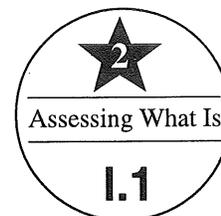


Phase 2

Activities

Can It Be Prejudice?

Adapted from *Teacher, They Called Me A _____!*
Used with permission of Anti-Defamation League and
Utah State Office of Education



Time Required: 30 - 40 Minutes

Resources Needed: Two gift-wrapped packages

STOP! *Read the directions ONLY if you are going to lead the activity. Those who participate must be unaware of the process in order for this activity to be meaningful. Therefore, one team member should be chosen at the previous meeting to lead this activity.*

Procedure:

1. Find two gift boxes of the same size and shape.
2. Put a non-perishable treat (e.g., hard candy) in one gift box and wrap it crudely with newspaper and old string or ribbon.
3. Fill the matching box with dirt or sand so it weighs about the same as the treat box. Wrap it attractively.
4. At the next team meeting, place both boxes on the table where they will be noticed. It is likely the team members will comment or inquire about them. If not, the leader will need to initiate a discussion.
5. Discuss which of the two gifts is more intriguing or inviting, which, as a team, you are most curious to open. As a team, vote to determine which box to open.
6. If the team elects to open the pretty box, open it and allow all members to view the contents.
7. Then discuss the reasons why that particular gift was chosen over the other. Introduce the word "prejudice" and talk about its meaning.
8. If the team decides, instead, to open the crudely-wrapped box, allow each team member to enjoy one of the treats inside.
9. Again initiate a discussion about the reasons that particular box was chosen. Discuss the tendency for us to pick one thing or another based on surface appearance.

TIP: See Glossary for definition of "prejudice."



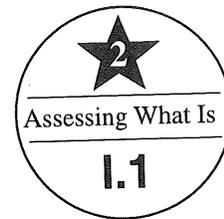
• Introduce the word “prejudice” and talk about its meaning and impact on our ideas about others.

• **Reflection:**

- 1. Why did you choose the box that you did? What were its attributes? What were the attributes of the box you did not choose?
- 2. What did you think of your choice?
- 3. Did you think you could tell what was inside the box by the outside? What happened?
- 4. What do you think “prejudice” means?
- 5. Is it always the case that prejudice is based on the wrapping, not the contents after unwrapping?
- 6. How does prejudice impact our interactions with, attitudes toward, and opinions about others? How might it impact someone’s impression of us?
- 7. Think of a time when you allowed your prejudice to guide your behavior, inappropriately. How did you feel when you realized you unfairly judged someone?
- 8. What would it be like if someone judged you by the way you look, what you wear, skin color, hair color, eyes and/or other surface attributes. If you have had this experience, share it with your team members.
- 9. How might prejudice impact one’s interpretation of data? How will you guard against this happening when you, yourself, are analyzing the data collected in Phase 2?

Challenging Prejudgments

Adapted from *Teacher, They Called Me A _____!*
Used with permission of Anti-Defamation League and
Utah State Office of Education



Time required: 20-30 Minutes

Resources needed: An unusual fruit or vegetable (e.g., star fruit, kumquat, pomegranate, jicama, plantain, Ugli fruit) that can be cut into pieces for the team to taste. The food selected should be one that is unfamiliar to the team.

Procedure:

1. Show the fruit or vegetable to the team and ask members if they like this food.
Those who think they will like the food should stand to one side of the room; those who don't think they will like the food should stand on the opposite side.
2. Record the number of people on each side of the room.
3. Now ask how many team members have actually eaten the food before. Record the number of responses.
4. Team members may now return to their seats.
5. Share with the team that we sometimes make judgments about food, people, places, music, etc., before we have had any experiences on which to base our judgments. This is called prejudging. Prejudgments may be influenced by a number of factors.
6. As a team, identify what factors influenced members' responses to the unfamiliar food. List these factors on a board, flip chart, or piece of newsprint.
7. Encourage each person to try a small taste. Ask again who likes and who dislikes the food. Record the responses and compare them with the initial responses.

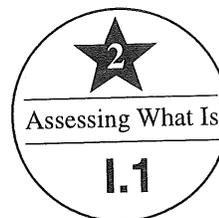


• **Reflection:**

- 1. How do prejudgments limit our experiences? Are these judgments accurate?
- 2. How do such judgments influence our interactions with others? With the system as a whole?
- 3. Brainstorm a list of factors that could influence, or become, prejudgments.
- 4. Can you, as an individual, think of a time when you were prejudged? Was the judgment accurate? On what basis was it founded (What was the influence?)? What was the outcome of the prejudgment?
- 5. Recall a time when you prejudged, inaccurately. What were the consequences of your prejudgment? What did you gain from the experience?
- 6. How does a system address the issue of prejudgment?
- 7. Why is it important to recognize that we prejudge?
- 8. What is the relationship between prejudgment and prejudice?

Acknowledging One's Personal Cultural History

From *Beyond Heros and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development*, Edited by Lee, Mearns, & Okazawa-Rey. Used with authors' permission.



Purpose:

- To recall and reflect on one's earliest and most significant experiences of race, culture, gender, and physical difference;
- To think about ourselves as cultural beings whose lives have been influenced by various historical, social, political, economic and geographical circumstances;
- To make connections between our own experiences and those of others.

Time Required:

2 - 3 Hours (15-20 minutes to draw, the rest for presentation and discussion)

Resources Needed: Big sheets of newsprint or flip chart paper, colored markers and crayons, masking tape.

Procedure:

Setting the Stage: Before beginning this activity, it would be appropriate to recognize through discussion that in some cultures talking about one's self is frowned upon. Since this activity has the potential to be intrusive of cultural norms, it is important for the activity leader to acknowledge this and to give explicit permission for all team members to participate.

