other Stories* (1948), pp.291-302

New York: Noonday Press; Farrar, Straus & Giroux, 1948.

King, Martin Luther , "Letter from Birmingham Jail," from *Why We Can't Wait* (1964), pp.76-95

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LeGuin, Ursula , "The Ones Who Walk Away from Omelas," from *The Winds Twelve Quarters* (1975), pp.275-284

New York: Harper and Row, 1975; (c)1975 by author ISBN#0060125624

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de Tocqueville, Alexis , "The Tyranny of the Majority," from *Democracy in America* (1862), pp.101-128

(c)

C. The Decline of Community and the Decline of Citizenship

D'Souza, Dinesh , "Illiberal Education," from *The Atlantic Monthly* (March 1991)

Jackson, Kenneth , "The Drive-In Culture of Contemporary America," from *Crabgrass Frontier: the Suburbanization of America* (1985), pp.246-271

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Appendix: Documents

The Declaration of Independence, 1776

The Constitution of the United States (with the Bill of Rights), 1789

The Declaration of the Rights of Man and Citizens (from the French Revolution), 1791

The Seneca Falls Declaration of Sentiments and Resolutions of the First Women's Rights Convention, 1846

The Emancipation Proclamation, 1863

The Port Huron Statement (Students for a Democratic Society), 1963

Franklin D. Roosevelt, Speech Marking the Founding of the CCC

John F. Kennedy, Peace Corps Speech, March 1, 1961

William J. Clinton, National Service Initiative Speech, March 1, 1993

PHILANTHROPY, SERVICE, AND CITIZENSHIP (Santayana, King, Mother Teresa, Bloustein)

"Love cannot remain by itself—it has no meaning.
Love has to be put into action
and that action is service"—Mother Teresa

The essays for this week are meant to provoke a discussion of what an individual's ethical or faith commitment means in terms of his/her responsibilities to others in the community. Santayana was a professor of philosophy at Harvard at the turn of the century. "The Philanthropist" comes from an anthology of Santayana's dialogues, all of them featuring Socrates. Mother Teresa and Martin Luther King are certainly known to you. In Santayana's understanding of "philanthropy," in Mother Teresa's emphasis on God's love as the source, and in King's on "being a good neighbor," we have three of the central foundations of religiously- or ethically-based altruism and service. Finally, you will read President Bloustein's 1988 commencement address, giving a different rationale for community service. It was this address that launched the program in which you are now participating.

Some Beginning Questions:

1. What does it mean to be a philanthropist? What does it mean to be a member of a community of faith? Do either impose duties upon us? What are they? Are they greater or less than the demands of civic duty? What does service have to do with philanthropy, altruism, or faith?
2. What does Martin Luther King say about loving one's neighbor? Is he right? What does it mean to "love one's neighbor as oneself?" Frederick Buechner once said that we really do fulfill the imperative to love our neighbor as ourself—the problem is that we don't love ourselves. Do we need to know and love ourselves before we can fulfill the command to love others? Or does serving and working with others help us to come to know and love ourselves? Does this course/pilot program teach us anything here?
3. King contends that the Samaritan's (and Christ's) altruism was universal, dangerous, and excessive. What does he mean? Are these positive characteristics? Do the models Christ and the Samaritan represent pose too great a challenge to us? How can we possibly live up to the demands posed by the model King presents? Or that of Mother Teresa? Is there anything like it in the political realm?
4. What is President Bloustein's argument for "civic service" as a part of the requirement for undergraduate education? Do you agree with him? Why or why not?

For Journal Reflection: Think about the experiences you've had in the course (either in service or in the classroom) so far. Have you found any connections between your own ethical, educational, or faith commitments (however you choose to define these) and your service or classroom experiences? Are you willing to share them through your journal? And how does your individual commitment to service relate to notions of civic responsibility? Finally, how do you respond to President Bloustein's call for service from all (Rutgers) undergraduates?

Questions for Selections from the "Civic Values" Section: *A Different Drum*, *Habits of the Heart*, *The Ones Who Walk Away from Omelas*, and *The Lottery*

These selections are meant to cause reflection about the morality and psychology of community, in both its positive and its negative connotations. The first two selections (Peck and Bellah) explore the human needs for community belonging, and what the true meaning of community is and has been for the individual, especially in this culture. The two short stories (Jackson and LeGuin) provocatively point out the "downside" of community, in the exclusion and even brutality often required to reach cohesion or consensus.

Scott Peck is probably best known for his classic best-seller, *The Road Less Traveled*, which transported many individuals on a journey of psychological and spiritual development. But more recently Peck has expanded this journey to include the self-awareness and fulfillment that comes with "connectedness" to others, belonging in a community. Peck now leads groups from around the world in community-building exercises based on the insights contained in the book from which you are reading a short excerpt. The title *Habits of the Heart* is taken from Alexis de Tocqueville's great study of Democracy in America in the 1820's, where he used the term to talk about American values and mores. Beginning in 1979, Robert Bellah and his associates began a lengthy, interdisciplinary study of how contemporary Americans understand and define the nature of the good life, how we answer the questions, "Who are we?" and "How ought we to live?" The study interviewed 200 people over the next five years, and the findings and interpretations of these interviews, which draw on the fields of sociology, history, religion, philosophy, and social theory, were published in 1985 in this book, of which you have read several excerpts. Set against the backdrop of Tocqueville's study 160 years earlier, Bellah, et al., reach some tentative conclusions about the state of American "habits of the heart."

Shirley Jackson's classic short story "The Lottery," written during the 1950s as a metaphor in the context of McCarthyism, may raise important questions, ones raised by Tocqueville, about the dangers of democratic community; i.e., majority tyranny and the loss of individualism. And Ursula LeGuin, author of several "science fiction" classics (like *The Dispossessed*, which also carries a strong socio-political message) even more chillingly highlights the "costs" of achieving communal happiness.

Some Beginning Questions:

1. When you survey the landscape of American life and culture, do you see the predominance of what Bellah and his coauthors and Peck refer to as the primary language of "rugged" individualism (utilitarian and expressive)? Is our culture permeated by individualism, the separation of public from private life, and a lack of coherence? Is this such a bad thing? Have we been uprooted or liberated? What about the somewhat forgotten "second tongue" of community which comes from what *Habits* describes as the "biblical and republican traditions?" Is this language now lost to us as Americans? Or do we find remnants of it and the world it represents today? If so, where?
2. Peck argues that "the great enemy of community is exclusivity," that true communities ought to celebrate differences as gifts rather than exclude those who are "different." But by its very nature, isn't community exclusive? Don't we tend to "celebrate sameness" rather than diversity? If, as some of you said last time, community requires

common values and goals, doesn't this exclude those who don't share them? And do you think Peck is being "realistic" in his definition of "democratic" community, especially given the acknowledged culture of individualism?

3. Do we as Americans really yearn, as *Habits* suggests, for commitment and community in the way the authors describe it? Isn't there a "downside" to this picture of community and commitment? What do the fictional accounts in "The Lottery" and "Omelas" tell us here? Are these short stories better "stories" about the nature of democratic community? Is the kind of public life which may have existed in pre-industrial, pre-modern America still possible, even if it is desirable? Is it possible to transform individualism in the contemporary era to accommodate the biblical and republican traditions? Or have we reached the point where we "cannot bear either our vices or their cure?"

4. Are the authors of *Habits* right in their ironic assertion that participation in a meaningful public sphere is necessary to the survival of freedom? Can individualism "grow cancerous," as the authors assert?

5. Getting back to "The Lottery" and "The Ones Who Walk Away From Omelas," Can you think of examples in our own communities of practices described by Shirley Jackson? Is there a metaphor in our society today for the suffering child in "Omelas?" Do you think communities need, indeed require, lotteries or miserable children like the ones described in these two stories? Is the lottery/suffering minority or individual in some form essential in the maintenance of community? Does the community need the venting of passions, punishing enemies, the exclusion of certain individuals, even the symbolic punishing of the "sin" in each of us as a way of holding society and its values together? What are the negative effects?

6. Question for your journal reflections: Does an education-based community service program like this one go any way toward reviving the lost tradition of commitment and community described by Bellah and his co-authors, of reaching "true community," as Peck puts it? Why or why not? Whose vision of "community" do you think is most in line with our contemporary culture, that of Peck and Bellah or that of Jackson and LeGuin?

explore, to examine different perspectives and approaches to issues surrounding service through collective discourse.

Weekly discussion topics are given in the week by week outline (below) in the form of propositions and discussion questions. Propositions are intended to focus discussion and identify issues which, though often implicit in many people's understanding of service, need to be more fully developed. Discussion questions help unpack the issues behind the propositions. Weekly readings provide depth, clarity, and alternative viewpoints which will prove essential to discussion.

Week By Week Outline

<u>Week 1</u>	<u>Introduction to Class</u> - Presentation of class format, requirements, and expectations.	
	Proposition :	Public service often does more harm than good.
	Discussion Question:	Why do you wish to develop a personal philosophy of service?
<u>Week 2</u>	<u>Imperative for Service</u>	
	Proposition:	We must learn "to serve" if we are to meet the many challenges which now face humankind.
	Discussion Question:	Are good intentions alone enough?
	Readings:	Chapters 1-9 in <u>Morale</u> , by John Gardner. "To Hell With Good Intentions," by Ivan Illich.
<u>Week 3</u>	<u>Role of the "Served"</u>	
	Proposition:	We who are "serving" have more to gain from service than those who are "served."
	Discussion Question:	What is achieved through "service" work?; for whom?

Reading:

Part Two of 36 Children, by Herbert Kohl.
Short Story "The Tutor," in No Marble Angels, by Joanne Leedom-Ackerman.
"Community Service Work," by Robert Coles.

Week 4

Service as Altruism: Service as Obligation

Proposition: We have, as persons in positions of privilege, an obligation to serve those who are less fortunate.

Discussion Question: Is doing service altruistic?; an obligation?

Readings: "Western Guilt and Third World Poverty," by P. T. Bauer.
"Famine, Affluence, and Morality," by Peter Singer.
"Higher Education and Community Service," by John B. Stephenson.
Editorial "Reflections on Altruism and the Practice of Nursing," by Mary J. Giuffra.

Panel Discussion: Public Service in the Community

Week 5

Understandings of Service

Proposition: Our individual notions of service are integral functions of our individual ideas, experience, and identity.

Discussion Question: How do we come to understand public service among people with widely differing notions of what is in the public interest?

Readings: "Getting Involved" in Habits of the Heart, by Robert Bellah et. al.
Chapters 11, 12 in The Autobiography of Malcolm X, as told to Alex Haley.
Chapter "The Ideal: Service as a Holy Calling," in Women Volunteering, by Wendy Kaminer.
Statement on service from the 1971 National Organization For Women National Conference.

11 S 58 American Miseries: Can We Overcome?

IAP 1990

2-4 p.m., January 8, 10, 12, 17, 19, 22, 24, 26, 29
6 Units, Pass/No Record

Department of Urban Studies and Planning
MIT Public Service Center
Undergraduate Academic Support Office

The aim of this IAP seminar is to learn about a number of ways in which American society leaves unmet the basic human needs of many Americans. Our approach combines lecture, film, discussion, reading and writing with practical working contact in the field. Because its span is only three weeks, the schedule is highly compressed. Those taking the seminar for credit are expected to

- Do the specified reading before each lecture/discussion (except the first session)
- Attend and participate in all the lecture/discussions
- Do 6 to 8 hours of field work per week
- Keep a journal reflecting thoughtfully on the several aspects of the experience in relation to each other
- Write a ten-page paper examining a particular "misery"

Schedule of Lecture/Discussions and Pre-Assigned Readings

Monday, January 8 1-236

Prof. Jonathan King (Biology)

The Military Budget and the Polarization of Wealth and Poverty

Readings:

Report to the U.S. Conference of Mayors: The Impact for Cities of Major Federal Budget Transfer from Military to Civilian Spending, 1988.
Report to the City of Boston by the Boston Redevelopment Authority (BRA): Probable Impact of a \$25 Billion Transfer in Federal Funds from the Military Budget to Meeting the Housing Crisis, 1989.

Further Resources:

Seymour Melman, The Permanent War Economy, 1985. (Rotch Library Reserve)
Seymour Melman, Profits Without Production, 1987. (Rotch Library Reserve)
Jonathan Kozol, Race and Her Children, 1988. (Rotch Library Reserve)

Wednesday, January 10 1-236

Prof. Lisa Peattie (Urban Studies and Planning)

Homeless But Not Helpless

Readings:

Timothy Harris, "The Story of Home Front 88," Street Magazine, June 1988.
Elizabeth McKenney Hall, "Democracy, Empowerment, and Homelessness" (Chapter two: "The Emergence of the Homeless as a Social Protest in Boston"), unpublished MA thesis, Tufts University, 1987.
Hombs and Snyder, "Washington, D.C.: City of Magnificent Distances," Homelessness in America, pp. 90-106.

Vision Statement Action Plan of Empty the Shelters.
Empty the Shelters Staff and Participants, 1991.

Available through: Empty the Shelters
246 Arch St.
Philadelphia, PA 19106

SUGGESTED READING and VIDEO LIST

BOOKS, PAMPHLETS and OTHER READING MATERIAL

I. CHILDREN

Coles, Robert. Children in Crisis.
Edelman, Marian Wright. Families in Peril.
Kotlowitz, Alex. There are No Children Here.
Kozol, Johnathan. Rachel and Her Children.

II. CLASS

Foner, Philip. Organized Labor and the Black Worker.
Gutman, Herbert. Work, Culture and Society.
Katz, Michael The Undeserving Poor.
Nikelsky, Joan and Hoyt, Pat of the Working Class Strategy Support
Collective. Class and Social Change: An Activist's Perspective. Available
from New Society Publishers, 75 cents.

III. COMMUNITY ORGANIZING

Alinsky, Saul. Rules for Radicals. Reveille for Radicals.
Carmichael, Stokely and Hamilton, Charles V. Black Power.
Kahn, Si. How People Get Power. Organizing Oppressed Communities for
Action.
King, Mel. Chain of Change.
Morris, David and Hess, Karl. Neighborhood Power. The New Localism.

IV. CONNECTING SEXISM, RACISM, HETEROSEXISM, and CLASSISM

Lorde, Audre. Zami and Sister Outsider.
Moraga, Cherrie and Anzaldua, Gloria, eds. This Bridge Called My Back:
Writings by Radical Women of Color.
Pratt, Minnie Bruce and Bulkin Ellie, eds. Yours in Struggle.
Feminism. Racism. Anti-Semitism and Sexuality.
Randall, Margaret. Albuquerque and Sandino's Daughters and other books
Walker, Alice. In Search of Our Mother's Gardens. The Color Purple.
Temple of My Familiar.

V. ECONOMICS

Blinder, Alan. Hard Heads. Soft Hearts. Economics and social
responsibility.

VI. EDUCATION/ROLE of the UNIVERSITY

Adams, Frank. Unearthing the Seeds of Fire.

Bok, Derek. Beyond the Ivory Tower: Social Responsibility of the Modern University.

Bowles and Gintis. Schooling in Capitalist America.

Freire, Paulo. Pedagogy of the Oppressed.

Horton, Myles. The Long Haul: An Autobiography.

Howe, Florence. The Conspiracy of the Young.

Kozol, Jonathan. Savage Inequalities. The Night is Dark and I am Far from Home..

Ilich, Ivan. Deschooling Society.

O'Malley, Rosen and Vogt, eds. Politics of Education: Essays from Radical Teacher.

VII. HEALTH CARE

Brickner, et al. Under the Safety Net: The Health and Social Welfare of the Homeless in the U.S..

Institute of Medicine. Homelessness, Health and Human Needs.

Shilts, Gary. And the Band Played On.

VIII. HETEROSEXISM/ COALITION BUILDING with GAYS and LESBIANS

Daly, Mary. Gyn/Ecology. Wickedary. The Church and the Second Sex.

Baldwin, James. Giovanni's Room.

Fricke, Aaron. Reflections of a Rock Lobster: A Story about Growing Up Gay.

Reid, John. The Best Little Boy in the World.

IX. HISTORY of ACTIVISM

Bennett, Jr. Lerone. Before the Mayflower: A History of the Negro in America 1619-1966.

Cooney, Robert and Michalowski, Helen, eds. The Power of the People, New Society Publishers, 1986.

Hayden, Tom. Reunion.

Hoffman, Abbie and Simon, Daniel. The Best of Abbie Hoffman. New York: Four Walls, Eight Windows, 1989.

Katz, Michael B. In the Shadow of the Poorhouse: A Social History of Welfare in America.

King, Mary. Freedom Song.

Raines, Howell. My Soul is Rested.

Zinn, Howard. People's History of America.

X ISSUES

Bambara, Toni

Breitman, George

Fanon, Frantz

Foreman, James

Haley, Alex, ed.

Harding, Vincent

Harris, Freda

United States

Jordan, June. On the Political Economy

King, Jr., Martin Luther. Where Do We Go from Here: Chaos or

Community. Why We Can't Wait and Strength in Love.

Kingston, Maxine Hong. The Woman Warrior

Hurston, Zora Neale. Their Eyes Were Watching God

Memmi, Albert. The Colonizer and the Colonized

Morrison, Toni. All of Us Here Particularly Beloved and Song of Solomon.

Sellers, Cleveland. The River of No Return.

Stack, Carl. A Black Book: Strategies for Survival in a Black Community.

Williams, Chandler. The Destruction of Black Civilization: Great Issues of a Race from 800 BC to 2000 AD.

Wright, Richard. Black Boy and Native Son.