1. Provide each team member a sheet of newsprint. Answer the following questions using drawings, symbols, and color rather than words:
 - What is your racial and ethnic identity?
 - What is your earliest recollection of observing someone being excluded from your group based on race or culture?
 - What is your earliest recollection of being different or



“White privilege is like an invisible weightless knapsack of special provisions, assurances, tools, maps, guides, codebooks, passports, visas, clothes, compass, emergency gear, and blank checks.”

-Peggy McIntosh

- excluded, based on race or culture, from those around you?
- 2. After the drawings are completed, discuss the process of doing this exercise.
 - How did it feel to think about and answer the questions?
 - How did it feel to use a medium which most of us are not accustomed to using?
- 3. Each person should share her/his story and drawing in 5-10 minutes time. Listeners may ask only factual questions, such as the name of the town where the person lived and demographics of the community.
- 4. Hang all the drawings around the room so they are visible to the team.
- 5. After all have shared their histories, analyze the collective experiences. Draw on such factors as geography, historical time period, race, class, religion, and gender. Questions to ask might be:
 - What similarities and differences do you notice in everyone’s experience?
 - What are some of the major forces, in families, communities, society, historical time periods, etc., that shaped each person’s experiences?
 - How did oppression, discrimination, and prejudice affect team members’ lives?
 - If some members were not noticeably affected, why weren’t they?
 - In what ways were people privileged and disadvantaged? Why?
 - What does it mean to be a person of color in the United States?
 - What does it mean to be a person of European heritage in the United States? (See McIntosh in References)
- 6. From this discussion, think about the three levels at which social phenomena occur: the individual/family (micro), community (meso), and institutional (macro) levels. Make a diagram on poster paper of three concentric circles. The center circle should be labeled Micro, the middle circle Meso, and the outside ring Macro. Draw arrows from one to another of the circles to illustrate the relationship of one

level to another. Draw conclusions about the dynamics of oppression at all three levels—across racial and cultural groups.

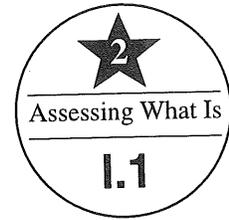
For example, in assessing what is, many people identify school (an example of micro, the individual, coming together with meso, the community) as the place where they first noticed differences. At school, they were made to feel inferior or insecure (or secure and superior), or watched another child treated that way, with the teacher being one of the main perpetrators of discrimination, prejudice, and indifference. If this were the case, it will be important to ask the team what role schools play in the dynamics of oppression. Similar analysis can be (and should be) done on any other institutions, such as the media, criminal justice system, government, religion, and so forth. Also, include in the discussion how communities, families, and individuals resisted, countered, and transformed oppressive actions and institutions.

Questions to ask include:

- How did schools (and other institutions such as the media, religion, etc.) support and promote oppressive practices?
- How was what happened in one institution supported by others?
- What strategies did communities, families, and individuals use to resist discrimination or organize on their own behalf?

Evaluation:

1. How have your own personal experiences shaped your conceptions of self?
2. How have your experiences influenced you as a professional, as a member of the system?
3. How have your cultural and racial experiences influenced your view of yourself in your job?

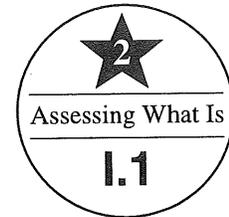




4. How have these experiences shaped your views of those who are from racial and cultural groups different from your own?
5. What impact do these collective experiences have on the system?
6. How might the system impact the individuals within it?
7. Is there a dominant culture in your system? What are the characteristics of the dominant culture? Describe or list.
8. Based on those characteristics, who would be identified as outside of the dominant culture?
9. What impact might a dominant culture have on other members of the system?
10. What are other factors, personal characteristics, or attributes for which a person may experience oppression?
11. What dynamic do the three levels of social phenomena have in relationship to this (these) form(s) of oppression?

Discovering Diversity Profile[©]

Source: Carlson Learning Company



Purpose: The *Discovering Diversity Profile* and Workshop are designed to help individuals identify their opinions and feelings about diversity. Feedback received privately from the Profile will help participants increase their appreciation of differences and identify potential areas of conflict. Development of these insights is the first step to positive resolution.

Time Required: One hour

Resources Needed: Discovering Diversity Profiles; paperclips or coins
(Note that Profiles may not be duplicated; each person must have his/her own personal copy. Profiles may only be purchased from authorized distributors.)

(Wisconsin schools and organizations: For one complimentary copy, contact Melissa Keyes, K2 Associates, Madison, Wisconsin. Phone 608/256-2156)

Procedure:

1. Review or develop a definition of diversity. If the participants' system has not adopted a definition, review the definitions in the Glossary and decide what will work for participants.
2. **Assure people completing the profile that this is a confidential process.** No person will be asked to share anything reluctantly about his or her own results.
3. Distribute the profiles and make sure everyone has a coin or



- paperclip in order to scratch off responses.
- 4. Individual team members complete and score the profile
- according to directions inside the printed booklet. The
- facilitator may want to walk through the scoring process
- with participants. Discuss.
- 5. If desired, turn to other activities that will help clarify and
- resolve concerns about acceptance and celebration of
- diversity found in this handbook.

• **Reflection:**

- 1. What did individuals find out about their own biases and
- stereotypes that may limit objective evaluation of parents,
- teachers, and students who are different from them?
- 2. What suggestions arose that the system needs to make use
- of to help resolve problems that may arise over these
- issues?
- 3. Were participants able to find ways to resolve conflicts
- over stereotypic thinking, based on earlier activities
- designed to help?

How Do We Look?

Source: Cindy Vaughn, CESA 2

Time Required: Part A: 30-45 Minutes
Part B: 30-45 Minutes

Resources Needed: Art supplies, such as scrap magazines,* newspapers, poster board, glue, tape, pens, pencils, colored paper, yarn, colored pipe cleaners, stickers, stars, dots.

**Author's note: When collecting resources to use for this activity, be sure to offer resources that contain representations of diverse populations. You may have to look carefully and deliberately to find diverse groups!*

This activity is designed in two parts. Part A is designed to first examine current perceptions about the system, and should be completed **before** any data have been collected. Part B is reflective and should be completed **after** the team has had time to research and gather data. Thus, the object created should evolve and change as you and your team move through Phase 2.

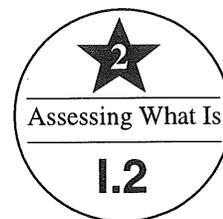
Procedure:

Part A: Complete before any demographic data has been collected.

1. Individuals use brainstorming processes to identify the members of the target system population.
2. As a team, create a mobile, sculpture, or three-dimensional object that represents the target system population. Different shapes or colors of paper may be used to represent different populations within the system.

Part B: Complete after demographic data has been collected.

1. Ask each team member to review his/her original





thoughts about the make-up of the target system population. Who did they overlook or forget? Were there any surprises? Did some of the more “invisible” members become more evident? Why? How?

2. Now re-examine the visual representation of the target system population made earlier. Are all members represented? Who needs to be added? Make changes to your representation. Based on the information you now have about the populations within your system, add relevant characteristics to your populations through the use of decorations and symbols. Continue to add and embellish the population-representations each time you gain more information.

Reflection:

Part A:

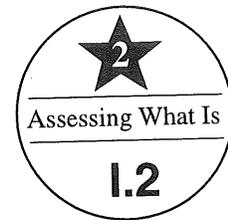
1. Why did you identify the status of the target system population as you did?
2. As you selected materials/descriptors for the visual, what were your thoughts about the members of the system?
3. Did you include yourself in the model?

Part B:

1. Are the members of the system who you expected / predicted them to be? Whom did you overlook or forget? Were there any surprises? Did some of the more “invisible” members become more evident? Why? How?
2. What new symbols or defining characteristics did you add to your visual? Why?
3. If members of the system were to look at your model, would they see themselves?
4. Is the population becoming more alike, or more diverse?
5. What does that imply for the system as a whole?

Guess What, Our Dentist Is a Woman!

From Nancy Schiedewind & Ellen Davidson, *Opening Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity*. Second Edition © 1998 by Allyn & Bacon. Adapted with permission.



Time Required: Time to collect information and discuss findings

Resources Needed: Neighborhood Tally Worksheet; paper, pencils

We may make assumptions based on the people we see doing a certain job: e.g., if, every time we visit the dentist's office, the receptionist, hygienist, and dental assistant are female and the dentist is male, we may begin to think that only men can become dentists.

Procedure:

1. Distribute the *Neighborhood Tally* worksheet and review it as a team.
2. Determine a timeframe in which to complete the form and discuss results.
3. In the last two columns, add any other social groups affected by discrimination that are important to examine in the context of the target system population.
4. Make a class tally (graph, table, or chart) of the results. Individual tally sheets may be posted for closer study.

Reflection:

1. What percentage of the people on your tally sheet were white? People of color? What percentage were female? Male?
2. Were you surprised by these results? If so, why? What had you expected?
3. If you're used to people in certain jobs being of a certain race or gender, how does that influence your thinking about those jobs? How does that influence your thinking about the people holding the jobs?



- 4. How are opportunities for jobs influenced by racism and sexism? What can be done about this?
- 5. Are institutional sexism and racism evident in the target system population? How? What can be done about this?
- 6. If you looked at other social groups affected by discrimination, what did you find from your tally?
- 7. How much do you think the findings in this survey are dependent on the composition of the target system population? How would the findings be different elsewhere? Which ones? Why?

Worksheet: Neighborhood Tally

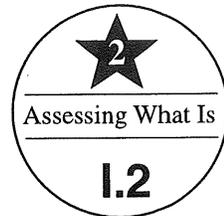
For use with "Guess What, Our Dentist is a Woman!"

	African American		Asian American		European American		Latin American		Native American	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1. I am										
2. My neighborhood is										
3. My school is										
4. My friends are										
5. People who come to my house are										
6. My teacher is										
7. Our principal is										
8. The doctor I visited last was										
9. The dentist I visited last was										
10. We shop at a store run by										
11. The cashiers are										
12. Our mayor is										
13. Our town council is mostly										
14. The bank manager is										
15. Most police officers are										
16. Our mail carrier is										
17. Our repair people are										

Now interview one of these people about how she/he got the job and how she/he feels about it. Ask how racism and/or sexism might affect others trying to move into that job.

Who's Who In Our School

From Nancy Schiedewind & Ellen Davidson, *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity*. Second Edition © 1998 by Allyn & Bacon. Adapted with permission.



Time Required: Time to collect data and process information

Resources Needed: Paper, pencils, graph paper, markers or crayons

Procedure:

1. Divide into groups of four or five. Each group is to count a category of target system personnel. Categories may include: teachers, students, administrators, classroom support staff (aides and volunteers), counselors, social workers, nurses, psychologists, secretaries, bus drivers, food-service staff, custodians, and community and business partners.
2. Record the gender and race of each person in the chosen category.
3. Record the total number of personnel by category and also by total target system (building or district).
4. Calculate the percentage of: male, female, and everyone by specific race for each category. Then calculate these percentages for the total target system (building or district).
5. Prepare a graph of the findings. Compare the numbers of school "staff" to the pupil population.
6. Present your findings to the entire team.