XI ORGANIZATIONS

COOL (Campus Outreach Opportunity League). Munger and Homesteaders Action. 386 McNeall Hall, University of Minnesota, St. Paul, MN, 55108-1011.

Coover, D. and R. and Moore. Resource Manual for a Living. 1970. 800. New Society Publishers. 1984.

Erickson, Richard. Guide to Action: Workbook for Ecology, Peace and Justice

Midwest Academy. Organizing Manual. 600 W. Fullerton Ave, Chicago, IL 60614

War Resisters League. Handbook for Nonviolent Action and War Resisters International's Manual. 35 Lafayette St., New York, NY 10012. 212/724-4400.

XII MATERIAL STUDIES

Bly, Robert. Edge of the World

Gerzan, Mark. Selected Essays

Keen, Sam. Selected Essays

Machadel, Selected Essays

Staltenberg, John. Selected Essays

Off Their Backs: Men Against Women

XIII. NONVIOLENCE

- Gandhi, Mohandas K., Nonviolent Resistance, Schocken Books, 1962.
Keen, Sam. Faces of the Enemy.
Lakey, George. Powerful Peacemaking.
Meuerding, Jane, ed. We are All Part of One Another: A Barbara Deming Reader.
Paulus, Trina. Hope for the Flowers.
Peck, M. Scott. The Different Drum: Community Making and Peace.

XIV. POVERTY and HOMELESSNESS

- Clark, Kenneth B. and Hopkins, Jeannette. A Relevant War Against Poverty: A Study of Community Action Programs and Observable Social Change, 1969.
Day, Dorothy. The Long Loneliness.
Elwood, David. Poor Support.
Harrington, Michael. The Other America and The New American Poverty.
Holdt, Jacob. American Pictures. book of his touring slideshow.
Homelessness Exchange. Helping the Homeless in Your Community.
Available from the Homelessness Information Exchange, 1830 Connecticut Avenue, N.W., 4th Floor, Washington DC, 20009, 202/462-7551.
Kozol, Jonathan. Rachel and Her Children: Illiterate America
Lappe, Frances Moore. Food First.
Murray, Charles. Losing Ground.
Piven, Frances Fox and Cloward, Richard A. Poor Peoples Movements: Why They Succeed, How They Fail.
Schorr, Lisbeth. Within Our Reach: Breaking the Cycle of Disadvantage.
Wilson, William Julius. The Truly Disadvantaged.
Women of the St. Regis Hotel.

XV. VOTER REGISTRATION

- Piven, Frances Fox and Cloward, Richard A. Why Americans Don't Vote.

XVI. WOMEN / SEXISM

- Beauvoir, Simone de. The Second Sex.
Boston Women's Health Collective. Our Bodies, Ourselves.
Cantarow, Ellen. Moving the Mountain: Women Working for Social Change.
Daring to be Bad. A history of radical feminism.
Davis, Angela. Women, Race and Class and Women, Culture and Politics.
Eck, Diana and Devaki, Jain. Speaking of Faith: Global Perspectives on Women, Religion and Social Change, New Society Publishers.
Evans, Sara. Personal Politics: The Roots of the Women's Liberation in the Civil Rights Movement and the New Left.
Freeman, Jo. Politics of Women's Liberation.

Hanscombe, Gillian Between Friends.

hooks, bell. ain't i a woman.

McAllister, Pam, ed. Reweaving the Web of Life, New Society Publishers,

Morgan, Robin. Sisterhood is Powerful.

Publishers

New Society Publishers

South End Press

Periodicals/ Magazines

Change

Lesbian Connection

Ambitious Amazons

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E. Lansing, MI 48823

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San Fran Cisco, CA 94103

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Washington, DC 20009

Southern Exposure

Utne Reader,

Lens Publishing Co.

The Fawkes Building

1624 Harmon Place

Minneapolis, MN 55403

Newspapers

Chronicle of Higher Education

Guardian

Village Voice

Videos

Eyes on the Prize

Roger and Me

Takeover (can be ordered from Empty the Shelters)

Union Maids

Essence

M: Gentle Men for

Gender Justice

306 N. Brooks St.

Madison, WI 57315

Nation

72 Fifth Avenue

New York, NY 10011

Sojourner's Truth

Radical Teacher

World Hunger Year.

261 West 35th St.,

Suite 1402

New York, NY 10001

212/ 629-8850

Articles

THE SIXTIES

THE YOUNG PEOPLE REVITALIZED AMERICA BY EUGENE MCCARTHY

The Thirties were marked by the Depression, partial recovery and the beginning of World War II; the Forties, by the war itself and the immediate postwar adjustment. The Fifties bore the stamp of the Eisenhower Administration: it was a time of quiet, of silent and passive students, of restrained economic progress, of quantitative religious growth.

Not only did these decades carry a distinctive set of marks, but each bore a relationship to the one that had gone before. There were clear lines of continuity running from one to the other. And there were understandable reactions in a later decade to conditions existing in the previous one.

The Sixties seem to be generally out of context. They are not a continuation of the Fifties nor a reaction to the Fifties. Even within the decade itself no clear directions or lines of movement have become manifest.

The decade began with the political defeat of Richard Nixon for President of the United States and is ending with him as President of the country.

It began with the promise of peaceful growth and progress and is ending with the United States desperately involved in a war that it cannot explain.

It began with the problem of civil rights, which most people thought could be solved in an orderly and progressive way. It is ending with a race problem for which no one is able to prescribe any very certain answer.

It began with a spirit of renewal, of ecumenism and revived religious commitment, manifest in the Catholic Church under the inspiration of Pope John and the Vatican Council. It is ending on a note of great religious confusion, if not chaos.

It began with the welcome participation of young people in the Kennedy campaign of 1960, as opposed to their repudiation and physical abuse by the Chicago police at the Democratic Convention of 1968.

Between these oversimplified points of contrast, the general condition of the Sixties has been one of contradiction, of

confusion, of conflicting currents. The revolution of rising expectations was proclaimed with all the necessary rhetoric. As the years passed, the gap between rhetoric and reality continued to grow. Philosophy and policy and program in almost every major area of national concern became increasingly out of phase.

We have a policy on poverty, for example, but have neither the philosophy to sustain the policy nor a program to carry it out.

In the case of civil rights, we have philosophy and policy but a wholly inadequate program.

The principle behind our military establishment is supposedly one of defense. Yet the policies are essentially offensive, and the programs are of such magnitude that they have in fact become policy and have overridden principle.

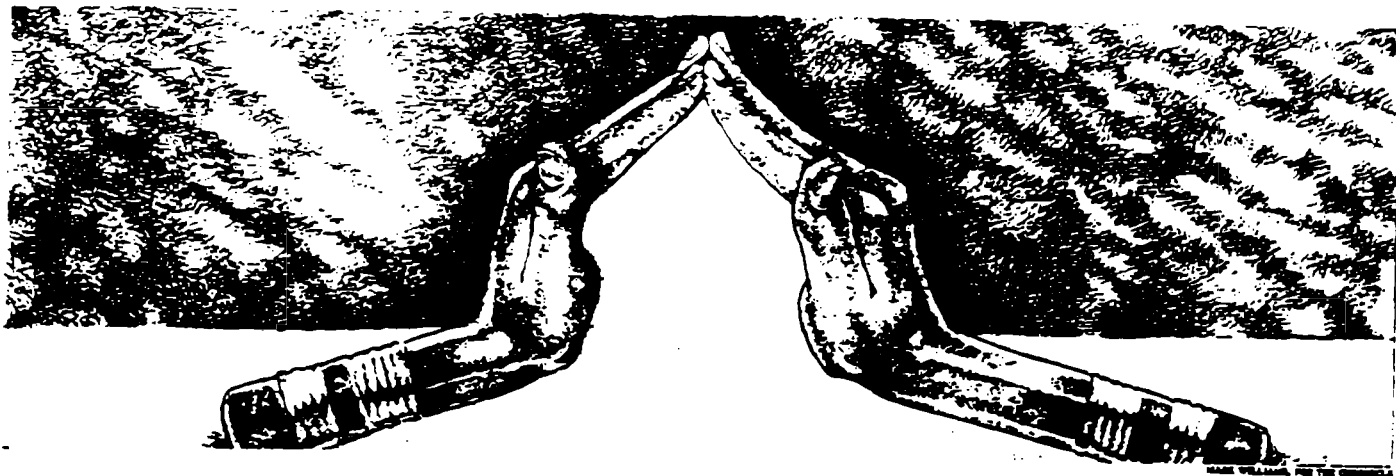
In the conduct of our foreign policy, we are acting in keeping with principles that were established immediately following World War II—containment and preservation of the status quo—principles that are clearly inadequate for conditions more than 20 years after they were first conceived.

The young people, especially the students, are more distressed than adults are by the inconsistencies that they see. A small percentage of the young have taken the way of withdrawal or violent attack upon institutions. The greater majority, however, are neither indifferent nor alienated. Many of them made deep, even dangerous commitments toward making America what they think it should be and what they have been told by older generations that it can be.

They are inexperienced; they oversimplify; they may not have a sense of history. They have other shortcomings, but they bring with their commitment intelligence, a deep sense of moral responsibility, an openness of spirit and—hope.

These attributes, if they continue to flourish and are brought to bear upon the problems of the country, will so change the Seventies that in retrospect the Sixties will be distinguished as the decade in which the spirit of America, largely through its young people, was renewed and revitalized.

Student Activism and Optimism Return to the Campuses



AMERICA'S COLLEGE STUDENTS are changing, and if colleges and universities are able to anticipate these changes, society, higher education, and students themselves may benefit.

Today's college students have a new sense of optimism. After tracking student attitudes for 12 years, including conducting in-depth interviews on about 20 campuses each year, we've noticed a dramatic shift recently. In 1978, 91 per cent of the college students we surveyed said they were optimistic about their personal futures, but only 41 per cent were optimistic about our collective future.

These attitudes persisted through most of the 1980's. However, in 1989 and 1990, although nine out of ten students continued to say they were optimistic about their own futures, more than eight out of ten (83 per cent) reported that they were optimistic about our shared future. This new optimism is by no means naive. It has a hard edge; students used words like "cynically optimistic" and "pragmatically optimistic" to describe their feelings.

In another change, students have heroes again. In 1978, when we asked college students who their heroes were, most said, "No one." Other choices were sports stars and entertainers. Politicians were almost entirely absent from students' lists. This pattern persisted through the middle 80's. However, by 1989, the majority of students—more than three out of four—had a hero.

A few cited historically important figures such as John F. Kennedy and Martin Luther King, Jr. A small number mentioned contemporary figures such as Jesse Jackson, George Bush, and Alice Walker. But the rest, the overwhelming majority, named a local hero—a relative, a next-door neighbor, a teacher, someone in their community they wanted to emulate.

Further, many students want socially meaningful jobs. For the past 12 years, annual surveys of college freshmen conducted by the Higher Education Research Institute at the University of California at Los Angeles found that more than seven out of ten students were looking for high-paying jobs. However, during the past academic year two out of three freshmen also said they were hoping for jobs that would allow them to make a social contribution.

Finally, students seem imbued with a new spirit of social activism. More than one out of every three freshman in the U.C.L.A. survey this year reported having participated in a demonstration over a political or social issue during the year preceding college. This is 50 per cent more than in 1971. Moreover, these freshmen

constructively involved in social action; almost two out of three (62 per cent) reported having performed volunteer work before college. Our research shows that students also are doing volunteer work throughout their college years. Participation rates at the campuses

we have been studying have jumped significantly, and a recent study by the Carnegie Foundation found that half of all undergraduates are engaging in volunteer-service activities.

We believe this constellation of changes—rising optimism, the revival of heroes, increasing social involvement—marks a transition in the character of college students. Historically, students have followed a cyclical pattern, oscillating back and forth between personal preoccupation and social engagement. In this century, three complete cycles have taken place. Periods of student self-absorption followed World War I, World War II, and the Vietnam War. These were times in which the activism and campus unrest of the progressive era, the Depression, and the 1960's gave way to self-improvement crazes in the 1920's; party raids, telephone-booth stuffing, and general disinterest in politics in the "silent generation" of the 1950's; and streaking, toga parties, and yuppieism in the 1970's and 1980's. These periods of self-absorption lasted a little less than 15 years and were preceded and followed by periods of social engagement, lasting about equally as long.

Periods of self-absorption are usually characterized by diminished political activism and more-centrist politics, including more-isolationist views and less concern for international issues. Social activity increases, including membership in fraternities and alcohol consumption. The intellectual orientation of students decreases, church attendance increases, and material concerns about issues like job security and home ownership rise greatly.

We believe the recent era of student self-preoccupation, which began in the middle 1970's with the end of the Vietnam War, is drawing to a close. Students appear to be making the transition to a period of social engagement. In the past, such periods have been preceded by increased student volunteerism; our research indicates. For example, by the late 1950's the seeds of 60's activism already had been laid in the proliferation of campus volunteer groups concerned with black urban poverty, rural poverty, and nuclear disarmament.

In the next few years, then, we can expect to see a revival of political activism on campus and more student interest in the "relevance" of college courses. We should also expect students to be more concerned about international and social issues and in campus governance.

IT IS IMPORTANT for colleges and universities to recognize now how students are changing. Historically, campuses have been slow to perceive such changes and even slower to respond. The result has been that institutions have had to contend not only with student activism but also with a great deal

of student anger. Now, however, colleges and universities have an opportunity to plan constructively for the education of citizens committed to social engagement.

Institutions can begin this process by asking themselves some hard questions. With regard to curriculum, they should ask whether their programs, after a decade of drift toward career-oriented subjects, teach the skills and knowledge students need for civic engagement. Do their general-education programs go beyond a sampling of disciplines to focus on the common human agenda—the relationships, values, and historical perspectives that cross disciplinary boundaries—the historic purpose of liberal education? Are curricula "relevant," not in the 60's sense of enabling students to "do their own thing," but in the sense of whether they address newly emerging social and global challenges?

Colleges also need to consider whether opportunities exist for students to engage in social service and political action through internships, student organizations, and other activities. And do institutional rewards, ceremonies, and speakers teach and honor constructive social involvement? Do career-counseling programs permit students to learn about jobs that would allow them to make a social contribution?

With regard to governance, institutions must ask whether current policies and procedures permit student involvement. Do current governance mechanisms—everything from codes of conduct and grievance procedures to standards of free speech and hiring policies—reflect the values inherent in an engaged academic community—that is, commitment to truth, equity, fairness, and mutual respect?

Most important, colleges and universities need to examine how they communicate ethics and values. Are the values of their academic communities spelled out clearly? Are the values espoused actually being demonstrated to students by faculty members, administrators, programs, and procedures? (For example, one of the students we interviewed during the past academic year said the athletic program at his institution was far more effective in teaching the limits of acceptable misbehavior—how far one can depart from espoused values without getting in trouble—than in actually teaching those values.)

To address these questions is no small chore. Most colleges and universities will feel little urgency to do so. But they should, because they can do so now without the pressure of student demands and the politicization that may follow.

Arthur Levine is chair of the Institute for Educational Management in Harvard University's Graduate School of Education. Deborah Hirsch, former assistant to the president of Bradford College, recently received her doctorate from Harvard University.

Words to Learn and Live By

The Prime function of a leader is to keep hope alive.

John W. Gardner

We have to improve life, not just for those who have the most skills and those who know how to manipulate the system. but also for and with those who often have so much to give but never get the opportunity.

Dorothy Height

Give someone a fish and you'll feed them for a day, teach them to fish and you'll feed them for a lifetime.

Unknown

You gain strength, courage and confidence by every experience in which you really stop to look fear in the face... You must do the thing you think you cannot do.

Eleanor Roosevelt

We ourselves must be full of life if we are going to make life fuller for others.

David Sawyer

If you want to innovate, to change an enterprise or society, it takes people willing to do what's not expected.

Jean Ribould

Work is love made visible.

Kahlil Gibran

The only thing necessary for evil to triumph is for good men to do nothing.

Edmund Burke

We cannot live for ourselves alone.

Vernon E. Jordan, Jr.

You cannot hope to build a better world without improving the individuals. To that end each of us must work for his own improvement, and at the same time share a general responsibility for all humanity, our particular duty being to aid those to whom we think we can be most useful.

Marie Currie

You don't get there because, you get there in spite of.

Janet Collins

From a little spark may burst a mighty flame.

Dante

For it isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it.

Eleanor Roosevelt

Know Thyself.

Socrates

Never underestimate the healing power of beauty, be it a flower, music, a person, or just a dinner well prepared.

Nancy Grubb

SEXISM

By Holli Levinson and
Emma Ketteringham

Many people working for social justice assume that issues like sexism will not be a problem. Unfortunately, as we discovered, this is not the case, and our group struggled with the problem of sexism throughout the summer.

During the first week of training, a "women's speak-out" proved to be a powerful awareness raising exercise. In this speak-out, women spoke about their experiences as women, both positive and negative; the men in the group sat silently. The women responded to five "prompts":

- What I like best about being a woman
- What is hard about being a woman
- What bothers me about men
- If you (men) hear one thing today, I would like it to be
- What I need from you (men) as an ally is

The women were seated in chairs in a semi-circle facing the men, who sat on the floor facing them. The facilitator read aloud a prompt and those who felt the need to complete it stood up and said what they felt. After women stopped responding, the facilitator continued on to the next prompt. Men were not allowed to speak or respond to

what the women said. This allowed the women more freedom to speak, as they did not fear aggressive responses, and it allowed the men to listen and understand without feeling compelled to respond immediately. After the women had finished speaking, the men and women separated to discuss present feelings and reactions.