Reflection:

1. In what areas did you find racial balance? Gender balance? What areas were very unbalanced by race or gender?
2. Compare the ratio of black and white teachers to black and white pupils. What explanations do you find if these are not proportionate?



- 3. Does the assignment of various jobs in a school reflect racism or sexism? If so, how?
- 4. What impressions / conclusions might a student make about gender or race and careers, based on who they see working in their school?
- 5. Think back to your school experience: Who did you see in your school? What were they doing? Based on their job responsibility, what was your attitude toward them? Did your attitude influence your interactions with that person?

Setting the Stage for Data

From *Creating Meaning Through Measurement*
Quantum Learning Dynamics, LLC
Used with permission.



- Objectives:**
- To establish a framework for understanding the different types of information that can inform your work.
 - To help participants link data needs with the appropriate types of information and information gathering tools.
 - To help participants select their strategies for gathering information based on their intended purpose or use for the data.

Overview: We gather data every day and in many ways, through our observations, communications, and through formal means such as surveys, focus groups, test scores, logs of information, referrals, and the like. We should think about data as nothing more than the seeds of information that reflect and give us feedback on how we are doing.

There are two simple rules to remember. First, when looking at a set of data or when planning the kind of data you need to gather, begin with your purpose in mind. Second, use the right tool for the intended purpose. Your purpose (what you want to know) and the type of data you have (quantitative vs. qualitative; one point in time vs. over time) will help you determine the types of tools you will use.

Discussion Questions:

- What data do you currently collect that falls in the realm of quantitative? Qualitative? Intuitive?
- What data do you collect over time?
- Is the information that you have serving the intended purpose for collecting it? For example, are your



achievement measures providing you with useful information about all student learning?

Ways to Collect and Interpret Data

I. Qualitative Data

A. How to collect perceptual data:

- In-depth interview. Use before a survey to help define the questions, to get at underlying issues and concerns, or to better understand the full range of perceptions. Example: Conduct interviews of community leaders, such as African American parents or disability activists, in order to understand the issues for their respective children in schools.
- Focus groups. Use before a survey, for the same reasons given above, and also to understand the varying views of different stakeholder groups, and to encourage members to spark ideas in each other. Example: One school asked teachers to invite specific students to focus groups to address their particular issues. Groups were formed for Hispanic students, pregnant and parenting students, and gay/lesbian/bisexual students. In the groups, two questions were asked by an outside facilitator: 1) What is it like to go to school here? and 2) How could the school make changes to help you better meet your academic needs?
- Surveys. Use them to quantify results generated from interviews and/or focus groups and to identify the perceptions of large numbers of people. Example: A school developed a survey as a result of focus groups, then asked each student in the school to indicate two measures about each item: 1) how important this issue was to them; and 2) their perception of whether the school was doing what was described in the item.
- Sampling. Select a subgroup that will be used to generalize to the whole group. Use it where there are too many members of the whole group to be able to conduct cost-effective research and when it is important to have reliable, valid research results.

B. How to display:

- Bar chart
- Histogram
- Statistical measures

II. Quantitative Data

- Variation
- Run chart
- Control chart

III. Other Strategies for Collecting Information

- Analyze reports and information required by the state or by federal education agencies.
- Observe behaviors, review posters, advertisements, and announcements (see below).
- Listen to conversations in hallways, classrooms, the lunchroom, and teachers' workrooms. Collect data generally, not by individual remarks, and do not collect names.

IV. Determine Where Information May Be Found

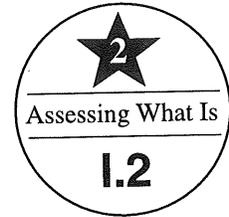
Teachers

Students

Support staff, including classroom aides, bus drivers, food service staff, custodians, social workers, school psychologists, police liaisons, guidance counselors, parents and families, administrators, community members, members of business and industry, central office administrators, building office administrators, athletic directors.

Also look at:

Trophy cases, counselors' offices, administrative offices, class and program enrollment data, advertisements and posters, school newspapers and newsletters, policy manuals, school yearbooks, parent newsletters.



Collecting Information About the Target System

Source: Cindy Vaughn, CESA 2

Time Required: 1 Hour to prepare (approximate);
adequate time to collect and
collate data (may take days or even
weeks)
2 Hours to analyze data and
determine results

Resources Needed: Records, reports, data from various
sources. The vision you developed in
Phase 1

Procedure:

Collecting and analyzing demographic data* can be a time-intensive process. Therefore, it may be wise to divide the team into smaller groups and assign responsibility for collection of specific reports, records, or data to the smaller groups or sub-teams.

1. Review your vision from Phase 1. In order to find out whether your system is realizing that vision, develop a list of measurable outcomes or indicators that will tell you if you are realizing your vision.
2. Generate a list of the data collected, programs offered, school initiatives currently being implemented, special services, etc., that would qualify as demographic data.
3. Determine what data to collect, based on your list of indicators.
4. Determine process and timeline for data collection.
5. Identify member responsibilities.
6. Create a report of the results/ findings. Remember, you are looking for patterns that show results from groups of



*Demographic data refers to vital and social statistics. Examples include: gender; birthdate; address; special medical considerations; nationality; race; ethnicity; language spoken; student school record; district graduation rates; disciplinary incidents and actions; attendance records; dropout rates; class enrollments (by gender, race, ability); class rankings; number of students receiving special services (Special Needs programs, TAG—Talented and Gifted, free and reduced-cost lunch); achievement test results.



- students or adults. Use the “Looking for Patterns” Worksheet included with this activity.
- 7. Disseminate report to team members.
- 8. As a team, analyze and discuss results.

• **Reflection:**

- 1. What process did you use to determine what data to collect and analyze?
- 2. Who are the members of the target community? What is their make-up?
- 3. What is the relationship between the members identified and the school initiatives, special services, and programs offered?
- 4. What do the data tell you (what are the results)?
- 5. What do the results say about diversity?
- 6. Whom does the system benefit most? Who benefits least? What about those in the middle? What are the implications for that population within the system?
- 7. Is there equity among and across populations? Where are the disparities?
- 8. Who receives services? Who falls through the cracks?

• **Team Building Questions:**

- 1. How did you, as a team, divide the work load? Did each member participate?
- 2. In the process of analyzing and identifying results, were there points of contention? Why? How were these resolved?
- 3. Is it necessary for all team members to interpret data in the same way? How do these different interpretations influence the results?
- 4. What might these different interpretations imply for the system as a whole? For meeting the vision for the target system?

What Is Success?

Source: Cindy Vaughn, CESA 2

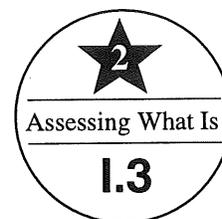
Time Required: 30-45 Minutes

Resources Needed: Reports, records, student outcomes, flipchart paper, markers

Procedure:

Choose a facilitator.

1. Team members discuss the meaning of the term *success*.
2. Generate a list of the characteristics people name.
3. The facilitator asks the group to consider the indicators, the data, and student results just collected. Who would be considered successful based on that information? Why?
4. What are the indicators of success within the target system population? Do these indicators take into account a diversity of cultures? How is this evidenced?
5. How does one become successful in one group as opposed to another?
6. What populations within the target system are not successful? Any speculation as to why? What would they need to be successful?
7. Are there populations that the target system, as a whole, does not expect to be successful? How can you tell?
8. Encourage team members to talk with others in the community or target system about their notions of success and the success they desire for their children. Are their ideas much different from yours, or those of other team members?
9. What aspirations/values are common to everyone?
10. Does the system work to accommodate and provide for each of its members?
11. Develop a graph that defines who, in the system, is successful.
12. Add symbols that define success in your population-model.





• **Reflection:**

- 1. What did you learn about success?
- 2. Is success defined differently for different people?
- 3. Does one's culture influence one's idea of success? In what ways?
- 4. Should a target system expect that every person within that system will be successful?
- 5. Is school (or the target population), as it is commonly experienced, even relevant to a certain definition of success?
- 6. Can the system provide for every person to be successful? If so, how can it do this? How can a system be that responsive to its community?
- 7. How can the target system promote/support success, however it is defined, for diverse populations?
- 8. How can the target system avoid disrupting or interfering with, but become neutral to, the "home culture's" definition of success?
- 9. How has your attitude and understanding changed as a result of exploring this data and information?

What's Your Recipe for Success??

Adapted from *Warm Ups and Wind Downs*

Time Required: 20-30 Minutes

Resources Required: Newsprint, markers, masking tape

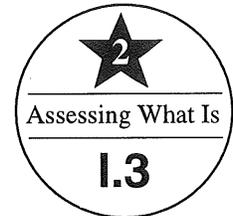
Procedure:

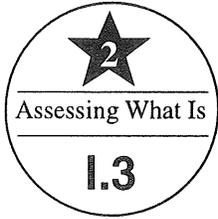
You've now had some experience working as a team. Imagine, then, that a new team is being formed (within the system) to work on a specific issue or project. Indicate how you would share your knowledge and expertise in team work and team building with that team.

1. Divide into small groups of three or four people. Provide each group a piece of newsprint or flip chart paper on which to record their work.
2. Write a recipe for working together. Construct it as a recipe for a cake, casserole, or other food dish would be written. Cooperation, enthusiasm and listening skills are examples of ingredients that might be included. It is very important that you specify the amount of each ingredient!
3. Provide adequate time for small groups to develop their recipe.
4. Post the recipes around the room and have each group talk about the recipe they created.

Reflection:

1. Are there similarities in the recipes?
2. Are some ingredients more critical to team work than others? Are those listed as the major ingredients?
3. Which would be identified as the three most important? Why?
4. Are the same ingredients critical for each person on a team? Why or why not? How do you know?





5. What responsibility does each team member have to share his or her most important ingredients with others on the team?
6. How do team members communicate their needs to one another? What are some of the overt ways this happens? What are some subtle ways?
7. Would your recipe have been different if you had done this activity on first becoming a team?
8. Might your recipe change over time? Why?

What's Going On Here?

Developed by C. Vaughn, J. Borree, and M. Keyes

Time Required: At least 30 minutes.

Resources Needed: Newsprint, markers, masking tape

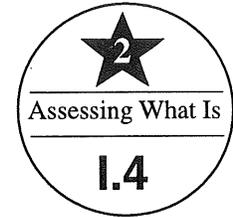
Often there is a wide variety of educational initiatives being implemented simultaneously within a system. These may be driven by federal or state money, grant money, or mandated by a particular law, and each is designed for a specific purpose (or created in response to a particular need) and is intended for a particular target group within the system. This activity will help to identify what educational initiatives are being implemented within your system and for whom.

Procedure:

1. Distribute the What's Going On Here? Worksheet.
2. Ask committee members to take a few minutes to think of the many educational initiatives, past and present, being implemented within the system.
3. Members record what they know about the purpose of each on the worksheet. Encourage members to work with one another, to "put their heads together," to get as complete a list as possible.
4. When members have had satisfactory time to record their input, discuss the results.

Reflection:

1. What did you learn about these various initiatives? What is the purpose of each? Who, in the system, is the intended target of such efforts?
2. Who benefits from each effort?
3. Are there particular criteria or requirements that drive each initiative? If so, what are they and how might they impact the outcome, or the intended target group?