(Note: This format is effective for addressing other issue about which we have a hard time talking honestly and openly.)

The highly emotional experience seemed to create a new awareness and a new solidarity among the women in the group. As a result of this speak-out, the women formed a women's group through which they could continue exploring their concerns and experiences.

*If folks can learn to be racist,
then they can learn to be antiracist.
If being a sexist ain't genetic,
then, dad gum,
people can learn about gender equality.*

- Johnetta Cole

The women's group served as a "safe space" within which issues of sexism in Empty the Shelters could be discussed, and where possible solutions could be worked out. For example, when the women noticed that some individuals were not speaking during meeting, the large group broke into smaller groups, creating a less intimidating space in which to speak. This strategy was successfully introduced into the larger Empty the Shelters group meetings.

Perhaps most importantly, we arranged a dialogue (with outside facilitation) between the men and the women. We wanted to create a constructive exchange during which each group would openly express fears, angers, and frustrations. We stressed the importance we felt of men working alongside women as allies.

The meeting began with the men and the women separating. The men made a list of statements completing the phrase, "If I were a woman, I could —" The women completed the phrase, "If I were a man, I could —" After working on the list, the men and women reconvened. The group began discussing the difference between men and women in the process of completing the exercise. The women came up with ideas rapidly and filled twice as many sheets of paper as the men. In contrast, the men were cautious about what they wrote.

The discussion moved to the issue of responsibility. We came to several conclusions, listing on the following page. The meeting was not easy, and our goal of achieving a safe and open discussion was not achieved. However, both our successes and, perhaps more importantly, our failures, in dealing with issues of sexism throughout the summer should serve to emphasize the difficulty of the struggle we face.

An important first step was to recognize our responsibility to address sexism within our group, and thus to come the realization that we can't change the world if we can't change ourselves.



1. Although men and women are different and some may not participate in behaviors that are sexist, it is up to all men to examine their own behavior closely and listen to what women are saying about how women feel.

2. Often women do not feel comfortable pointing out sexist behavior to men, particularly those with whom they are friends. Thus, men must reassure women that the relationship will not be severed because sexism is brought up.

3. Although it is difficult for men to feel comfortable pointing out sexist behavior to other men, they must "go for it," for the burden must not fall entirely on women.

4. Both men and women must support the individual who points out any sexist behavior in a mixed group.

5. The best format for pointing out sexist behavior is the assertive format: When you do X, I feel Y, and what I need from you is Z.

6. It was also observed that often times when men are willing to discuss sexism, they speak on an intellectual level instead of a personal level. This distances responsibility from themselves; it is the responsibility of men when confronted about their sexism to keep the conversation on the level on which the man or woman who has approached them has begun the conversation.

7. Men must listen more, volunteer more often for the menial tasks, and consciously avoid interrupting others in group discussion.



Holli Levinson, a native of Atlanta, GA and a graduate of Emory University, is currently studying Anthropology at the University of Pennsylvania. She continues her work with the University City Hospitality Coalition and is working to organize ETS in Atlanta, all to the tune of the Indigo Girls.

REFLECTIONS and UNANSWERED QUESTIONS ABOUT COMMUNITY

By Teresa Devitt

It is important that we think of more than just self... We are living in a world with others! Is this surprising? Sometimes I wonder! When I look around at this unjust world we have created, I sadly acknowledge the fact that we are not taking responsibility for caring about our neighbors — I mean really caring for others.

Let's work together to build each other up - to develop self-esteem among all people and to respect and affirm the diversity, various talents, and abilities of individuals among the WORLD community. I am tired, frustrated, angry, and sad to see us continue to tear each other down - literally killing each other. Again I ask, do we realize we live in a world with others? Developing and living in community are integral for us to continue to be!!

In order to fashion a community to meet all of our needs, we need to identify the important characteristics of a community. A short, informal survey of several Field Organizers revealed the following thoughts about - "What community means to me":

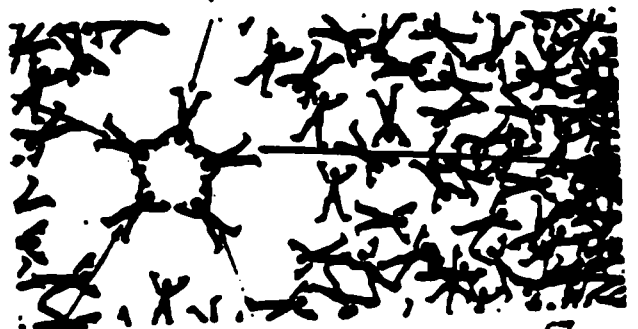
- Working together, understanding each other, caring for each other.
- Community is a sense of safety when taking risks.

- A sense of belonging - of feeling needed and nurtured - is what community is about.

Answering the following questions can also help define community:

- To which communities do you belong?
- What aspects of your community give you strength?
- What type of images come to mind when you think of community?
- How do we encourage and support each other in a community?
- How do we alienate others from our communities?
- What values do you support in your communities?
- What do the concepts of listening, affirming, empowerment, and educating have to do with community?

We can't work together on larger issues until we allow others into our lives and begin to share and communicate common life experiences, events and daily happenings. This is how community is built.



THE BEAST OF BURNOUT



By Colleen McCauley

"I can't sit through another meeting!"

"I don't want to get up in the morning and work at my community placement."

"I desperately need private time!!!"

Social justice takes a long time — you had better be prepared to be in it for the long haul. It is difficult work — work which exhausts, drains, and frustrates. Let all of this get you, and you get burnt out.

Judging from the exclamations above, it's probably not too difficult to conclude many of us came close to burning out this summer. What follows below is a compilation of ideas about what burnout meant to us, and we hope it will help you deal with the beast.

Why did the beast come out of hibernation?

Burnout resulted from an imbalance between our public and private time. We struggled to figure out the "right" amount of time and energy to devote to social change work and "down time" for ourselves.

The influence of the strict differentiation between work and play in our society also contributed to burnout. The common social norm in the U.S. is a separation

of business from pleasure, but this distinction is harmful; it reinforces the notion that work equals toil, drudgery, and physical and mental exhaustion. This does not have to be, and frankly, cannot be the case.

GUILT is a potent force in social change work and adds a great deal of wear and tear to the social change agent. Many of us recognized the endless amount of work that must be done in order to achieve social justice.

Often we felt guilty for taking time out for ourselves while, at the same time, we were acutely aware of the constant struggle experienced by the underserved folks with whom we worked. We were awash with feelings of guilt when we took time away from the struggle to deal with our personal needs; therefore, we put our needs on the back burner - yet we still ended up getting burned.

The media portrays students and college age folks as self-absorbed, materialistic, selfish twenty-something year olds. For those of us who do not conform to this description, we felt pressed to immerse ourselves in social change work to modify society's image of us and somehow compensate for our peers who fit the stereotype. Overcompensation led us down the path to burnout.

On a more fundamental level, the issues and circumstances that many of us dealt with both touch and tax our hearts, minds, and souls. Working with a homeless mother to negotiate the system in order to receive food stamps while observing her anguish over the extensive red tape challenged our capacity and endurance to keep working on social change issues.

Change can never come quickly enough. The movement progresses slowly, yet obstacles appear overnight. Again, the work seems endless, so we keep struggling along with it.

Symptoms of Burnout, or How Did The Beast Rear Its Ugly Head?

Anger/frustration. Because of our inability to recognize our limitations, we became angry and put ourselves down. At the same time, we displaced some of our anger and unjustly directed it at the people with whom we worked. Needless to say, this did not create the optimum working environment.

Impatience. Our tempers grew proportionally to the amount of work we needed to complete.

Physical weariness. "I am so tired" became a popular phrase at any and all times of the day.

Loss of enthusiasm/withdrawal. Some of us didn't want to get up in the morning and go to work. Others stopped attending pre-planned

group meetings because our days grew long and we needed more down time.

Dealin' With the Beast: ETS Home Remedies

1) Often the first step was to recognize the connection between our unhappiness/weariness/impatience and our social change efforts. We had to make a decision that something had to give.

2) We recognized the need to work through our own "personal shit" - to deal with issues relevant to our individual lives that detracted from our ability to work effectively. This included dealing with our families, our prejudices, and fears.

3) Some of us chose a buddy to help us keep track of our abilities and limitations. The buddy told us when when we were pushing too hard as well as when we weren't pushing hard enough.

4) Lots of Ben and Jerry's ice cream was consumed...

5) Religious and spiritual resources supported some of us in times of need.

6) Attempting to work SMARTER as opposed to HARDER became a motif for some of us. Working harder meant putting in a 60 hour work week. Working smarter meant re-evaluating our actions to improve the quality of our work while simultaneously reducing the quantity of time spent working.

- 7) Learning to set more realistic goals for ourselves and the group also helped to detour big-time disappointment (and the accompanying frustration/anger/weariness) when we did not achieve our loftier goals.
- 8) We took time out to identify things that give us strength (see above).
- 9) We shared a beer and a favorite story about how we used to terrorize the opposite sex on our respective elementary school playgrounds.
- 10) Waking up first thing in the morning - even before that first trip to the bathroom - and dancing the sandman out of our eyes helped to maintain our spirits throughout the day.
- 11) We learned that to decrease the influence of guilt in our lives. We began by identifying what actions/thoughts caused us to feel guilty, and, we then tried to a) change our actions or b) change our beliefs about what we perceive to be acceptable behavior.
- 12) Many of us took up reading, giving/receiving massages, playing pool, and listening to music as 'down time' activities.
- 13) Some of us learned to say NO by using some of the assertiveness techniques we learned earlier in the summer.
- 14) We explored many artistic outlets - journal writing, poetry writing, composing song lyrics, drawing, painting, singing, and dancing.
- 15) Some of us made a pact to do ONE thing we loved to do EVERYday (like eating peanut butter, starting or ending the day with a bath, or taking a mid-day cat nap).
- 16) One of the most beneficial remedies for dealing with burnout was to take time out to learn and think about folks who have dedicated their lives to making this world a better place. For us these role models included Marian Wright Edelman, Ghandi, Dr. Martin Luther King, Dorothy Day, Rosa Parks, and our own George Lakey and Leona Smith, both veteran social activists who helped us and inspired us repeatedly.
- Equally as important, we drew our strength from the folks with which we worked who were out there experiencing the struggle on a 24 hour a day basis. Because of their struggles and victories, all these folks served as constant reminders of the possibility to effect positive social change.



Teaching *Eyes on the Prize*: Teaching Democracy

Judy Richardson

Eyes on the Prize is a 1991 film by James M. Kozlowski.

Eyes on the Prize is the fourteen-hour series on the civil rights movement, produced by Blackside, Inc., frequently shown on public broadcasting stations nationally since it first aired in 1987. It has garnered every major award, from Academy Award nominations to education awards such as the "Best of Festival" of both the National Educational Film Festival and the American Film and Video Festival, to journalistic awards such as the top Peabody and duPont-Columbia Broadcast Journalism awards.



Marchers on the Selma to Montgomery March through Alabama in 1965 (used by permission of Blackside, Inc.)

The series also has a second, almost more important, life—its use in classrooms and other educational settings around the country:

Teachers, without exception, thought that *Eyes on the Prize* was the single best video history series of its type that they had ever used. Teachers consistently commented on the accessibility of the series to engage the interests and concerns of the current generation of students. Teachers reported that *Eyes* was especially useful in helping them and their students confront difficult philosophical and moral issues such as racism and equality. (Brier and Kinsler 1990)

Eyes on the Prize makes the concepts I teach come alive for my students. Abstract lessons about democracy have greater impact when they see real people, like themselves, fighting and dying for basic things like the right to vote. And the series really increases my kids' sense of self-esteem. (Derrick Evans, 9th grade civics teacher, Boston, Massachusetts)

I can stand up there and talk about democratic concepts and the responsibility we have to each other and to our society until I'm blue in the face, but these concepts become much more real when my students see them graphically played out in the series. (Cindy Henry, department chair and 11th grade history teacher, Wilmington, North Carolina)

The series has been purchased by some 100 schools and libraries, more than half of them for resale to teachers, and in thousands of middle and senior high schools. Teacher training workshops in the use of *Eyes on the Prize* have been offered periodically since 1989, with a regular workshop program scheduled to begin in 1993.

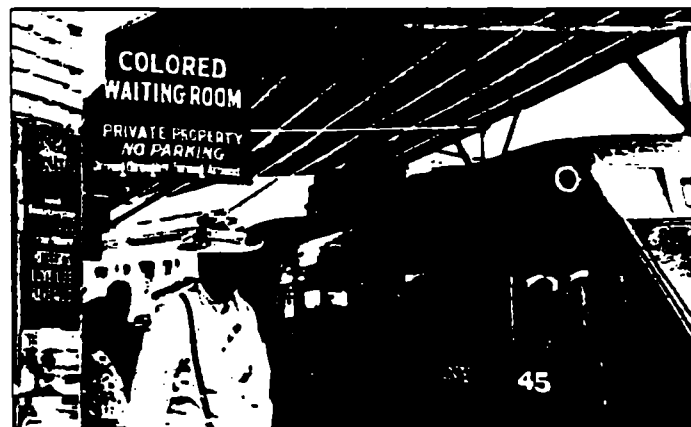
Documentary Format

Eyes is a historical documentary based both on interviews with individuals who experienced the movement and on archival footage from that time. In the segment on the 1965 voting rights march from Selma to Montgomery, for example, Selma Mayor Joseph Smitherman explains why he believes the movement chose Selma for a voting rights mobilization:

They picked Selma just like a movie producer would pick a set. You had the right ingredients. I mean, you had to have seen [Sheriff Jim] Clark in his day. He had a swagger stick. And then [Alabama Public Safety Director Wilson] Baker was very impressive. And I guess I was the least of all. I was a hundred and forty-five pounds and a crew cut and big ears.

The film then cuts to Mayor Smitherman at a 1965 press conference saying, "Our city and our county has been subjected to the greatest pressures I think any community in the country has had to withstand. We've had in our area here outside agitation groups of all levels."

Narration explains why citizen mobilization was necessary: "More than half of Dallas County's citizens were black. But less than one percent was registered by 1965. Throughout much of the South, custom and law had long prevented blacks from registering." Sheyann Webb, then only nine years old, remembers the bravery of her teachers: "And it was amazing to see how many teachers had participated. I remember vividly on that day when I saw my teachers marching with me, you know, just for the right to vote." Film footage shows the



A "colored" waiting room in the Carolinas before bus facilities were desegregated.

courage of those teachers confronting violence as they line up to register to vote.

Eventually, in a monumental display of conscience, thousands of Americans of every race and religion traveled to Selma to bear witness. In a present-day interview, the Reverend C. T. Vivian comments:

It was a clear engagement between those who wished the fullness of their personalities to be met, and those that would destroy us physically and psychologically. You do not walk away from that. This is what movement

Eyes material available through:

Judy Richardson, Civil Rights Project, + Blackside Inc.

617-536-6900

meant. My intent meant that finally we were encountering, in a mass sense, the evil that had been destroying us on a mass scale. You do not walk away from that; you continue to answer it.

Brief Description

The series is divided into two parts. The first part includes six one-hour segments beginning with the 1954 Supreme Court school desegregation decision and progressing through the Selma to Montgomery march in 1965. This part covers the Montgomery Bus Boycott, the Little Rock, Arkansas, school integration crisis, the student sit-ins and freedom rides, the demonstrations and church bombing in Birmingham, the March on Washington, and the nuts-and-bolts mobilization around the right to vote in Mississippi.

The second part continues with eight hour-long segments beginning in 1964 with a portrait of Malcolm X and ending with the 1985 Chicago election of Mayor Harold Washington. *Eyes II* documents the election of the first African-American mayor of a major U.S. city, the last whirlwind year of Dr. Martin Luther King's life, the battles champion boxer Muhammad Ali faced both inside and outside the ring, the building of the Black Panther party in Chicago and its tragic outcome, and affirmative action as seen against the backdrop of the election of Atlanta's first African-American mayor. Each hour-long program is divided into two or three twenty-to thirty-minute stories, allowing for class discussion within most school schedules.

Themes

Throughout the fourteen hours of the series, the following major themes emerge:

1. The civil rights movement was a primary force for the expansion of democracy for *all*.
2. The movement was based on the work of thousands of ordinary people who both organized and sustained it.
3. The movement emphasized our responsibility to each other.
4. The movement was based on humane values that brought out the best in each individual involved.
5. The movement was not simply a series of spontaneous demonstrations—it was carefully planned and executed.
6. A continuity of protest exists within African-American history.

1. *The civil rights movement was a primary force for the expansion of democracy for all U.S. citizens.*

This theme has been eloquently expressed by Dr. Vincent Harding, a historian, activist, and a friend and advisor to Dr. King.

At its deepest and best levels, what we so often call the civil rights movement was, in fact, a powerful outcropping of the continuing struggle for the expansion of democracy in the United States, a struggle in which African-Americans have always been integrally engaged, but one in which we provided major leadership from the mid-1950s at least to the 1970s.