- 4. Do those same criteria or requirements have an adverse effect on other sectors of the system? If so, how and why?
- 5. Are these initiatives, their purpose, and implementation commonly known to others within the system? Who is likely to know about these? Why?
- 6. What are common elements among these initiatives?
- 7. How do these initiatives promote educational equity?
- 8. What relationship, if any, do these initiatives have to your vision? Are there direct links between the two? How will these initiatives impact the work you are doing?
- 9. What have you learned as a result of this activity?

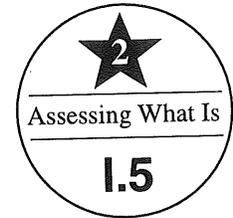
What's Going On Here? Worksheet

Instructions: List all initiatives or requirements, federal and state, in which the district is or has been involved. Try to fill in the blanks for each initiative. Example initiative/requirement: Perkins Vocational Equity Plan.

Name of Initiative	Purpose or Goal	Target Group (Who Benefits?)	Method of Implementation	Who Is Involved	Equity Implications
Perkins Equity Plan	<ul style="list-style-type: none">• Assess• Plan for• Monitor	Students			

I Remember When...

Developed by Cindy Vaughn, CESA 2



Purpose:

To identify the various ways the system has, over time, addressed the issue of educational equity. Examples of past efforts include: instructional improvement programs (Teacher Expectations & Student Achievement, Generating Expectations for Student Achievement); school-wide staff development programs; and student-focused programs such as poster contests to promote understanding of the issue. One way to ascertain the significance of such programs, or to know what worked or had a lasting impression, or to collect information about past efforts, is to ask those within the system.

Time Required:

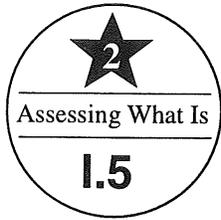
Adequate time to develop, disseminate, collect, and analyze information.

Procedure:

1. Determine what information you will collect and for what purpose. (Are you asking questions of a general nature, or will your questions have a connection to your planning process as well?)
2. Develop the questionnaire or survey instrument.
3. Distribute survey.
4. Collect and analyze responses.

Reflection:

1. What past efforts have been made to address the issue of educational equity?



- 2. Did these efforts focus, predominately, on any one issue? If so, which? Why? What was the driving force behind such efforts?
- 3. Were there school initiatives or outcomes that motivated or precipitated these efforts?
- 4. Was there federal or state money provided to support, or, in any way, promote these efforts?
- 5. What are the long-term implications of the efforts named? Who benefited?
- 6. How might these past efforts impact your vision?
- 7. What is the relevancy of these efforts to subsequent initiatives?
- 8. Do all members of the system share the same understanding, appreciation for, or commitment to educational equity, based on the feedback received?
- 9. What have you learned from this activity? How will this knowledge impact future efforts?

Looking for Messages

Source: Cindy Vaughn, CESA 2

Time Required: Time to plan, collect information, and report results

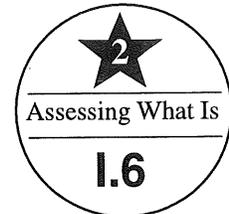
Resources Needed: Paper, writing instruments, activity entitled "Setting the Stage for Data," (page 134), Section III, "Other Strategies for Collecting Data"

Procedure:

This activity is intended to frame the team's thinking about messages within the target system. The team just recently collected data and information about the populations within the target system and about their status (i.e., how they are doing, who is represented where, who gets resources, who is successful, how success is measured, indicated, etc.). Now it is time to explore the ways in which the system supports, through its messages, the results identified earlier. **What** are the messages of the system? **Where** are the messages indicated or embedded? Are there different messages for different groups or populations? **How** are they transmitted?

Review "Other Strategies for Collecting Information," page 137

1. Ask team members to identify where and how they would learn about the messages of the system. These messages will likely be both overt and subtle. **Tip:** *Messages can be found in the environment, in people's attitudes, and in the philosophical statements and policies developed by the system.*
2. Devise a method for collecting information within these three areas. It may be useful to divide the team into three





groups and ask each to be responsible for a particular area of study. Strategies for data collection have been included in this section.

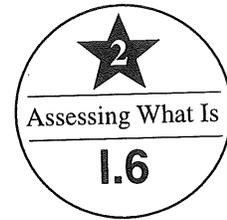
3. If your team completes this activity by dividing into smaller groups, it is very important that each group, when reporting its findings, provide concrete examples for the other team members. This may mean that the group as a whole takes a walk and views the messages of the environment, or is shown specific examples of policies and philosophical statements. It may mean that surveys are collected and the results analyzed.

Reflection:

1. How did you find the messages within the system? What methods did you use?
2. Which were the most difficult to identify and/or decipher? Which the most difficult to collect? Why?
3. What are the messages of the system?
4. Where are the messages? Are they different for different populations? How are they transmitted?
5. How do these messages impact the system as a whole?
6. What do the messages say about diversity within the system?
7. What do they say about what the members of the system want it to be?
8. If someone new came into the system, what would they see, hear, think about the system and its values?
9. How does this translate for the members of the system? Do they see themselves? Are they represented and respected?
10. Do the messages of the system encourage respect for and among different cultures?
11. As a result of this process, what have you, as an individual, learned about the system? What might you see, hear, or pay attention to that you didn't before?
12. Do the messages of the system "speak" to you? Are they directed at you, or do you feel excluded?
13. Are the messages sent in a subtle way or overtly?

What Is the Bias Here? Developing Critical Literacy Skills

By Bill Bigelow and Linda Christensen, in *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist Multicultural Education & Staff Development*, Edited by Lee, Menkart, Okazawa-Rey.



Purpose: To raise awareness of the bias which exists in children's stories, school text books, and in music, radio, television, and other forms of media.

Time Required: 1 - 2 Hours

Procedure:

1. A variety of media can be critiqued using this activity. To begin, select a children's story (in book or video format) that will likely be familiar to all team members--*Cinderella*, for example.
2. Create a worksheet, which has headings such as: women, men, working people, people of color, white people, children. Other headings or categories may be used, depending upon the materials to be critiqued. Example:

Women	Men	Working People	African Americans	European Americans	Children
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3. Distribute the worksheet to the team members. As the story is read or shown, team members should use their chart to document the portrayal of each of the groups listed.
4. Team members should now share and discuss their discoveries and insights regarding the portrayal of persons of color, whites, men, women, or whomever. Discussion questions might include:
 - How were these groups portrayed or represented?

Beyond Heroes and Holidays, © 1998, is available for \$27 + shipping through its publisher, NECA, P.O. Box 73038. Washington, DC. Phone 202/238-2379.

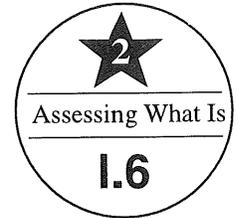


- Was the representation stereotypic? In what ways?
 - What are the ideas, values, and beliefs communicated through these portrayals? For example, some might conclude that the story of Cinderella suggests (to children) that:
 - good girls are meek, obedient, and grateful;
 - pretty is defined as blonde and petite;
 - happiness for a girl is finding a rich man.
5. Now, as a team, create a critical reading/viewing checklist. Based on what you've learned, what questions might you ask when critiquing other materials? (I.e., From whose perspective is the story told? Were children, of all hair and eye colors, represented? Were people represented in stereotypic ways?)
 6. After the check list is developed, divide into smaller groups and either at random or with purpose, select either a variety of media used for a variety of purposes (newspapers, textbooks, TV sitcom, collection of advertisements, children's book), or focus on the media used within the school system, such as textbooks. View and review these resources with a critical eye and record your findings.
 7. Discuss your findings.

Reflection and Evaluation

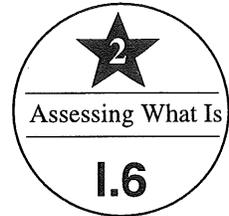
1. What are the messages our children get through the media with which they interact? If a child watched only soap operas, what might she/he think of the world?
2. How do the biases promoted through the media transfer into the larger society?
3. What values are learned from the materials critiqued? What impact do such materials have on the perceptions and beliefs children may have of others?

4. How might this influence a child's interactions with persons different from him/herself?
5. Are the materials critiqued representative of the mass media? If so, what might this imply?
6. Why is it important to develop critical literacy skills? What impact could such understanding have for children and adults?
7. Can you recall a particular view, belief, or understanding you held to be true that was learned through the media?
8. How media-literate are you, personally? Do you watch television and videos, read magazines, texts, listen to radio, etc., with a critical eye or ear?



Uncovering Attitudes

Source: Cindy Vaughn, CESA 2



Time Required: Adequate time to disseminate questions and collect responses. One to two hours to discuss results

Resources Needed: Surveys, questionnaires, response sheets

Procedure:

1. One way your team can learn more about the attitudes of the target system is to ask a few questions.
2. You may find a ready-made survey that will work well; however, if you decide to devise your own survey, think carefully about what you will ask and how your questions relate to your vision.
3. Start by identifying what it is that you want to find out. Work backwards—develop the questions based on the desired outcomes. **Be cautious in the phrasing of questions so as not to skew the responses.**
4. What questions will you ask? Whom will you ask? Will you ask for a survey to be completed, or will standard interview techniques be employed as a method of collecting information? Which approach will likely give you more honest results? Why? If you were to complete the survey, how would you prefer to register your responses? All of these considerations have the potential to impact the responses you receive.

Reflection:

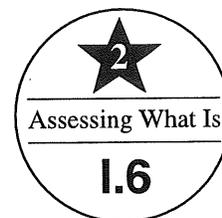
1. What method of data collection did you use? Why?
2. What did you want to know?
3. What did you find out?
4. How/what does this information reveal?



- 5. Are there connections between the attitudes of the individuals within the target system and the outcomes for the target population? What are they?
- 6. Are there discrepancies? Where? How?
- 7. Why is this information significant? Does it provide direction or focus toward achieving your vision?
- 8. How does this information impact the vision?
- 9. Are your attitudes similar to or different from those of the person you surveyed? What about other members of the team? Does your team represent a variety of the members of the system?

Stop and Look Carefully

From Nancy Schiedewind & Ellen Davidson, *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity*. Second Edition © 1998 by Allyn & Bacon. Adapted with permission.



- Purpose:** The purpose of this activity is to look at the visual messages, subtle and overt, in the target system environment. Team members will become field researchers, people who gather information through observation.
- Time Required:** Time to collect data and process information
- Resources Needed:** A chance to roam around the school.
Paper and pencils
- Procedure:**
1. Divide the team into several heterogeneous groups of a size that can comfortably walk around the system's physical environment. Each group should be responsible for observing the bulletin boards, trophy cases, posters, and advertisements in two areas of the building. Be sure to cover all areas of the building (cafeteria, hallways, classrooms). For a fairer comparison, at least two groups should observe the same area. You will be looking for people, their roles, and how people are represented in print and in other formats.
 2. Before setting out to observe the environment, brainstorm a list of things to look for—those things that would constitute some degree of diversity. Make a list—represented examples might be:
 - a. number of males and females
 - b. roles and occupations of males and females
 - c. number of people from each racial or ethnic group (Asian American, Native American, etc); their roles
 - d. ages of people and what they are doing
 - e. family and job situations and what these reflect in terms of class



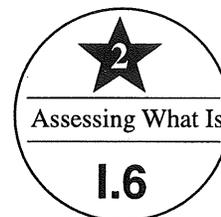
- f. number of people cooperating compared to those competing or achieving individually
 - g. number of people with disabilities compared to those without disabilities
 - h. types of families
 - i. variety of religions
 - j. variety of languages
3. With list in hand, small groups should do their on-site observations.
 4. Small groups should each share their findings with the larger group. If the entire team did not participate in the on-site observation process, it may be helpful to take team members on an abbreviated tour to provide concrete examples that support your findings.