...The emphasis on the development of democratic possibilities allows us to avoid the limited vision of civil rights as a package that can be finished off, wrapped up, and delivered at some point in time. It calls us away from the divisive idea that the freedom movement was only for Black people, and that other, non-Black peoples are threatened by the problem of "a diminishing pie." Rather, when we envision the need for a continuing, cre-



The nine students (known as "the Little Rock Nine") who integrated Central High School in Little Rock, Arkansas, in 1957.

ative national movement for the expansion of American democracy, new conversations may begin about the essential nature of democracy. (Harding 1990, 6-8)

The issues raised by the movement—social, economic, and political—are repercussions throughout our society. A segment in *Eyes II*, for example, chronicles Dr. King's last year. The story demonstrates that he, and the movement as a whole, began to organize actively around economic issues and became more vocal about disparities, not just between black and white, but between rich and poor across the board. The issues raised in that segment have particular resonance now. Linda Nathan, a teacher at Fenway Middle College High School in Boston, builds on this relationship between the movement and the problems students confront today: "We can take off from *Eyes* to discuss current problems—everything from homelessness to unemployment to racism. *Eyes* helps students see that our history is not yet completed—that these issues are still alive and will remain with us until we actively deal with them" (interview with author, April 15, 1990).

Students need to understand that other movements such as the effort to organize Latino farmworkers, Native Americans, women, and those who opposed the Vietnam War were fueled by people who were taught to question and to organize for change through their involvement with the civil rights movement.

2. *The movement was based on the work of thousands of ordinary people who both organized and sustained it.*

This is the major theme of the series. Most young people know only Martin Luther King, Jr.'s contributions to the movement. His brilliance, absolute commitment, and leadership capabilities provide students with a crucial role model. Focusing only on one person, however, can lead to immobility. Students may well recognize that change is desperately needed but conclude, "If only Dr. King were still here, things would be different."

Eyes shows that the movement included not only King, but also many important and ordinary people. It was our parents, our teachers, and our peers who initiated and sustained the movement. Until students understand this, they will continue to abdicate their responsibility to change things—or worse—continue to display the righteous rage of those who feel powerless—under the mistaken impression that they have neither the responsibility nor the power to effect change. If nothing else, *Eyes* teaches the undeniable power of one person or a group of people united to make the world a better place.



A sit-in at a segregated bus station lunch counter during the 1961 Freedom Ride begun to desegregate interstate bus facilities.

One of the most powerful *Eyes* segments discusses Emmett Till, the 14-year-old Chicagoan who was killed in Mississippi in 1955 for saying "Hey, baby" to a white female storeowner. Several aspects of this story are engaging for students: as teenagers, they can relate to Till; Till's murder demonstrates the absurdity of racist violence; and Till's grand-uncle shows great courage in testifying against the murderers in court. It is the courage of that lone individual, standing up for what is right no matter what the cost, that touches a common chord.

Throughout the series, people act at great personal risk to change conditions for the better. While the series helps students become aware of the struggle against racism and for human rights, it also shows numerous agents of change—who seem no different than the students themselves—actively and successfully working to improve conditions.

For example, students see people their age becoming key players in the movement. When I showed the Birmingham segment to 9th grade students in Roxbury, Massachusetts, the reaction was absolute silence. The image of rows and rows of students resolutely marching into the tunnel that led to the Birmingham jail was magnetic. This segment provoked a discussion of choices: why students at that time chose to take that action when they could have sat on the sidelines. Students talked about whether they would have joined the demonstrations and on what issues they would be willing to take action today.

3. *The movement emphasized our responsibility to each other.*

It was commonly understood by those involved in the movement that they were not just struggling for themselves, they were struggling for their communities and for the next generation (in the same way that others had prepared the way for them). Fannie Lou Hamer, the Mississippi sharecropper and courageous movement organizer, appears in the Mississippi segment of *Eyes*. She was thrown off the plantation where she worked because she tried to register to vote. When she and her family moved into town with friends, that house was shot into sixteen times, barely missing the occupants. Later, she and others were brutally beaten in a Winona, Mississippi, jail when they sat on the "whites only" side of the Greyhound bus terminal on their way home from a voter education workshop in South Carolina. Hamer became a powerful symbol of resistance, particularly when she spoke at the

nationally televised hearings during the 1964 Democratic Convention in Atlantic City, where she explained, "We just got to stand up now as Negroes, for ourselves, and for our freedom. And if it don't do me any good, I do know the young people it will do good."

Within the context of responsibility, students can discuss the role of nonviolence—both as a philosophy and as a tactic. Students will see leaders in *Eyes*, such as King, several members of King's staff, and the Reverend James Lawson (who greatly influenced the students of the Nashville sit-in movement), who philosophically believed in nonviolence. For these activists, to meet violence with violence would mean they had descended to the level of those they opposed. They believed that the morality upon which the movement was based mandated aspiring to a higher purpose—that once a violent response occurred no cap could be put on the higher and higher levels of violence that would result.

Other movement activists, however, saw nonviolence primarily as a tactic—for example, many activists involved in the Student Nonviolent Coordinating Committee and local leaders such as Mississippi's Hartman Turnbow (who protected his home with a twelve-gauge shotgun). Civil rights workers routinely saw both the local leaders with whom they worked and their peers brutalized and sometimes killed for mobilizing for the right to vote and for the desegregation of public facilities. Rarely was anyone punished for those crimes.

For these activists it became clear: given this unbridled atmosphere of terror, nonviolence was the only practical course. It was absurd to think about retaliation when the entire state government machinery was amassed against you. It was also irresponsible to consider a violent response when you were responsible for more than yourself. Your primary responsibility as an organizer was the well-being of the community and your ability to continue to organize around basic human rights issues. Both would be put in serious jeopardy if the movement returned violence with violence.

For today's students, who may be unable to accept fully the philosophy of nonviolence, and who may have difficulty relating to the nonviolence demonstrated in *Eyes*, it may be easier to discuss this concept in the context of what was possible, what was at stake, and the responsibility civil rights workers had to their communities.

4. *The movement was based on humane values that brought out the best in each individual involved.*

The moral basis of the movement is evident throughout *Eyes*—particularly in showing the way the movement looked at certain issues. Participants talk about the moral basis of the struggle even when they become involved in the



Marchers at the 1963 March on Washington that drew over 250,000 people in support of "Jobs and Freedom."

...and after the film, students seem to be a good deal more informed.

5. The movement was not a spontaneous outburst of spontaneity—it was carefully planned and executed.

The general representation of the movement in news footage of the time was one of protests that seemed to spring spontaneously from a mere whim. This image ignores the intelligence of movement activists, and is refuted consistently in *Eyes on the Prize*—for example, in the segments on Birmingham, the sit-ins, the Lowndes County, Alabama, organizing effort, the Howard University take-over, and the Harold Washington mayoral campaign in Chicago. All of these segments emphasize the intense degree of planning, organization, and constant discussion that were necessary to build an effective movement. The series thus helps to build self-esteem among African-American students at the same time breaking down common stereotypes of the African-American community.

6. A continuity of protest exists within African-American history.

The question most frequently asked by students is, Why did it take so long? Students need to recognize that African-American resistance has always existed and that it did not just begin in the 1950s. Dr. Vincent Harding likens this theme of resistance to a river of struggle coursing through African-American history. In the Birmingham segment, for example, we learn that Rev. Fred Shuttlesworth had been working to desegregate facilities even before King and the Southern Christian Leadership Conference began their campaign. In addition, Dr. Robin Kelly of the University of Michigan notes that in 1941–42 more than fifty incidents of protest against segregated seating by African-American bus riders in Birmingham were recorded.

The many individual acts of courage—and those that were organized—often go unrecorded in our history books. A good sense of this river and its many tributaries, however, can be found both in Vincent Harding's book, *There is a River* and in Lerone Bennett's book, *Before the Mayflower*.

Eyes on the Prize helps teachers address the difficult issue of race, which is often sublimated but sometimes surfaces explosively and unexpectedly. Teachers may find that students are more comfortable discussing their concerns about race after seeing *Eyes* because it is based on events from the past. These historical events can provide a platform for a broader discussion, particularly once an environment of trust and respect has been established in the classroom.

In addition, teachers will likely find that students do not believe some of the history presented in *Eyes* until they see it for themselves, and that they tend to think all of this happened a long time ago. These events become real—and immediate—only when they see them on the screen. For younger viewers, though, it is still important to emphasize that these are not actors reading a script, but real people marching, going to jail, and fighting for their rights. Understanding that this is recent history helps students consider whether the environment that existed before the movement could reoccur—and what they can do to prevent that from happening.

Professor Jim McLeod, who uses *Eyes* in his classes at Washington University in St. Louis, notes that the power of the series is not so much in the events as in the people whose courage and commitment it chronicles. *Eyes* puts a face on these events; it brings to life pieces of history that textbooks often render static and lifeless (if they cover them at all). The strength of *Eyes* is that it powerfully shows not only how the

The Montgomery Segment as a Model

Many of the themes noted in this article are played out within the Montgomery Bus Boycott segment in the first hour of the *Eyes on the Prize* series:

History of African-American resistance

The narrator explains: "This was not the first time a black person had defied bus segregation in Montgomery. It was not Mrs. Parks' first time. It was her first arrest." In fact, as in Birmingham and other Southern cities, many such incidents had occurred around segregated facilities. There had even been previous bus boycotts in Tallahassee, Florida, and Baton Rouge, Louisiana.

Furthermore, this segment debunks the myth that Rosa Parks was a meek seamstress who was simply too tired to get up from her seat. We learn immediately that she acted not in weariness, but in resistance. Parks was a secretary with the local National Association for the Advancement of Colored People and, as E. D. Nixon, head of the local NAACP, notes, "If there ever was a woman who was dedicated to the cause, Rosa Parks was that woman."

Highly organized

This segment stresses that people stayed off the buses not just for a week or a month, but for 381 days. They were able to do so because an intricate transportation system was set up and run by "regular folks" in Montgomery. This system made use of the African-American cab companies and the many private cars African-American volunteers offered for use every one of those 381 days. The head of transportation for the boycott offhandedly mentions that they "moved ten thousand people every day" via the boycott's transportation system.

Sense of responsibility

The boycott was successful in part due to the Montgomery African-American community's amazing, long-term commitment. They volunteered their time and their cars. Equally important, those who had no cars and normally took the bus to work used the boycott transportation system or walked—sometimes seven or eight miles per day. When one of the *Eyes* staff asked a "walker," off-camera, why she walked all that time she replied, "I wasn't just doing it for myself, I was doing it for my children and my children's children."

"Ordinary people"

It has been said that the movement was made up of thousands of ordinary people doing extraordinary things. From Jo Ann Robinson, cochair of the Women's Political Council who mimeographed thirty-five thousand leaflets the night Rosa Parks was arrested, to E. D. Nixon, the union organizer with the Brotherhood of Sleeping Car Porters who helped organize the boycott, to Virginia Durr, a white resident of Montgomery who supported the boycott, to Georgia Gilmore, who walked many of those 381 days—all are the "ordinary" people who ensured the boycott's success.

Clinton Presidential Records Digital Records Marker

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This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

EVAL. & ASSESS.

Divider Title: _____

EVALUATION AND ASSESSMENT

This Section Contains:

1. SOS National Assessment
2. Individual Program Assessment
3. Evaluation and Assessment Resources

"The 'Value' in Evaluation"

This should be placed in Section ~~XII~~ Evaluation and Assessment. It should follow the article entitled "Evaluating Your Project."

The "Value" in Evaluation

Is the program making a difference? If so, how do we know? What else do we need to know to improve the way we are conducting the program? Are we managing things well? Are we using our resources wisely? EVERYONE--including mentors, parents, teachers, researchers, and policy makers--wants to know the how the program is doing and what works. Effective programs demand excellence in all areas--planning, management of personnel and other resources, delivery of services, public relations, *and evaluation*. Excellence is achieved in part by program directors who find ways to answer these questions, not only during the planning stages, but also as the program takes form. This is the essence of program evaluation.

Broadly speaking, evaluation provides vital information about changing a system--a society, a community, a school, or a family. At the level of the program, results of evaluations provide those who are (or will be) running the program with useful information that describes or makes judgments about the program. The process and results of conducting program evaluations assist a director to:

- determine whether the program makes a difference, deserves continued financial support, or warrants replicating on a large scale.
- develop a way of communicating what the program is doing, how the program compares with the previous year's program, and whether the program is working as planned.
- re-examine program goals and objectives to determine if they are measurable or worth retaining.
- make decisions about improving any aspect of the program.
- discover unintended problems or negative outcomes of the program.
- provide feedback to individual participants about what others are doing in the program and the impact of the group's efforts.
- collect information such as anecdotal comments from the participants that is useful in publicizing or promoting a program.
- provide information to other directors who use the results to decide whether a program is worth adopting.
- provide information to researchers who use the results to develop hypotheses about issues directly related the program.

Summative Evaluation

At the end of the mentoring relationship, interview or administer a questionnaire to the mentors. Use the following summative evaluation:

SUMMATIVE EVALUATION (Mentors)

1. Mark on the scale the degree of *success of the mentoring relationship*.

Not Successful at All Somewhat Successful Very Successful

--	--	--

2. Mark on the scale the degree of *usefulness of the training*.

Not Useful at All Somewhat Useful Very Useful

--	--	--

3. Explain how training has or has not been useful to you.

4. Briefly describe the most significant aspects of the training. (Note: Provide the mentor with an outline describing the content and activities of training.)

5. Briefly describe the least significant aspects of the training.

6. What was interesting, surprising, or revealing about the training? What was missing?

7. Describe how you would improve the training.

Appendix E

Examples of Data Sheets

Demographic Data for Youth

	GENDER		ETHNICITY					GRADE LEVEL					
	Male	Female	White	African-American	Asian-American	Hispanic	American Indian	4th	5th	6th	7th	8th	9th
YEAR 1													
YEAR 2													
TO-TAL													

Demographic Data for Mentors

	GENDER		ETHNICITY					LEVEL OF EDUCATION				PREVIOUS EXPERIENCE WORKING WITH YOUTH		
	Male	Female	White	African-American	Asian-American	Hispanic	American Indian	Fresh	Soph	Jr	Sr	None	Some	A lot
YEAR 1														
YEAR 2														
TO-TAL														

**Number of Students, Youth, and Matches
Duration of Relationships**

	Number of Students Who Applied	Number of Students Selected to be Mentors	Number of Youth Who Were Referred	Number of Youth Selected to Participate	Number of Successful Matches	Number of Unsuccessful Matches	Total Number of Matches	Average Duration of Relationship (weeks)
YEAR 1								
YEAR 2								
TO-TAL								

Average Number and Length of Activities

	INDIVIDUAL ACTIVITIES (One-on-One)		GROUP ACTIVITIES (Mentors and Youth)		MENTOR ORIENTATION AND TRAINING		REFLECTION OPPORTUNITIES	
	Number of Meetings	Length of Meetings (hours)	Number Of Meetings	Length of Meetings (hours)	Number Of Meetings (per sem)	Length of Meetings (hours)	Number Of Meetings (per sem)	Length of Meetings (hours)
YEAR 1								
YEAR 2								
TO-TAL								

Appendix F

Research Questions

The Participants

- Who participates in mentoring programs? What are their characteristics (age, gender, grade level, and/or ethnicity)?
- Why do college students and at-risk youth participate in mentoring programs?
- What expectations do mentors and youth have of the mentoring relationship?

Participants' Experience

- What happens during the mentoring experience?
- What goals do the mentor and youth establish for the relationship?
- In what kinds of activities do the pairs participate?
- What do the mentors/youth report as most satisfying?
- What do the mentors/youth report as the greatest source of frustration?
- What is the overall opinion of the experience of the mentoring relationship?
- Do the participants recommend the experience? If so, why is mentoring recommended?
- What are the reported outcomes for the participants (e.g., changes in academic performance, behavior, attitudes, or values)?

Mentoring Relationships

- What is the duration of the relationship?
- How often and how long do the pairs make contact?
- What types of mentoring relationships form?
- Why do the relationships form? Why are some mentors better for youth than others?

- What are the significant relationships like?
- What are the nonsignificant relationships like?
- What participant, program or other contextual factors (e.g., family, school, and community) inhibit or facilitate significant mentoring relationships? How does the involvement of parents, school personnel, or social agencies influence the mentoring relationship?
- How do others view the mentoring relationships (e.g., parents, teachers, project director)?

Program Design

- How do the following program factors facilitate or inhibit the development of the mentoring relationship?
 - organization
 - training
 - support of mentors
 - group and individual activities
 - recruitment of mentors and youth
 - matching
 - integration of social services

Leadership

- What are the responsibilities of the individual who plans and implements the mentoring program?
- What are the major issues, concerns, and problems experienced by the director?
- What factors inhibit or facilitate the successful operation of the program, the initiation of new programs and/or collaboration with existing programs at colleges or universities, and the gaining of institutional support for mentor programs?
- What responsibilities can the director delegate to the students in planning and implementing the program?

hm Study Skills Inventory--Basic Level

Purpose: This Study Skills inventory will help you find the strengths and weaknesses in your study skills and work habits.

Directions:

1. Read each statement.
2. Answer by telling the truth about yourself. Choose the best description of you--not what you think is the "right" answer.
3. If you don't understand something, ask your teacher before you answer.
4. Answer each item by filling in one of the circles to the right of the item. Use a pencil to darken the circle that tells about what you do most of the time. Use the following code:

 First Circle = Rarely or seldom true of me. (You don't usually do this.)
 Second Circle = Sometimes true of me. (You sometimes do this.)
 Third Circle = Almost always true of me. (You do this almost all the time.)
5. Your teacher will help you work the two sample items that follow. Use a #2 pencil to darken the whole inside of the circle that you pick for your answer.

SAMPLE ITEMS:

- A. When I do homework, I get too tired and sleepy to really study.
- B. I write assignments in a notebook.

Almost Always
Sometimes
Rarely

☐	☐	☐
☐	☐	☐

6. To change an answer, erase all of your pencil marking and darken your new choice.
7. Your teacher will tell you when to start. This inventory is not timed.

hm Study Skills Inventory--Basic Level

Name _____

Almost Always
Sometimes
Rarely

- | | ☐ | ☐ | ☐ |
|--|-----------------------|-----------------------|-----------------------|
| | Rarely | Sometimes | Almost Always |
| 1. When I listen, I ask myself questions to catch the main ideas. | ☐ | ☐ | ☐ |
| 2. Each time I study, I set goals for myself. | ☐ | ☐ | ☐ |
| 3. I have a hard time finding the main idea when I read. | ☐ | ☐ | ☐ |
| 4. I use abbreviations when I take notes. | ☐ | ☐ | ☐ |
| 5. When I get to a word I don't know, I use the words around it to get an idea of its meaning. | ☐ | ☐ | ☐ |
| 6. I think schoolwork is worth the time it takes. | ☐ | ☐ | ☐ |
| 7. When I listen, I figure out how main ideas go together. | ☐ | ☐ | ☐ |
| 8. To remember facts and ideas, I put them into groups. | ☐ | ☐ | ☐ |
| 9. It is easy for me to find important information and details when I read. | ☐ | ☐ | ☐ |
| 10. When I take notes, I use my own words. | ☐ | ☐ | ☐ |
| 11. I stick to my schoolwork until I finish it. | ☐ | ☐ | ☐ |
| 12. To help me pay attention, I "picture" in my mind what the speaker is saying. | ☐ | ☐ | ☐ |
| 13. I have a hard time sticking to a time plan for studying. | ☐ | ☐ | ☐ |
| 14. It is hard for me to keep my mind on what I read. | ☐ | ☐ | ☐ |
| 15. I write down everything I read so my notes will be good. | ☐ | ☐ | ☐ |
| 16. I write new words in a special place so I can learn them. | ☐ | ☐ | ☐ |
| 17. I think of my own answer to a multiple choice question before I look at the answers given. | ☐ | ☐ | ☐ |

hm Study Skills Inventory--Basic Level

Almost Always
Sometimes
Rarely

- | | Almost Always
Rarely | Sometimes | Almost Always |
|--|---------------------------|-----------------------|-----------------------|
| 18. I use symbols when I take notes. | 18. ☐ | ☐ | ☐ |
| 19. I have a good way to learn the meanings of new words. | 19. ☐ | ☐ | ☐ |
| 20. I guess when I don't know an answer on a test. | 20. ☐ | ☐ | ☐ |
| 21. Learning new things is important to me. | 21. ☐ | ☐ | ☐ |
| 22. When taking notes, I spend more time listening than writing. | 22. ☐ | ☐ | ☐ |
| 23. I plan ahead to help me do my best in school. | 23. ☐ | ☐ | ☐ |
| 24. Usually, I look in the index in the back of the textbook to find topics. | 24. ☐ | ☐ | ☐ |
| 25. I use as few words as I can when I take notes. | 25. ☐ | ☐ | ☐ |
| 26. I start to study for a test several days before I take it. | 26. ☐ | ☐ | ☐ |
| 27. I keep working on my schoolwork even if I am bored. | 27. ☐ | ☐ | ☐ |
| 28. Tables and graphs take too much time to read. | 28. ☐ | ☐ | ☐ |
| 29. I use a way of taking notes that works for me. | 29. ☐ | ☐ | ☐ |
| 30. I read test questions for clues to the answers. | 30. ☐ | ☐ | ☐ |
| 31. I have trouble paying attention in class. | 31. ☐ | ☐ | ☐ |
| 32. I keep my materials together in the place where I study. | 32. ☐ | ☐ | ☐ |
| 33. It is hard for me to keep thinking about schoolwork when I study. | 33. ☐ | ☐ | ☐ |
| 34. When the dictionary gives several meanings for a word, I can pick the one that fits. | 34. ☐ | ☐ | ☐ |
| 35. I use the guide words in a dictionary. | 35. ☐ | ☐ | ☐ |

hm Study Skills Inventory--Basic Level

Almost Always
Sometimes
Rarely

36. I use my imagination to help me remember important facts.

36. ☐ ☐ ☐

37. I try to learn from the errors I make on a test.

37. ☐ ☐ ☐

38. I try to put meanings of new words in my own language.

38. ☐ ☐ ☐

39. I find ways to make my schoolwork interesting.

39. ☐ ☐ ☐

40. When I read, I connect new ideas to ideas I already know.

40. ☐ ☐ ☐

41. When I study at home, I plan my time.

41. ☐ ☐ ☐

42. I have a hard time listening when I don't agree with my teacher.

42. ☐ ☐ ☐

SAMPLE COPY

NAME: _____

DATE: _____

SCORING SHEET FOR THE hm STUDY SKILLS INVENTORY

SCORING TABLE

Category	Item	Scores	Total Points
LIST	Listening	$\frac{\quad}{1} + \frac{\quad}{7} + \frac{\quad}{12} + \frac{\quad}{22} + \frac{\quad}{31} + \frac{\quad}{42} = \frac{\quad}{\quad}$	
MOT	Motivation	$\frac{\quad}{2} + \frac{\quad}{6} + \frac{\quad}{11} + \frac{\quad}{21} + \frac{\quad}{27} + \frac{\quad}{39} = \frac{\quad}{\quad}$	
ORG	Organization	$\frac{\quad}{8} + \frac{\quad}{13} + \frac{\quad}{23} + \frac{\quad}{32} + \frac{\quad}{33} + \frac{\quad}{41} = \frac{\quad}{\quad}$	
VOC	Vocabulary	$\frac{\quad}{5} + \frac{\quad}{16} + \frac{\quad}{19} + \frac{\quad}{34} + \frac{\quad}{35} + \frac{\quad}{38} = \frac{\quad}{\quad}$	
TEXT	Learning from Textbooks	$\frac{\quad}{3} + \frac{\quad}{9} + \frac{\quad}{14} + \frac{\quad}{24} + \frac{\quad}{28} + \frac{\quad}{40} = \frac{\quad}{\quad}$	
NOTE	Note Taking	$\frac{\quad}{4} + \frac{\quad}{10} + \frac{\quad}{15} + \frac{\quad}{18} + \frac{\quad}{25} + \frac{\quad}{29} = \frac{\quad}{\quad}$	
TT	Test Taking	$\frac{\quad}{17} + \frac{\quad}{20} + \frac{\quad}{26} + \frac{\quad}{30} + \frac{\quad}{36} + \frac{\quad}{37} = \frac{\quad}{\quad}$	



TO: SUMMERBRIDGE PARENT(S)

FROM: NEWMAN SUMMERBRIDGE

Each year we ask students, staff, and parents to evaluate the program. Your comments are extremely important to us because we use them to improve Summerbridge each year. Please return this form to us at Newman Summerbridge/1903 Jefferson Ave./New Orleans, LA 70115.

YOUR NAME(S) _____

YOUR CHILD'S NAME _____

How could we have better planned elements of the program (the application process, Orientation Evening, transportation, the Olympics, Club Dinner, Celebration, etc.)?

What study skills do you think your child gained (note-taking, binder organization, listening, speaking, etc.)?

Summerbridge is a continually evolving program; we are open to trying new things here. Over the years, students, staff, and parents have suggested the Olympics, Sex-Ed, Binder Day, ARTiculation...and more! What suggestion(s) do you have?

What surprised you most about your child's experience this summer?

What surprised you most about the program?

THANK YOU!

COMMON SUMMERBRIDGE STAFF EVALUATION

NAME _____

YR IN FALL (i.e. college soph., h.s. junior) _____

Male _____ Female _____ Age _____ Ethnicity _____

Years in Program: As Student _____ As Staff Member _____

Program NEWMAN SUMMERBRIDGE

If you want to be "in the know" about Summerbridge projects across the country you must call the SB National Office at (415) 749-2037 with your fall address and phone number!

How did you hear about the program?

Would you be willing to recruit for Summerbridge at your home school?

How has Summerbridge changed your attitudes about teaching?

What surprised you most about the program?

What was most helpful during orientation? What was missing?

Suggest one way that we could improve the application process.

If you were to give SB director(s) advice for next year, what would you say to them?

What would you say to future staff members?

If there was one thing you could change about the program, what would it be?

Could you see yourself directing a program one day? Explain.

Are you interested in being part of the administrative/executive committee or staff of a start-up program? If so, why? What would you bring to a new program?

Give us one sentence guaranteed to convince a reluctant funder/headmaster/principal to support Summerbridge wholeheartedly.

Evaluation Tools and Techniques

Sample TLC

What was **Tempting** about this training experience?

What was **Lacking**?

What needs to be **Changed**?

EVALUATING YOUR PROJECT

With MacGregor Knlsey

Evaluation is integral to planning any successful program. If you don't stop to consider if you are meeting your goals or if you are making a difference, your program might generate more harm than good for both students and community members. Project evaluation will provide an opportunity to reflect upon experiences, serve as a basis for improving the project and help shape future initiatives. Recognize that the process of evaluation is itself a form of thoughtful action. The evaluation methods you use and the questions you ask will depend upon your program and your reasons for evaluating.

■ What is evaluation?

Program evaluation is the systematic process of determining how well a program is doing. Information is gathered and analyzed to find out about participants' activities, gather recommendations for improving the program, and assess the program's impact. Evaluation can help us determine the effects of programs, change and adjust to specific needs, and constantly improve upon our actions. Think of evaluation as:

- an on-going process. Take time to examine your program, and engage others in considering the components, purpose and effects of your work. Evaluation does not occur at one specific time. Evaluating and reevaluating goals, impact and results should become a continuous part of your work. It is this kind of deliberate questioning that encourages truly thoughtful action.
- a basis for decision-making and planning. Gathering information about your project will enable you to make informed choices. Evaluation should be a group and individual practice that is formal and informal and should encourage personal and professional analysis. Evaluation is *not* designed to place blame or to create conflict.
- an important educational tool. Working with community needs is a demanding endeavor. Often we do not take time to recognize how far we have come or reconsider where we are and where we would like to be. Evaluation provides an opportunity to reflect both programmatically and personally. Make evaluation one of the your project goals from the beginning.

Consider what evaluation means for you and your project. Be sure you are on common ground with your partners; work with them to define evaluation and clarify your assumptions.

In general, two approaches are used to ~~assess~~ how well a program is doing: *process* evaluation and *impact* evaluation. A ~~process~~ evaluation provides essential, descriptive data about the participants and the ~~services~~ provided by the program. In a process evaluation stories, anecdotes and observations can lead a director to make guesses or nonscientific judgments about program effectiveness. Impact evaluations demand objectivity in collecting and analyzing data. By using subject (or "treatment") and control groups, impact evaluations can compare those involved with your project with those not involved. Usually, researchers are hired to plan and conduct either a case study or an experiment with "control" and "treatment" groups. Impact evaluations can

provide more objective, scientific data about your program and its effectiveness, but usually require more resources to implement. Both approaches can be used to evaluate the same program. A process evaluation system will be most effective while the project is stabilizing. After your project has more of a track record, you might consider investing in a thorough impact evaluation. The approach you select will depend upon the reasons you are evaluating.

eg The University of Michigan did an impact evaluation of their "Project Community" course to assess the impact of the course on students' lives. The evaluation consisted of a 40 question "yes/no" survey. (Campus Compact)

■ Why should I evaluate?

Too often evaluation is taken for granted. The program, course or semester comes to an end, so we circulate a brief questionnaire and compile the results in the annual report, or, in some cases, discuss the results with colleagues. Many people assume that evaluation, like community service, is just a good idea. By clearly identifying why you want to evaluate, your process and results will be more focused, responsible and useful. Work with your partners to determine your reasons for evaluating. Consider the following possible reasons:

- Provide accountability to the community, peers and others who are invested in the program;
- Ensure that time is set aside to reflect upon your efforts and the efforts of program participants;
- Determine if the goals of the mission statement are being met;
- Build credibility for a new program;
- Identify areas or programs which are successful and unsuccessful;
- Prevent failure of programs by identifying problems as they arise;
- Provide a mechanism to document progress toward your goals;
- Recognize personal development and growth of individuals and/or groups;
- Compare one program to others regionally or nationally;
- Answer a specific question. (e.g., are cross cultural skills being developed?)



See "Principle of Good Practice #8", Chapter 2: *Service and Learning*.

What other reasons would you include? You may be evaluating for a variety of reasons. The evaluation process can have multiple purposes, but you and your partners must participate in defining those purposes.

eg The Tufts University community service program, the Leonard Carmichael Society, integrated evaluation into its fall retreat. Program coordinators at the retreat brainstormed a list of questions they would include in an evaluation at the end of the year. The exercise not only emphasized evaluation at the beginning of the year, but it also provided a healthy discussion about the goals of the program. The discussion produced such questions as: What do we want volunteers to get out of this experience? How do we want the community to benefit?

■ Who should evaluate?

Involving a variety of perspectives is an essential element of the evaluation process. Just as the implementation of education and action requires collaboration, evaluation should

involve those same partners: faculty, students, administrators and community members. Many perspectives increase the chances of a balanced outcome that reflects your partners' concerns. Furthermore, if all partners are involved in the process, they are more likely to support the conclusions, recommendations or results of the evaluation. If you have the resources, hiring an independent evaluator may be helpful in generating an objective review of the program, but make sure that your partners are included in the evaluator selection process.

■ Models of evaluation

While many of us have evaluated a particular task by comparing our goals to the outcome (the objectives-based model), there are a variety of models that can guide your investigation. Several of these models are briefly described here, but for an in-depth explanation, consult the texts mentioned in the suggested reading section or speak with an evaluation specialist on your campus. Keep in mind that any model or method must be adaptable to your situation and circumstances and that each model provides different kinds of information about a program.

Individual Assessment Model

Individual assessment models focus on characteristics, traits or abilities. Typically, a pre- and post-test is applied to determine if participants achieved desired traits or characteristics. Some of the most useful assessments not only measure level of ability, but also recommend strategies for higher levels of performance. For example, did students' scores on achievement or other standardized tests increase after taking your course?

Objectives-Based Model

Objectives-based models are used to assess the performance of an individual or program relative to an objective (Tyler, 1949). Programs employing an objectives-based model are judged according to how well specific objectives are achieved. This involves revisiting your goals and comparing them to your project outcomes. For example, if a goal was to attract more volunteers, did "Robbie's All Night Reflect and Review" program actually bolster recruitment figures?

Context-Input-Process-Product Model

The CIPP model (Stufflebeam, 1971) ties different types of evaluation to decisions made in planning and implementing the program. *Context* evaluation analyzes the discrepancy between what exists and what is desired, and provides information to help you create your initial program objectives. *Input* evaluation determines what resources and strategies are needed to accomplish the goals and objectives. *Process* evaluation assesses what happened once the program was implemented. Finally, *product* evaluation determines the extent to which the goals have been achieved.

Responsive Evaluation Model

Responsive evaluation (Guba & Lincoln, 1981) focuses on the concerns, issues and values of the individuals who are involved in or affected by what is being evaluated. Responsive evaluation provides a much wider focus than objectives-based evaluation and relies extensively on methods like naturalistic observations, interviews, questionnaires and standardized tests. The case study format is often used to describe prominent concerns and generate recommendations for improvement.

Formative and Summative Evaluation Model

Formative evaluation uses data collected as the program develops to determine how to modify the program. An evaluator collects information about participants' actions, reactions, perceptions and problems. Plans for future programming are redesigned based on the information gleaned from the participants' recommendations. For example, at mid-term a professor may collect students' journals or conduct brief interviews to determine how work in the community is going. Based on the frustrations or successes expressed, she may change the course syllabus. Summative evaluation is used to demonstrate the effectiveness or merit of a program and often compares the program with competing programs. Summative evaluations occur at intervals or at the end of a project and commonly provide additional descriptive "entry and exit" data. For example, to determine if students acquired a greater sense of responsibility you might administer a questionnaire both before and after your course to see how attitudes change.

Goal-Free Evaluation Model

Goal-free evaluation is based on the premise that evaluators should not know the program goals in advance (Scriven, 1973). In goal-free evaluation, external evaluators conduct a study to discover the beneficial, adverse or unanticipated side effects of the program. Certainly, goal-free evaluation is impractical in situations where information is needed to resolve an issue related to a specific program goal. However, when used properly, evaluators disclose valuable insights about the program which would otherwise be disregarded.

■ How do I get started?

Before the program begins, set aside considerable time for hard thinking. Consider the following suggestions for planning and conducting an evaluation:

Internalize the process of evaluation. Make evaluation a team effort. Educate your partners about the importance and relevance of program evaluation. Involve a cadre of staff, community members and students in prioritizing issues and designing a systematic approach to evaluation.

Learn more about evaluation. Become familiar with a variety of evaluation models. If you need additional training, enroll in a class or read related texts. Consult with evaluation and research specialists on campus. Also, contact people at other campuses or national organizations and discuss their approaches to program evaluation.

Define your purpose. Why are you evaluating? What are you evaluating? What kind of information do you need? How will the information be used?

Be realistic about your *expectations*. You can't possibly evaluate everything. Begin modestly and work up to larger, encompassing issues. Select a critical issue facing the program or one of the program goals and consider how the results of an evaluation might be useful. If you decide to evaluate a program goal, determine whether the goal is, in fact, measurable. Don't waste time collecting information that has no real value.

Begin *documenting* your program as soon as the program has gotten off the ground. To build a complete view of the program, collect numerical data, comments from participants, and notes from observers. (See "Developing Project Resources" in this chapter.)