Reflection:

1. Was there a difference in the frequency of male and female portrayals and their roles?
2. What was the representation of different racial groups?
3. Were elderly people portrayed? How? What were they doing? How did they look?
4. What was the difference in numbers of people cooperating, compared to those competing or achieving individually?
5. Were bulletin boards, posters, and advertisements geared to certain social and economic groups? If so, how?
6. When companies produce bulletin board materials with omissions, stereotypes, and "isms," what does this do to students' thinking and view of the world?
7. What was the ratio of people with disabilities to those without disabilities?
8. What was the number of traditional families compared with alternative family structures, including those with parents who might be lesbian or gay.
9. When religion is apparent or relevant, were there a number of religions portrayed?
10. Were there any bulletin boards, posters, or advertisements written in a language other than English? Were the languages of the target system evident in the physical environment?

Listen Carefully

From Nancy Schiedewind & Ellen Davidson, *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity*. Second Edition © 1998 by Allyn & Bacon. Adapted with permission.



Purpose: Many adults and children reinforce unfair expectations based on race, gender, class, and age in their daily conversation. The ability to notice these statements can help you think about your own conversation and to listen more analytically when others make stereotypic statements. This activity is designed to encourage such awareness.

Time Required: Time to collect data
1 Hour for discussion/processing

Resources Needed: Paper & pencils

Procedure:

In this activity, team members will become field researchers, people who gather information through observation.

1. Team members work in pairs over a short period of time (2-3 days) to listen to the messages of the system.
2. Collect this information in places such as the back of classrooms, in the office, outside on the steps, at home, in the park, etc. Note all remarks that might have to do with a person's gender, age, class, and race. Some examples: "Big boys don't cry," "You run like a girl," "Nice little girls don't make so much noise," "She's so slow, just like an old lady," "You're acting like a bunch of wild Indians."
3. Also listen for examples of "me-first" statements, like: "Ha, ha, I beat you," "Don't help him, do your own work," "What, you don't have a ten-speed?"
4. List your findings by age, class, gender, and race. Share your findings with the team.

Recognizing Our Strengths

Source: Cindy Vaughn, CESA 2



Purpose: To identify the ways in which the system is realizing the vision.

Time Required: 1-2 Hours

Resources Needed: Data and evidence collected thus far

Procedure:

1. Develop a chart in which to record the indicators, demographic data, information, and messages about the target system.
2. With your vision in mind, complete this chart by identifying the strengths of the target system. This may be done with symbols and/or words.
3. Create a news release, photo collage, song, poem, billboard, poster or other medium with which to illustrate and be reminded of the ways the system is realizing its vision.
4. Post this where it will be evident for future work.

Reflection:

1. How do (will) these successes and strengths support the vision developed through this project?
2. How does the diversity within the system complement the vision?
3. How do these successes and strengths support diversity?
4. Is it possible that the system has strengths and/or successes which do not support the vision? Explain this paradox.
5. Will such a paradox impact the system's ability and/or efforts to realize its vision?



- 6. As a member of the system, what is your reaction to these attributes? With whom do you want to share this knowledge? Why?
- 7. As a member of the system, what positive contributions have you made that help to meet the vision?
- 8. Do the strengths and successes identified help to address the bulleted questions that were identified in the Guiding Questions for Phase 2? In what ways?
- 9. Are there any surprises in these findings?
- 10. How might the successes and strengths of the system be used to foster the vision?

Acknowledging the Dissonance

Source: Cindy Vaughn, CESA 2



Purpose: To identify the ways in which the vision is not being realized.

Time Required: 1-2 Hours

Resources Needed: Data and information collected throughout Phase 2

Procedure:

1. Develop a chart in which to record the indicators, demographic data, information, and messages about the target system.
2. With the vision in mind, complete this chart by identifying the strengths of the target system. This may be done with symbols and/or words.
3. Create a *In Case We Forget* chart as a reminder of gaps or areas in which the vision is not being met.
4. Post this where it will be evident for future work.

Reflection:

1. Why is it necessary to identify the gaps and/or disconnects between the system and the vision?
2. What are the challenges the system faces as a result of these gaps? What strategies might be used to overcome or meet those challenges?
3. Where are the greatest disparities? What relationship do they have to diversity in the system?
4. If these results were published for all to see, what might be the reaction? Why?
5. How do the members of the system contribute to this dissonance?



6. Of the seven indicators of equity and access (noted in the Guiding Questions section of Phase 2), which is the target system most diligent at addressing? Which does the system need most to address? Why? What kinds of changes might likely occur if this were addressed?
7. We resist acknowledging our “shortcomings.” Given this generalization, how will you, as a team, deal with negative reactions to these findings?
8. How will the information gained impact planning and implementation in order for the system to achieve its vision?

Linking Worksheet

For Use Between Phases 2 and 3

This worksheet is designed to assist you in summarizing the key work from Phase 2 and prepare you for the work of Phase 3. The first three columns relate to activities you have already completed. The last column asks you to think about what is coming in the next phase. These tasks will be clarified as you move into the next phase.

Greatest Opportunities What are the strengths of the system? How will these strengths provide opportunity for positive change?	Disparities What disparities create the greatest challenges to realizing the vision or facilitating positive change?	Diversity and Equity Issues Make a list of the equity and diversity issues that may come up as you work on your target project.	Phase 3 Task Make a list of the tasks you anticipate you must finish or begin in the next phase.

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