"Given. . . a gap between where students are and where the world of the future will require them to be, the task for educational institutions is to create educational programs that empower students to bridge the gap. Interweaving involvement in community service with college attendance and building into curricular and extra-curricular programs opportunities for students to reflect on their service experience is one program direction with great promise in addressing the task."

~ John Wallace, "The Moral Equivalent of War: 1990"

Develop a clear understanding of the *methods* you will use to gather and analyze information and report results. Create a system for organizing and retrieving program records. Create questionnaires or an interview format. Test your method on some volunteers before administering it to the subjects. Usually, several well-framed questions can furnish data that are easily analyzed and useable.

Keep in mind how the evaluation *results* will be used, whether it is cost-effective, whether the rights of any person will be affected by the process, and whether the information will produce valid and reliable results. Share the results with your partners and the program participants. You can "sell" the program by sharing positive results with faculty, deans, funders and other influential people.



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Evaluation Tools and Techniques

Sample TLC

What was **Tempting** about this training experience?

What was **Lacking**?

What needs to be **Changed**?

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SUMMIT

Divider Title: _____

NATIONAL SUMMIT

This Section Contains:

1. Summit Overview

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SEA. C. AWARDS

Divider Title: _____

SEA CHANGE AWARDS

This Section Contains:

1. Overview
2. Application and Guidelines

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POST-SVC. PLACE

Divider Title: _____

POST-SERVICE PLACEMENTS

This Section Contains:

1. Opportunities
2. Resources

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POST-SVC. BENS.

Divider Title: _____

POST-SERVICE BENEFITS

This Section Contains:

1. Regulations and Guidelines

These are your binder tabs and title pages for Sections
XVII Media & XVIII Documentation.

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|

MEDIA

This Section Contains:

1. **SOS Press Release**
2. **Media Contacts**
3. **Media Resource Material**

"Teach for America Media Booklet"

This should be placed in Section XVII behind any info
you already have in that section

TEACH FOR AMERICA

MEDIA

BOOKLET

TEACH FOR AMERICA AND THE MEDIA

Introduction

In its short three year history, TEACH FOR AMERICA has received a tremendous amount of national and local press attention, in both electronic and print media. The program has been featured in a variety of outlets including *Newsweek*, *Forbes*, and *The New York Times*, as well as *Good Morning America* and the *MacNeill/Lehrer News Hour*. As members of a relatively young organization, you and your experiences are of great interest to the media. The Teach For America Corps Member Media Booklet was created to help you interact effectively with the press. The content of this booklet was determined by our past experiences with reporters and the effects that resulting articles and television interviews have had on corps members, their schools, their communities, and their students.

After reading this booklet, you should think carefully before sharing your experiences with reporters. We are not attempting to provide you with a list of ready-made answers and responses. Instead, our objective is to give you a clear understanding of what it means to be interviewed -- and how what you choose to say will affect your life and your students' lives. It is our hope that this booklet will help you understand what it means to be a community member and a teacher -- and that this understanding will make you consider your responses and comments with sensitivity and great care.

What follows in the next pages are procedures, advice, questions to expect, and sample articles and letters.

THE INTERVIEW

No one ever expects a newspaper interview or picture to cause huge problems. Here's why it happens -- and why you might be tempted to share certain stories with reporters.

1. Teaching is incredibly challenging -- maybe more so than you ever thought -- and you'll want everyone else to realize it. It will be difficult to comprehend why the problems that exist in your school aren't better understood by the public at large. You'll be shocked that people you know -- your family, even your friends -- work in jobs that have no bearing whatsoever on solving these problems. Basically, you'll want a release to tell people about an experience you couldn't adequately anticipate.

2. Reporters are not your therapists. Many reporters will already have an agenda or "angle" in mind when approaching a story, and will look for information which supports their pre-chosen tack. Do not be surprised if something you say is misrepresented or taken out of context. Reporters are looking for a story, and all too frequently, a negative story makes better copy. Simply because a reporter has chosen to write about Teach For America does not necessarily mean that he/she believes in what we're doing.

3. Be careful of falling prey to the enchantment of the media. While having your picture in the paper is one tangible form of reward or recognition, it may also alienate other veteran teachers who have been in the profession for years and have never received any press.

The relationships which exist between Teach For America, school districts and the general public require careful handling. While there is a great need to inform the public, it must be balanced with the needs and sensitivities of the school administration. Complaining about the school -- discipline, lack of supplies, drop-out, pregnancy, illiteracy (of both students and parents), test scores, and other day-to-day realities, will do two things: 1) alienate you from your students and everyone else in the school and in the community, and 2) confirm the stereotypes that people have of inner-city and rural public schools and students.

While corps members should generate an awareness of the needs and challenges of the public education system, Teach For America also hopes to focus positive attention on their students and schools. Every school and class has difficulties to overcome, but the public knows about the problems! It is just as important to tell other people about the accomplishments of your students, their achievements and their efforts. Let the reporter know what IS working successfully, and give examples of what you mean (I'm thinking of one boy in period five ...). THAT will surprise them, and the outside world. While we hope that corps members motivate other people to become involved in education by communicating their experiences, you should also be careful of promoting stereotypes.

The saddest part: a negative article "exposing" the problems in education today will be forgotten all too quickly -- it's happened too many times for them to care. Unfortunately, children also learn to believe what they read.

Be positive whenever possible; be thoughtful with your realism.

Some Things To Be Aware Of And To Keep In Mind

1. Assume that everyone will read what you've told the reporter -- including your neighbors, your students, your principal, and the rest of the school system. Imagine while you're speaking with the reporter that you're looking your favorite student in the eye and saying the same thing.
2. Forecast all possible interpretations and reactions to your comments and judge the impact of your statements.
3. The reporter is not a sounding board for your problems. Don't speak to them "off the record." Anything you say to them can be used.
4. Remember that you are also a representative of Teach For America, and as such, address many different constituencies.
5. Use the TFA support system to share your day-to-day concerns, to discuss problems, to seek answers and confirmation and recognition.

Questions To Expect

1. Where did you go to college? What was your major? Where are you from? etc.
2. How did you hear about Teach For America? Why did you join Teach For America? What were your other options? What might you be doing had Teach For America not existed?
3. Do you think Teach For America trained you well enough for the situations you are facing in the classroom?
4. How have you been received by your school and the other teachers?
5. What has been your best experience so far?
6. What has been your greatest challenge?
7. Do you think you will continue teaching after two years?
8. Do you attend church? (Common question in rural areas.)
9. Have you ever lived in an urban/rural area before? So what do you think? How have you adjusted in general? What activities are you involved in outside of teaching?

PROCEDURES

What To Do When The Media Contacts You

1. It is most important that you contact your regional director immediately if you are approached by the media. This will eliminate many potential problems that could occur.
2. You should tell the reporter to speak with your regional director about TFA facts and figures -- things like recruitment and placement numbers, attrition rates, funding sources etc.
3. Keep your regional director informed about all conversations you have with reporters.
4. Find out when and where the article will appear or the show will air.

What To Do After The Article Appears

1. Contact your regional director.
2. Send at least one original copy of the article or a copy of the tape if possible to your regional director immediately. The regional director needs to be aware of all media coverage so he/she can be prepared for the phone calls and letters of those who respond. This happens whether the reporter is positive or negative, but it is especially important if the regional director must be prepared for negative feedback. The regional director must also send copies to the TFA National Office.
3. Gauge the effect the article is having -- even if you think it's positive.
4. If there's a problem:
 - Work with your regional director to clarify any misunderstandings.
 - It never hurts to apologize should something be misrepresented or taken out of context.
 - Write letters to school officials and faculty.
 - Respond to the newspaper with a letter.
 - Write a letter to the community explaining that there was a misunderstanding and apologize.

Sample articles and letters to the editor follow.

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DOCUMENTATION

Divider Title: _____

DOCUMENTATION

This Section Contains:

1. Documentation Forms and Materials
2. Documentation Resource Information

"Participant Contracts"

This should be placed in Section VI "Participant Recruitment, Selection and Contracts." It should follow the 9 pages of "Participant Selection."

Participant Contracts

General

Participant Contracts can be an extremely effective tool for establishing and clarifying expectations, managing behavior, and creating an human infrastructure within a service program or team. Participant Contracts fall into two categories, *Letter of Understanding/Agreement Contracts*, and *Teen Empowerment Model Contracts*.

Letter of Understanding/Agreement (LU/A) Contracts

Letter of Understanding/Agreement Contracts are relatively simple documents that describe a program's expectations for participants in areas such as effort, attitude, attendance, behavior, and commitment. They tend to be short, general in scope, and may emphasize the specific priorities of individual programs.

LU/A Contracts may include a general description of the program, program hours, a calendar, the specific work to be undertaken, compensation, and more. They conclude with a sentence or two saying that the participant understands and agrees to the terms of the contract, and understands that failure to meet the terms may result in dismissal from the program. A Contract has a line at the bottom where the participant signs his or her name.

Letter of Understanding/Agreement Contracts are currently used by the SOS programs at Ohio-Wesleyan University, and The East Bay Conservation Corps.

Teen Empowerment Model (TEM) Contracts

The Teen Empowerment Model Contracts are one part of a comparatively sophisticated "software" for youth programs that requires both customization and training. These contracts provide very specific program rules and expectations, delineate the specific programmatic consequences for behavior such as lateness, theft, or poor performance, and teach participants how to manage and govern themselves.

TEM Contracts consist of several simple, step-by-step charts that explain to a participant exactly what will happen as a result of positive or negative behavior. Thus, a participant will know in advance that s/he will be dismissed if late or absent a certain number of times, and can change his/her behavior with support from the team in structured weekly meetings. *TEM Contracts* provide a system for monitoring individual progress, teach participants to take responsibility for their behavior, and create a uniform structure for peer support. *TEM Contracts* are considered especially effective in supporting high-risk youth, and can be used in conjunction with *LU/A Contracts*.

TEM Contracts are part of a two-fold system that includes another team building technique known as *Feedback*. *Feedback*, which also requires training, teaches young people how to practice and improve the skill of direct communication in the context of community service. It trains young people to address personal and work-related issues directly, honestly, and proactively. Although *Feedback* and *TEM Contracts* can be used separately, they work best together.

Teen Empowerment Model Contracts are currently used by City Year, The Children's Museum Teen Work Program, The Louisville Neighborhood Youth Boards Project, and The Positive Posse.

Developing Contracts for Individual SOS Programs

If an individual program is interested in developing a Contract for its participants, they should first decide what type of Contract they would like to use. If they are interested in a *Letter of Understanding/Agreement Contract*, they can obtain samples from their PDAT member or contact one of the programs that is using the *LU/A Contract*.

TEM Contracts and *Feedback* are copyrighted methods that should not be attempted without the proper training. Interested programs or their PDAT member should directly contact Mr. Stanley Pollock of Teen Empowerment Inc. at (617) 536-4266 for more information or to make specific arrangements.

The following should be noted when assisting programs with Participant Contracts.

- Every program should have some kind of Contract to ensure that participants and staff clearly understand basic expectations.
- The process of developing a contract will help programs to clarify their values, expectations, and plans for supporting participants.
- National Training will include some type of Participant Contract.
- Ideally, every program should have the training to use both types of Contracts, but there may not be enough time. The *TEM Contract* system requires at least one day of training, additional development time, and *must be licensed to and paid for by individual sites*.
- The main idea behind Contracts is to make explicit the conditional nature of participation in SOS, and to provide structured support for participants to succeed in their programs.

"Setting Standards, Tone and Expectations"

This should be placed in Section III Team Leader Training

It should follow the article entitled "Working with Trainees at the Site."

SETTING STANDARDS, TONE, AND EXPECTATIONS

"If you're not really dedicated, if you're not really committed to making things better in the future, you don't belong here. Nothing will change if we don't do it for ourselves. Our parents can't do it for us. Nobody can."

Nancy Veintidos, 1988

The standards, tone, and expectations for the program communicate your priorities to both the staff and the trainees. The way they are set and then enforced and sustained can determine whether you will have a united group and successful program.

Start with the Staff

The standards should be talked over and established collectively during the staff training before the trainees are selected. Take the sample YouthBuild contract and Trainee Manual provided by YouthBuild USA, and review it carefully, line by line. If there are modifications that you and your staff think will work better, make them. Review all other policies and guidelines. If you want to build a team it is important to discuss the groundrules and come to an agreement.

Whatever decisions are made, whatever rules and standards are established, it is important that all staff hold to the company line. They may express it in a different way or they may have a different tone, but the message must be the same. The message should be delivered clearly and consistently. In order to start on the same foot, the guidelines must be written down and agreed to by all before the trainees' Orientation has begun.

Some of the questions that have been hotly debated include: "How should lateness be defined?" "Is a policy to invoke automatic suspension after three violations too harsh?" and "What constitutes a good excuse." It is not an accident that each of these issues deals with attendance. It may seem simplistic, but in this program if the trainees aren't present you can't move ahead. And if trainees are not there on time on a regular basis, then you cannot place them in jobs after graduation because you cannot feel comfortable recommending them to potential employers.

What this process provides is a solid and well thought-out basis for the rules which makes them easier to defend when questioned. The rules themselves should clearly define what is allowed. However, they should be written on paper and not stone. Sometimes policies that make sense on the first day do not hold up

under operating conditions. Through staff and Policy Committee meetings there is a mechanism for changing them. Down the road, they can be adjusted according to your experience.

Just as important as setting rules and policies is the matter of planning how a positive, supportive, mutually respectful tone will be set throughout the program. Discipline is not just a matter of setting rules and consequences and then enforcing them. In fact, if you take the attitude that this is the sum total of discipline, it will not work. Discipline is also a matter of communicating caring, high standards, consistent respect, and it requires teaching self-discipline for the purpose of achieving self-determined goals.

Ultimately, discipline needs to be maintained at least as much by the young people in the program as by the staff. Unless they buy into the program, believe in the caring of the staff and the logic of the rules, feel respected, believe this is a path to future opportunity, and make a commitment to their own and each other's success, no amount of rule-enforcement from authorities will have much effect. Adults trying to force them to behave in prescribed ways are a very familiar phenomenon in the institutions they have attended. YouthBuild needs to be so different that the students are inspired to strive for success within it.

To continue the process of collective discussion of the effectiveness of the existing approach to discipline throughout the year, staff meetings are held on an ongoing basis, usually once a week. If a staff member has a problem or feels there is an inconsistency in handling the rules or setting a positive tone, then there are opportunities for the issues to be raised in the staff meetings.

In addition to the standards for the young people, most programs have adopted a Code of Conduct for staff to avoid any double standard and to set the highest expectations for the adults to be real role models in this program. A sample staff Code of Conduct is in the YouthBuild Appendices.

During Orientation

The contract and handbook should be reviewed and affirmed during the trainees' Orientation. Reading them out loud and discussing them in small groups works well. This way trainees will understand the rationale behind the rules and will be more likely to follow them or at least accept enforcement of them. Trainees should also learn the process for changing rules and policies or for appealing decisions that seem unfair - this should be part of the Trainee's Handbook.

R-E-S-P-E-C-T

A basic tenet is not to allow disrespect-- disrespect from one young person to another, from a young person to the staff, or from a staff member to a young person. From that underlying tenet evolve a number of basic policies and procedures: there are channels to communicate grievances, each person is going to be heard, each person has a right to express ideas and concerns, but must respect those of others.

Generally young people accept the concept that respect is essential. They want to be respected. It's a universal concept. But they don't always agree about how to define respect or what it means in different situations. Passionate discussions in rap groups can be held about what it means for an adult to respect an infant or a child, or what it means for staff to respect students, or what it means for a man to respect a woman, and vice versa.

The principles of "conflict resolution" have been used well in some sites to establish the tone of mutual respect. In this process it is explicitly stated that there is no assumption when conflict arises that the staff is always right. The Director listens equally to both sides, and helps people work things out. Training in conflict resolution is available for staffs through YouthBuild USA.

Respect is established partly through tone and through agreements about how to treat each other. Language is a key part of this. Cursing, "dissing," and insulting are out. Often establishing agreements about use of language takes discussion. For example, staff at Youth Action Program decided not to allow anyone to use the word "nigger." It became an issue when some of the trainees were using the word frequently. When asked to stop, they said, "But we don't mean anything by it." There was a major discussion of the issue. Asked if they would accept the term from somebody else, they said, "Oh no, only from my home boys." It was suggested that if it were a term of endearment, it should be accepted from wherever it comes. If it was not, if it was acceptable from here, but not from there, then it was not appropriate. After a lot of discussion, they finally understood and stopped using the word.

That is part of what is meant by setting a tone of respect. Instead of simply imposing a rule, try to engage the young people in the process. Sometimes it works, sometimes it does not. For example, at one time a number of the female trainees were complaining about how they were being treated by the male trainees. The issue was discussed in an effort to raise consciousness, to make the young men understand that, according to our standards,

such harassment should not be allowed. It became clear that this needed to be a long-term process, requiring further discussion. The dialogue continued, but rules were imposed to protect the women trainees.

Sometimes you can set rules through discussion, but sometimes it is necessary to set the rules in the absence of a consensus. The whole idea is to create a safe and supportive environment for young people to work and study and perform at their best.

A Policy on Drug Use

The policy of the program must be that drugs are not to be used or sold. At Orientation, tell the recruits that there will be no drug use or drug dealing at the site or school. Emphasize the self destructive nature of drugs. Although many of the students have existed in a street culture where drug use and abuse is commonplace, this program is a search for an alternative to the past. In order for that search to succeed, the site and the school must be maintained as drug free zones.

In fact, the program staff may decide to wage a struggle against all drug use, in or out of the program. This is a hot discussion throughout the sites: does YouthBuild have the right to dictate students' behavior when they are not in school or on site? Should trainees be asked to be drug-free for the duration of the program? Should there be urine tests under any circumstances?

We have not tried to set standard policies on these issues, because every staff has to debate them and work them out, oftentimes in partnership with the young adults in the program. But one thing is abundantly clear: the more successful programs have struggled to get students to face the fact that they cannot effectively lead two lives, that they will eventually have to choose between street life and success in a legitimate job and leadership in the community, that they will have to choose between self-destructive behavior and positive behavior. This is the struggle that goes on throughout and will test the creativity and the resilience of the staff.

Unfortunately, drugs and alcohol are a problem and a temptation in the personal lives of trainees. Both staff and trainees need to understand that if a student continues to use drugs, that individual will be difficult to place and find it hard to hold a job after graduation.

Letting these issues slide will destroy the effectiveness of the program. Closing eyes to the conflict, to the fact that young people may be getting high at lunch, or breakfast, will not serve

the program or the students well. It is useful to have on staff some people who have expertise in working with problems of substance abuse.

If continued drug abuse is apparent, and the student acknowledges that he needs help, referral of the individual to a residential treatment center is often the best approach. The individual can be promised a place in the program when treatment is completed, and can be considered a member in good standing, on a leave of absence.

Some programs have taken the position that those suspected of drug use need not be proven guilty. If any staff member has reason to believe that a trainee is high or under the influence of drugs or alcohol, then that staff person can suspend and remove the offender from both site and school. It is particularly important to maintain this policy because of the dangers of construction work, where there are overriding concerns for safety.

In the same way, no drug dealing is tolerated. Again, reasonable grounds for suspicion on the part of any staff person are enough to warrant suspension. Proof of dealing in the program is grounds for termination.

After a trainee has been suspended, the Director and Policy Committee can determine whether the individual should be allowed back or be terminated from the program.

Dress Codes

Dress is important. At the site, the dress code is dictated by construction and safety considerations. Most sites have decided that beepers are not allowed. Dark glasses or radios with earphones are not to be worn in classes. Short shorts are not allowed in the summertime. Uniforms have been required and provided by one program with enormous success.

A lot of the young people don't know how to dress differently, and many have a limited wardrobe. Every few months, consider scheduling a day to dress for an interview. They each have different perceptions of what is appropriate. It gives an idea of what they think and becomes a starting point for the curriculum of the "World of Work." Help trainees be sure they acquire at least one appropriate outfit for public presentations and interviews.

Expectations: From the Program

At the Orientation, the Director should communicate what the program expects from the young people and what the young people should expect from the program. The young people should expect the program to be supportive and respectful, to provide counseling, and

to provide material and teachers to work with them at their own pace so that they can work toward their GED and master skills at the site.

At orientation someone will always ask, "Are you going to give me my GED at the end of the program?" The answer to that is, "No, we are not going to give you your GED. We are going to provide you with the resources and the opportunity for you to study and get your GED. The responsibility is on you."

The same is true regarding a job. Are we going to get them a job? No, but we are going to provide them with the opportunity to learn enough to be employed. We will provide the chance to build a track record and develop good references from our staff which can help them land a good paying job. We will find job opportunities for them, but they will have to go to the interview themselves.

The program should provide the opportunities and resources to young people so that they begin to take as much responsibility for their own lives as possible. They should not be treated as clients. That is a passive role and puts the trainees at the receiving end rather than as active participants in the process of change and growth.

Expectations: From the Trainees

From the trainees, we expect their full attention and co-operation throughout the program. We expect them to be at school or work on time and to respect the agreed upon rules, to respect each other and the staff, to follow the established procedures, to voice grievances, and join the staff in finding solutions to problems. We hope they will give it their all.

Managing the Trainee's Contract

Having a contract doesn't mean it's followed. Managing the contract takes constant attention. The contract is merely a tool for keeping track of what's going on and not letting things slide.

Generally the Program Manager has responsibility for managing the trainee contract. This is a difficult role which requires great care and sensitivity. It requires staying in touch with the trainees and their progress, raising issues of their noncompliance, coordinating with other staff and key figures to figure out a supportive course of action, acting firm yet being flexible, guiding and inspiring them to live up to their responsibility to themselves and to the program.

Introduction to the contract: The trainee contract is initially given to trainees during the Orientation or trial period. There is a group presentation on program expectations of trainees and the contract. Subsequently, the Program Manager sits down with each trainee and reviews the contract with him to make sure that he understands each section and answer to answer questions that he might have. The trainee is then required to sign the contract and it is placed in his personal folder.

Immediate feedback to trainee on the infraction: If a trainee receives an infraction from a teacher, construction trainer or other staff person, those staff are responsible for verbally letting the trainee know as soon as it is practically possible that he is being given an infraction.

Continual review of trainee progress: The Program Manager makes a point of talking with most of the trainees weekly about their contract-- the exceptions are trainees working on the construction site who are doing fine on the contract. For those at the construction site with contract violations, the Program Manager travels to the site and meets with trainees about their situation. She reviews the status of their contract with them and finds out how they are doing in regard to its terms.

If they are having difficulty in any area, she tries to determine what programmatic or personal factors might be contributing to their problem. If personal issues are a consideration, then she works with the counselor and other staff to assist in their resolution. If the issues are programmatic, she discusses them with the Director and staff.

These meetings with the trainees take anywhere from several minutes to more than an hour depending on the nature and severity or frequency of infractions, and the openness of the trainee regarding the underlying problems. The Program Manager might spend an average of thirty minutes with each trainee.

The typical infraction is repeated absence or lateness. The Program Manager tries to determine what is going on with the trainee. Is the reason external problems in her relationships or family, or is it internal to the program? She then might coordinate with other staff, or make linkages with the family to try and resolve programmatic or personal issues in a way that supports the trainee's continuation in the program.

Termination

Recommendations on termination are usually made by the Program Manager to the Director and the management team. The final decision on termination is jointly made by the management team, or by the whole staff, or in consultation with the Policy Committee, or in emergencies by the Director.

Termination is the most heartrending and conflict-ridden aspect of managing a program. Deciding whether and when to terminate a trainee's participation in the program is almost never easy or automatic, no matter how clearly you have tried to lay out consequences in advance. The goal of the program is to help young people succeed, not usher them through an elaborate process in which they finally fail.

As a result, most programs have worked out complex schemes to enable young people on the verge of failing to regain good standing - to volunteer for two weeks to earn re-entry, to re-apply in the next program cycle, to correct whatever problem his behavior caused, etcetera. Some staff say, "Nobody is ever terminated by us. Some people terminate themselves."

But there are times when the program must ask a person to leave, because to do otherwise is to undermine the program, threaten the safety of other students, defeat the purpose of the program, make it impossible for staff to function, or the like. In addition, there is an obligation to teach the individual that he can't pretend, or slip and slide, or act destructively and get away with it indefinitely.

WORKING WITH THE TRAINEES AT THE SITE

"Hands-on experience is good because a lot of people go to college but don't get the job because of a lack of hands-on experience. It is also good to have because you will then have bargaining power in the interview, and for your resume or to put in with your other skills. It's also easier to learn from hands-on experience because you're seeing the work being done so you can visualize it when it's completed."

Rafael Soto

The success of your work at the site will depend on the input from each of several key participating parties: your construction site staff, the project architect, the major subcontractors on the job, and the youth trainees. Some project participants consider the training and development of the young people the primary goal; for others the production of housing weighs equally in importance. The bottom line is that you must score well on both fronts--youth training and housing production-if the project is to be successful.

The quality of the training is enhanced if you can provide leadership-building and participatory roles for the trainees in the planning and implementation of the job. If you choose not to capitalize on the project's leadership-building possibilities, you may seek and obtain the required number of permanent employment placements but miss the opportunity to foster the kind of creative, thinking young leaders so desperately needed in our neighborhoods.

Working with a group of trainees can be a delightful experience, or it may be onerous, depending on how well you run your program. Beginning with the earliest contact you have with the individual trainees (when training applications are first picked up), through orientation and into the daily work site activities, your program is being watched and evaluated by a very large and perceptive group: the youth.

You're Being Watched

Let's get specific. You are being evaluated by the young people on the following points of performance:

- Do you follow through fully on each commitment? This includes commitments made by you personally, or by the program as a whole--in brochures, press statements, recruitment information--or even promises made by your staff;
- Does the staff act in a fully responsible, professional way? If a staff person is arriving late to work, harassing a female trainee, or leaving work site tasks half finished, you have a problem that requires immediate response. The site staff should strive to be good role models, as workers and as concerned citizens;
- Are the working conditions entirely safe? If the trainees feel they are being endangered by unsafe conditions they will feel used and abused;
- Is the quality of the site training adequate or better? It is the training that most of the young people have come for. Many can get higher incomes doing something else. If they are not learning steadily, they will be disenchanted with you and the program;
- Are the rules enforced in a timely, fair, thorough manner? The trainees watch for fairness in enforcement of site rules, as they apply to other trainees and to staff. Staff should not be allowed excessive privileges and the benefit of the doubt, if the trainees are denied the same;
- Do you have the proper tools and supplies on hand and an organized plan for each working day? This must be communicated effectively to all participants--staff and young people--by posting daily work sheets and giving daily work briefings;
- Do you make sure that wages and stipends (paychecks), however small, are distributed on time and without last minute "surprises"? The slightest glitch may have disastrous consequences. If there is a problem with pay, you must treat it as a grave matter; if you appear to treat it as a minor issue, you will be accused of insensitivity;
- Do you demonstrate in your interaction with the trainees that you care for them and do not disrespect them in any way? Find ways to connect with each participant in a personal way.

Making the Site Work

If your project achieves a good record on each of the items listed above, you will probably have a relatively easy time working with the young people and a positive overall work experience. What follows are some specific suggestions and techniques which have been useful.

Develop a Group Feeling

The trainees will get to know each other and the staff members quickly. But attention should be paid to developing unity, mutuality, and an appreciation for the program as a whole. They need to know they are part of something bigger than just themselves. An aspect to avoid, meanwhile, is the antagonistic kind of unity building, which emphasizes how "good" the group is, but how "bad" everyone else is. A major objective for the leader must be to build the sense of collective identity and cooperation, without making it at the expense of others, be they other parts of the program, neighbors, or other community organizations doing similar work.

Weekly Site Meetings must not get lost in the shuffle

At these meetings participants may be encouraged to share their thoughts on the site issues of that week. This is a chance to deal with how things are going, what progress is being made in the training, what is not being learned well enough, the amount of time it took to hang that door and how long it would normally take an experienced journeyman carpenter, problems at the site, and announcements of upcoming site events.

Something that works well is to ask a trainee to chair the meeting, shifting that duty to a new young person each week. Note: the chair should be selected prior to the meeting, so the meeting may begin in an organized manner, and the young people should be given some training in how to chair such a meeting; and coached during the meeting as appropriate.

Staff should attend the meeting primarily as listeners, speaking up as little as possible, and seeking maximum input from the trainees. Our experience has been that when a meeting is chaired and generally dominated by the director, it is much less effective in developing the trainees' sense of participation, ownership, and interest.

Provide ample feedback to trainees on their own progress

This feedback typically consists of written monthly evaluations of each trainee by the immediate supervisors, and monthly mini-conferences (10-15 minutes, one trainee at a time during the regular work day) to hear from the individual how he evaluates his own work, and to add whatever may be required to round out the picture. Raises and recognition should be structured for those making steady progress.

Failure to follow through in the areas listed here will result in the creation of vacuums of time or attention at the site, which eventually will be filled by complaints and acting out, inflicting damage upon the work atmosphere and the entire project itself. Again, if the trainees feel good about the program, and their own progress in it, things will tend to be smooth. If not, things can get very rough.

Develop Leadership and a Sense of Ownership

Try to develop ownership and leadership among the trainees. Some techniques we have employed are listed below:

- Invite political and community leaders to the site, or a class from a local school, and ask two trainees to lead the tour of the operation. Make sure that they are aware of some of the key data (what will rents be once the apartments are complete, who can live here, when it will be finished, etc.), and give them the opportunity to take some credit for the job. This develops leadership and ownership, as well as community and political support.
- Similarly, seek out opportunities for the trainees to go off-site to represent the program. They can do this as speakers or participants in conferences, at community meetings, as advocates regarding the use of public funds, as spokespeople with the media, or as representatives of the program at fund-raising meetings with private foundations.
- Respect and bolster the role of the Policy Committee. Allow Policy Committee delegates appropriate flexibility to get to the after-work meetings on time. Issues that arise on site can be referred to the Policy Committee for recommendations. At the weekly site meetings, a delegate should report to the other trainees and staff regarding decisions made and issues still under discussion. Program T-shirts or uniforms can help with program identity and site professionalism.

- Keep the trainees informed of the long-term planning, the short-term objectives, and any contemplated major changes in plans or personnel that are expected.
- Whenever possible, ask for feedback from the trainees or have a trainee representative with you for policy-making meetings. Report back on decisions you have made. Ask a trainee who was present to report back to the group at the weekly site meeting.
- Bring in the press. These are newsworthy projects. Press coverage helps keep the greater community informed as to the nature of the project, and it validates the work in the eyes of the community and the participants. In these times, positive television coverage is the fastest way to earn the praise and support of the trainees' family members and the community at large. Press clippings may be posted in the office and distributed as documentation to bolster fund-raising proposals.

Accentuate the Positive

Bring home the point that through an effective cooperative effort, this crew will be able to achieve remarkable results. These include a complete building rehabilitation to make much needed affordable housing, and the substantial personal benefits which may be accrued by each serious participant.

Be as supportive as you can of each step forward, especially for those trainees facing the greatest obstacles. Remember that a central goal of the project is to lead the youth to a successful personal and group experience. In many cases the trainees are accustomed to failure in the work world and in school. By noting and supporting each modest step forward, you are helping the trainee to reverse the pattern and leading her in a new direction.

Harsh criticism of a trainee's work is almost always going to have a negative impact, driving the trainee into a defensive posture or a counterattack. The trainee, like any other worker, wants to know that the supervisors and administrators are noticing the effort and progress being made, and that it is appreciated. Frequently, the trainees will come to you and comment on their hard work that day, or the skills they just learned, asking for your acknowledgement. It is preferable that you take the initiative to approach the trainee. Whether you prefer to give an informal word of support, or a formal Certificate of Achievement, or both, reinforcing each step forward will help the trainees to excel.

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Clinton Presidential Records Digital Records Marker

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Divider Title: _____

Sent to

Program
Directors.

Wanted to
share w/you

Participant Selection

General

Participant Selection and the selection process are important parts of any SOS program for several reasons:

- The quality, maturity, commitment, and readiness of the final participants are the heart and soul, the "raw material" of the program.
- SOS is an exceptional opportunity and serious responsibility that will require the best efforts and thinking of all participants.
- At both National Training and local sites, there will be basic expectations and minimum standards that participants must be willing and able to meet in order to participate and continue in SOS.
- Only in special circumstances will programs want to replace participants who drop out or are dismissed from the National Training or local programs once they begin.
- There may be little time available to interview, inform and screen applicants, and a formal selection process is the best opportunity to evaluate the appropriateness of SOS applicants.
- The selection process offers an excellent opportunity to introduce participants to the themes, methods, and skills that will be a central part of National Training and local programs.

Because of the tight time frame, programs will want to spend as little time as possible on the selection process, while providing as much quality information and preparation as possible. Hosting two or three "Introduction/Interview Sessions" on evenings or week-ends is an easy way to cluster the largest number of applicants in the shortest amount of time. A effective session (about 40 applicants max.) should take approximately three and one-half hours, and it is possible to schedule two or even three in one day.

Sample Selection Process

Below is a sample selection process that can be adapted to time restrictions and local program needs. This is only an example - not a required format. It consists of 4 parts:

PDAT Binder

Participant Selection - 2

1. Introduction
2. Team Activities
3. Individual Interviews
4. Wrap-Up

The necessary materials are:

- name tags for all applicants, staff, and facilitators
- pens or pencils for everyone
- one blank sheet of paper for everyone
- polaroid camera and film (optional)
- flip chart or blackboard with content prepared in advance

1. Introduction (30 min.)

- Welcome, Introduce Facilitator(s) (3 min.)
- Icebreaker: "Stand-Up, Sit-Down" and "Seat-to-Seat Welcome" (5 min)
- Overview of Summer of Service (20 min) *use a flip chart or chalkboard*
 - includes program structure, introduction of themes, basic expectations, national and local objectives, National Training
 - include Q+A; applicants should say their name and where they are from before they ask questions

2. Team Activities (1 hour, 30 min.); *divide into teams of 5 - 10*

- Icebreaker: "Name Game" and "Group Count" (10 min.)
- Team Exercise: "Team Theatre" (45 min.) *one facilitator per team*
 - applicants have 15 minutes to prepare a 5 minute recruitment commercial for Summer of Service, and will present it to the large group
- Public Speaking Exercise (15 - 30 min.)
 - applicants have 3 minutes to identify the three most important issues facing children, and have two minutes to present their thoughts verbally to their team.

3. Individual Interviews (1 hour); *you will need a minimum of 10 interviewers if you have 40 applicants present.*

- interviewer introduces self, asks select questions, answers any questions (15 min./applicant)
- Participants who are waiting to be interviewed can fill out "Childhood Reflections" and "Leadership" Activity Sheet.

4. Wrap-Up (10 min.) in large group
- Final remarks, review timeline, final Q+A
 - collect Activity Sheets
 - "Seat to Seat Farewell Handshake"
 - Individual Polaroid photos (optional)

Interviewers should take five minutes to complete their Applicant Evaluation Forms immediately after the applicants leave.

Descriptions of Activities and Exercises

Stand-Up, Sit-Down

- Facilitator says, "We're going to do an exercise called 'Stand-Up, Sit-Down.' I'm going to make a statement, and if it is true for you stand up and remain standing. If it is not true for you, sit down or remain seated. The only other ground rule is no talking. Does everybody understand? OK. Here goes:

1. Who here drove to this meeting?
2. Who took public transportation?
3. How many people went to bed after 10 last night? 11? 12?
4. Who took a shower this morning?
5. Who was born here in {name of city or town}?
6. Who was born in this state, but a different city?
7. Who was born in a different state? (ask a few where)
8. Who was born in a different country (ask where)
9. Who has one only one sibling? Two? Three? Four? Five? More than five? (ask how many)
10. Who here plays a musical instrument? (ask a few what instrument)
11. Who speaks more than one language? More than two? Three? (ask which languages)
12. Who here watched the last episode of Cheers?
13. Who has done any community service before?
14. Who here was old enough to vote in the last presidential election? Who here actually voted?
15. Anybody here in love?
16. Who here heard the President's speech about Summer of Service?
17. Who here heard about SOS through a friend? a teacher?
18. Who is ready to give nine intense weeks of service right here in { }?

Seat-to-Seat Welcome

" Great. Everybody have a seat, please. Now that you all know a little bit about each other, we'd like to ask you to introduce yourselves. Take just a few seconds to shake hands and introduce yourself to the person on either side of you..." (facilitator should introduce him/herself to one or two people in the front row or next to him in the circle.

Name Game

- Facilitator asks everyone to sit in a circle, and then in turn say their name, why they applied to SOS, and the name of their favorite cartoon character, mythological figure, etc.

Group Count

- Facilitator says, "We're going to do an exercise called The Group Count. What we have to do is count to ten out loud as a group. The only ground rules are that only one person can say one number at a time, and that if any two or more people count at the same time, we have to start over. Does everybody understand? Great, I'll start, "one..."

The facilitator says "start again" every time people count at the same time until the group gets to ten. Then the facilitator asks, "What did people think of that exercise?" and processes for two minutes, drawing out the themes of teamwork, communication, listening, etc.

Team Theatre

- The facilitator says, "Now we're going to try to use these ideas that you all mentioned like cooperation, teamwork, and communication, in a slightly different activity. Imagine you have been given the job of creating a commercial for SOS that will be used to recruit young people from across the country to serve in their communities. You have to explain to people what SOS is, why it's a great program to join, all the other important details, and get people excited about it. Well, imagine no longer, because that is exactly what we are going to do. This team has 15 minutes to prepare a 5 minute recruitment commercial-skit for Summer of Service, and will then perform it for the large group. The only ground rules are that you have to include everyone, keep the language clean, and there are no put-downs. Does everyone understand? Okay, begin."

The facilitator should stay close by to monitor time and add any tidbits to the group if they need help.

PDAT Binder

Participant Selection - 5

Public Speaking Exercise

- Facilitator asks everyone in his/her group to form a circle and hands out a pen and piece of paper. Facilitator says, "We're going to do an individual exercise now that has two parts. First, I would like you to think of what you believe are the three most important issues facing children and write them down on the sheet of paper that you just received. Take about two minutes right now..."

"Now I would like each you to take two minutes maximum to present your top three issues to the group, and to explain why you chose them. Does everybody understand? Good. We'll start here to my left with {name of applicant}..."

Facilitator should positively acknowledge every person after they speak, and then introduce the next speaker. At the end facilitator acknowledges the thoughtfulness and insight of the applicants, and introduces the one-on-one interviews. S/he also hands out the Childhood Reflections and Leadership Activity Sheet and explains the interview process

Childhood Reflections and Leadership Activity Sheet

- see sample sheet attached; be sure to collect these at the end of the session.

Seat-to-Seat Farewell Handshake

- In closing, facilitator says, "Thank you all for coming, but before we leave, we'd like to ask you to shake hands and say goodbye to the person sitting on either side of you. Good luck everybody; please feel free to speak to me or any of the other staff if you have questions."

Sample One-on-One Interview Questions

Below are some sample interview questions for the individual interviews. It may be helpful to type these questions onto a sheet of paper and give it to each of the interviewers:

1. How did you hear about SOS?
2. Why do you want to join SOS? What do you hope to gain from the program?
3. What do you feel would be the greatest challenge for you at SOS?
4. How would others describe you?
5. Who are your heroes or heroines? Who is someone that you respect and why?
6. Describe a time when you helped someone or a time when someone helped you?
How did it make you feel?
7. How do you feel about making a nine week commitment, full-time every day?
8. How will you live on a minimum wage stipend? Will you need a second job?
9. Will you need housing? Day care?

10. An important part of SOS is bringing everyone together to work in the community and learn from each other. What would you be able to bring to the program and your team?
11. What are your other options for the summer? Have you applied to any other programs?
12. Do you have any experience working with children? Why do you want to work with children this summer?
13. What are your plans for the fall? Do you plan to continue working with children or serving your community? If yes, how?
14. Do you have any experience serving your community? Please describe.
15. What do you think of the basic expectations? Are you able to fulfill them?
16. What do you think about the National Training in San Francisco? Do you have any problems with traveling by plane?
17. Do you have any questions?

Individual programs may wish to include more questions about their community, neighborhood, children, or the specific service work they will be doing.

Sample Childhood Reflections and Leadership Activity Sheet

The purpose of the Childhood Reflections and Leadership Activity Sheet is to learn more about applicants attitudes, thoughtfulness, writing skills, and critical thinking ability. Applicants will also acquire a sense of the kinds of issues and ideas that will be addressed throughout the Summer of Service. Keep the completed sheets on file and refer to some of the answers during first conversations with final participants. The next two pages are a sample activity sheet that can be copied as-is or changed as desired.

Childhood Reflections and Leadership Activity Sheet

Please answer as many of these questions as you can, and return the completed sheet to your interviewer. There are no right or wrong answers, and you should feel free to write as much or as little as you would like:

Childhood Reflections Section

1. What three words would you use to describe children between the ages of 5-12?
2. Describe something special that you remember from when you were between the ages of 5-12.
3. Who do you think influenced you the most when you were a child? Explain.
4. Describe the best Teacher you ever had.
5. Describe the worst Teacher you ever had.

(continued on back)

6. What do you think are the qualities of a good parent?

Leadership Section

1. What do you think are the qualities of a leader?
2. Give three examples of people that you consider to be strong leaders.
3. Give three examples of people that you consider to be poor leaders. What are the qualities of these people?
4. Do young people make good leaders? Why or why not?
5. Is there such a thing as positive and negative leadership? Please explain.
6. Describe a time when you were in a position of leadership.

PDAT Binder

Participant Selection - 7

Selection Criteria

Individual programs will have to decide what they believe are the most important criteria for selecting final participants, and how to weigh various parts of the application process. For example, a program that will be performing environmental work may consider experience or interest in the environment to be more valuable than experience working with children. A program may prefer applicants who live in the area being served over applicants from out of state or vice-versa. There are, however, some universal qualities that individual programs should look for in all of their applicants:

1. *Commitment*: is the applicant committed to performing the specific work and activities of National Training and the local program full-time, five days a week for the full duration of the summer? Does the applicant have an expressed interest in continuing to be involved in community or national service after the summer? Does s/he have specific plans to continue?
2. *Interest/Desire*: does the applicant show enthusiasm and interest in doing Summer of Service? Is his/her interest in doing the particular work of the individual program to which s/he is applying? Is this the applicants first choice of things to do this summer?
3. *Willingness to learn*: does the applicant express an interest and appreciation for learning? Does s/he show curiosity about issues and ideas? Is the applicant interested in learning from different people?
4. *Willingness to Work Hard*: does the applicant appear to value hard work and express a willingness to work intensely for the entire summer?
5. *Dedication to the Community*: does the applicant express a long-term interest in and commitment to improving the quality of life in the community? To children?
6. *Maturity*: does the applicant appear mature and responsible and carry him/herself with confidence? Does s/he appear thoughtful and respectful? Does s/he seem capable and ready for the challenge of SOS? Would you want this person representing SOS and your program in public and in the media?
7. *Leadership Potential*: is the applicant a good listener? Does s/he appear capable of leading a group or activity, and when necessary being a follower as well?
8. *Teamwork*: is the applicant ready, willing, and able to work in a team? Does s/he have experience or interest in working closely with others who may be different?

These qualities and others will be revealed throughout the selection process, but the perceptiveness and judgement of the facilitators, interviewers, and final selection group will be the most important ingredient in determining the appropriateness of any applicant. The Polaroid photos will make it easier for you remember individual applicants if you plan to conduct the final selection in a group.

Below is a suggested weighting of various parts of the application process to use when reviewing applicants:

1. Written Application	15% (<i>depends on application content</i>)
2. One-on-One Interview	40%
3. Group Exercises	30%
<i>Team Theatre</i>	(10%)
<i>Public Speaking Exercise</i>	(10%)
<i>Activity Sheet</i>	(10%)
4. Recommendations	15%

Immediately after the one-on-one interview, the interviewer should complete a short Applicant Evaluation Form that can be used by the final selection group and kept on file. The form can be printed on the reverse side of the sheet containing the questions for the individual interviews. Below is a sample Applicant Evaluation Form that can be copied for use as-is or changed as desired:

Applicant Evaluation Form

Interviewer should circle the appropriate number:

	poor		good	excellent
1. Appearance	1	2	3	4
2. Maturity	1	2	3	4
3. Interest/Desire	1	2	3	4
4. Leadership Potential	1	2	3	4
5. Commitment to Service/Community	1	2	3	4
6. Understanding of Program	1	2	3	4
7. Ability to Work in a Team	1	2	3	4
8. Curiosity/Open-Mindedness	1	2	3	4
9. Attitude	1	2	3	4
10. Willingness to Work Hard	1	2	3	4
11. Listening Skills	1	2	3	4
12. Communication Skills	1	2	3	4
13. Flexibility	1	2	3	4
14. Ability to Complete the Program	1	2	3	4
15. Overall, how would you rate the appropriateness of the applicant for SOS?	1	2	3	4

If you were the only person making the final decision, would you accept the applicant onto SOS?

no

doubtful

likely

yes

Other Comments:

PDAT Binder

Participant Selection - 9

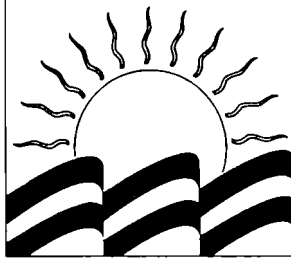
Sample Acceptance and Rejection Letters

Every local program will need to formally acknowledge acceptance or rejection of every applicant. This is best done by mail, with an additional phone call to final participants. Any institution of higher learning uses stock acceptance and rejection letters. Individual programs should check with the admissions departments of their higher education partners for samples of such letters that can be adapted for SOS purposes.

Both Memos
were sent to
programs.

Wanted to
share w/you.

SUMMER OF SERVICE



MEMORANDUM

To: SOS Program Directors
From: Don Gips
Date: May 27, 1993

Re:

- Participant Stipends
- Travel Arrangements for National Training
- Evaluation Update

- I am writing to clarify an issue involving payment of Summer of Service participants. The 9.5 weeks of compensation for paid participants will include the 2-3 day pre-National Training orientation, a week of National Training and eight weeks of service. This will mean that participants will not be paid from Commission funds for the SOS Summit unless it is scheduled on a weekday before August 20, 1993.

- I am in the process of negotiating with the airlines for travel arrangements to National Training. You'll be informed by the end of this week or the beginning of next week concerning the details and dates. All programs will be flying into San Francisco on Saturday, June 19, 1993, and out of San Francisco on Friday, June 25, 1993.

- I am also in the process of finalizing the evaluation plan with Abt Associates, our national evaluator. The forms are currently being reviewed by OMB. As soon as they are approved, Abt will contact you. As part of this effort we want to coordinate the national evaluation with any local ones you are planning to undertake. Please write me a memo describing any local evaluation efforts you are planning this summer. The memo should describe the focus of the evaluation, its scope, and if developed, any forms or questions that will be used by June 7, 1993.

I hope everything is going well. Please call if you have any further questions or concerns about these matters.

FAX MEMORANDUM -- 2 PAGES

TO: Summer of Service Program Directors

FR: Jennifer Eplett Reilly, Summer of Service
Phillip Caplan, Office of National Service

RE: Returned Peace Corps Volunteers

May 24, 1993

We have had a generous offer of support from the Council of Returned Peace Corps Volunteers -- the national alumni association for people who have served in the Peace Corps.

The Council is a nonprofit membership organization headquartered in Washington, D.C. which coordinates a network of over 100 local affiliate and "country of service" alumni groups. Fortunately, many of their strong local councils are located in Summer of Service cities.

Charles "Chic" Dambach, the Executive Director of the Council, approached us with an offer to assist programs this summer. We believe this partnership has great potential for many of you and wanted to pursue it.

Chic has made a round of phone calls to his local councils about Summer of Service and, without exception, they are willing to work with you in a variety of ways:

- o When your participants gather for regular assemblies or training sessions, returned Peace Corps Volunteers (RPCVs) can address the group, help you design and organize the sessions, present a slide show or assist with many other activities.
- o RPCVs are often very prominent members of the community. Chic's offer of support can provide you with access to people that you may not have thought of in terms of financial, in-kind, human resource or other types of support.
- o You could establish a mentoring program connecting returned Peace Corps volunteers with Summer of Service participants. Many RPCVs will probably be willing to serve alongside your participants on summer service projects.

In short, returned Peace Corps volunteers are a built-in constituency for national service in general and Summer of Service in particular. Given their variety of experiences and deep commitment, RPCVs can help us, and you, in many ways as we build Summer of Service.

Please take a moment to think about how RPCVs could play a role in your program. We will follow up with you in a few days to talk about this and then, if you are interested, put Chic in touch with you and the RPCV contact in your area.

Thank you. As always, please do not hesitate to call if we can answer any questions (Jennifer 202/724-0444 - Phil 202/456-6444).

PARTNERSHIP GROUPS FOR SUMMER OF SERVICE PROJECT

RED LAKE TRIBAL COUNCIL

Red Lake Band of Chippewa Indians

P.O. Box 550

Red Lake, MN 56671

679-3341

Gerald Brun - Chairman

Bobby Whitefeather - Secretary

James Strong - Treasurer

Roman Stately - Red Lake District Rep.

Fabian Cook - Red Lake District Rep.

Lorna Fairbanks - Redby District Rep.

Preston Graves - Redby District Rep.

Lawrence Bedeau - Little Rock District Rep.

Allen English Jr. - Little Rock District Rep.

Tom Stillday Jr. - Ponemah District Rep.

Clifford Hardy - Ponemah District Rep.

Judy Roy - Tribal Executive Administrator

ENVIRONMENTAL COORDINATION PROGRAM

P.O. Box 279

Red Lake, MN 56671

679-3959

Tom Goldtooth - Environmental Coordinator

RED LAKE DEPARTMENT OF NATURAL RESOURCES

P.O. Box 279

Red Lake, MN 56671

679-3959

Dave Connors - Fisheries Biologist

Chuck Meyers - Wetland Specialist

Joel Rohde - Aquatic Biologist

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT DRUG ELIMINATION PROGRAM

P.O. Box 219

Red Lake, MN 56671

679-3368

Gilbert Lussier - Conservation Educator

also send info on
Conservation Corps
- CNCS
- NASCC

RED LAKE EAGLES PROGRAM

P.O. Box 683
Red Lake, MN 56671
679-3839
Keith Lussier - Director

POST SECONDARY EDUCATION PROGRAM

P.O. Box 90
Redby, MN 56670
679-3855
Clayton Van Wert - Director

CROSS CULTURAL TRAINING PROGRAM

P.O. Box 550
Red Lake, MN 56671
679-3341
William May - Cross Cultural Coordinator

RED LAKE ALCOHOL REHAB PROGRAM

P.O. Box 114
Red Lake, MN 56671
679-3392
Adam Lussier - Program Coordinator
Giles Hart - Program Director
Tom Barrett - Cultural Fitness Coordinator

J.T.P.A. PROGRAM

P.O. Box 310
Red Lake, MN 56671
679-3306
Eugene Stillday - Director

TRIBAL PLANNING DEPARTMENT

P.O. Box 741
Red Lake, MN 56671
679-3341
Eugene McArthur - Tribal Planner

PARTNERSHIP GROUPS FOR SUMMER OF SERVICE PROJECT

3

SUMMER OF SERVICE TEAM

P.O. Box 550
Red Lake, MN 56671
679-3341
Renee Senogles - Project Director
Thelma May - Assistant Director
Deanna Lasley - Leader
Kevin Cook - Leader
Fred Jones Jr. - Leader
Karen Barrett - Supervisor
Wayne Johnson - Supervisor
Nolan Desjarlait - Supervisor
Mike Roy - Supervisor

RED LAKE COMMUNITY COLLEGE

Tribal Department of Education
Red Lake Tribal Council
P.O. Box 550
Red Lake, MN 56671
679-3341
Verna Graves - Education Director

PONEMAH ELEMENTARY SCHOOL

General Delivery
Ponemah, MN 56666
554-2685
5th and 6th Graders
ATTN: Catie Belleveau

RED LAKE COMPREHENSIVE HEALTH

P.O. Box 249
Red Lake, MN 56671
679-3912
Oran Beaulieu - Director

Gaming Enterprises

Red Lake, MN 56671

adrain amen