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Project Teamwork Manual - July 2006

Northeastern University - Center for the Study of Sport in Society

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1 Project TEAMWORK

Project TEAMWORK is a diversity awareness and conflict resolution program composed of former professional and collegiate athletes. This multi-racial, mixed gender team is trained to work with middle and high school students to combat all forms of discrimination and teach practical conflict resolution skills.

History

Founded in 1990 and funded with a three-year grant from Reebok, Project TEAMWORK has worked with over 160,000 young people to make positive changes in their lives. In 1993, after completing a survey of over 800 students, America's leading public opinion analyst Lou Harris called the program, "America's most successful violence prevention program."

Because of its commitment to these important issues, Project TEAMWORK was honored with the Peter F. Drucker Award as the most innovative non-profit program in the social sector. In 1995, President Clinton recognized Project TEAMWORK as a model violence prevention program.

Although Project TEAMWORK's staff is primarily composed of former college athletes, its history has included some former Olympic and professional athletes: Norm Van Lier (former Chicago Bulls point guard), Luis Tiant (former Red Sox pitcher), Keith Lee (former New England Patriots and first TEAMWORK CAPTAIN), Lin Dawson (former New England Patriots), and Holly Metcalf (1984 Olympic Gold Medalist in Rowing).

Overview of the Program

- Project TEAMWORK facilitators train middle and high school students to reduce all forms of discrimination and teach practical conflict resolution skills.
- The trainings are intended to be interactive; facilitators use video clips, exercises, and open discussion to create a comfortable atmosphere for discussing sensitive issues.
- After completing the training, the next stage is the formation of a Human Rights Squad. The Human Rights Squads serve as an active outlet for students to promote the value of diversity and work to reduce all forms of violence in their schools and communities.

2 Training Outline

The following training outline should serve as a guide for successfully implementing the PTW Program. The recommended formula is consistent with the philosophy and mission of the PTW Program.

I. Introductions

- a. Personal Introductions—Facilitators and participants. Facilitators give personal background information, participants introduce themselves.
- b. Program Introduction—Give a brief history and describe the goals of the program.
- c. Ground Rules—Using “P.R.O.P.S.,” set clear ground rules developed by the participants.

II. Diversity Component

- a. Diversity Goals—State the goals for diversity that are listed in this manual. Post these goals throughout the rest of the training sessions.
- b. Exercises—Follow the Diversity exercises outlined in sessions 1-4. Follow the agenda for each session as closely as possible but feel free to incorporate supplemental exercises, video clips, or current articles if needed. Prior planning is essential to ensure success.

{2}

III. Conflict Resolution Component

- a. Conflict Resolution Goals—State the goals for conflict resolution as outlined in this manual.
- b. Exercises—Follow the Conflict Resolution exercises outlined in sessions 5 and 6.

IV. Supplemental Exercises

- a. Selection of Exercises—Select supplemental exercises that correspond to your training goals. You may need to adjust the original agenda because of time, number of students, location, or group dynamics.

V. Closure

- a. At the end of each session: Refer to the goals discussed at the start of the session, and tie the day's activities to these goals.
- b. At the end of the entire training:
 - o Have all students complete a post-test.
 - o If you plan on starting a Human Rights Squad, refer to the Project TEAMWORK Human Rights Squad Manual.

3 Training Tools

- o Training sessions should be scheduled for six hours at each school or training site in order to cover the necessary material.
- o For each of the six sessions, a planned agenda should be formulated.
- o Follow the format as closely as possible and remember to discuss the talking points and questions outlined.
- o It is important to assess the group dynamics and remain flexible throughout the training.
- o If a certain exercise won't work with a particular group, refer to the supplemental exercises in the back of the book and alter the agenda when appropriate.
- o Always remember to keep the training goals in mind.
- o Some of the material may be adapted for younger or older audiences, but its success cannot be guaranteed without a skilled facilitator to make that assessment.
- o For each training session, facilitators should become familiar with the planned agenda and have a copy nearby during the training.
- o Be sure to have all required materials prior to starting, and have a backup plan ready just in case the planned activity needs to be adjusted.

4 Facilitator's Guide

Below are some helpful hints for facilitating the Project TEAMWORK Curriculum.

Goals of Facilitation

- o Create a forum for group discussion
- o Clarify and address issues
- o Educate

I. Facilitator Checklist

o KEEP YOUR GROUP ON TRACK

Your primary role is to help guide your group define and move towards the goals and objectives of the program.

o ASSESS GROUP DYNAMICS

As a facilitator, assess the direction your group is going and decide if, when and how to intervene.

o BE OPEN AND HONEST

Facilitators must be open and honest about what their role is and what they plan to accomplish.

o STAY NEUTRAL

A facilitator should remain neutral. Facilitators should not intervene to agree or disagree with a group member(s), but to help the group think critically about their opinions.

o BE FLEXIBLE

Facilitators must be willing to adjust the curriculum while still maintaining goals (e.g. adjust group dynamics or room settings).

o BE SENSITIVE

If you become aware of a member of the group being uncomfortable, always proceed in a careful, non-threatening way.

o BE ON TIME

Make sure you arrive early and have everything prepared before-hand.

o GROUND RULES

Clear ground rules that are agreed upon by the group should be set at the beginning of the first training.

o BE PREPARED

Have all materials needed to conduct exercises (flip-charts, markers, handouts). If using a video, call ahead to make sure there is a TV/VCR, and make sure the video is cued up.

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II. Problem Solving

What do I do when students don't talk?

- o Restate the question in another form and ask the students if they understand.
- o State an opinion and ask if they agree or disagree and why.
- o Break the groups into smaller groups. Have the students discuss the issue and report back to the larger group.
- o Have the group write their opinions on a 3x5 index card... collect them and discuss the most common.

What do I do when students are too talkative?

- o Refer back to PROPS for modifications.
- o Break the large group into smaller groups. Have the students discuss the issue and report back to the larger group.
- o Stand near the student(s) acting out.
- o If none of this works, inform the staff person available about the conduct and assess the situation.

- > **When kids are motivated, they are less likely to lose interest**
- > **Try to include all students in the conversation**

Tips for Facilitating Middle School Children

- o It's important to leave a little lag time between exercises. Come well prepared with more than enough activities to keep the students engaged. Move briskly from one activity to the next.
- o When you break the class into small groups, make them no bigger than four. The best small group size for middle school students is two or three.
- o Before starting an activity, make sure you explain the instructions thoroughly.
- o When possible, supply students with visual aids (i.e. list their responses on the newsprint or chalkboard).
- o Be mindful of the fact that some middle school classrooms have had very little experience with group discussions. These classes may need to work in small groups or individually.
- o Be consistent in creating an atmosphere of respect.
- o Middle school students learn best when you can relate what they are learning to issues that are relevant to them.



>Diversity

- 1 1st Down
- 2 2nd Set
- 3 3rd Period
- 4 4th Quarter

Diversity Goals

- ~ Develop sensitivity towards people of different groups.
- ~ Examine personal prejudices.
- ~ Recognize the personal benefits of embracing diversity.

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> 1st Down Agenda

1 Introduction of Staff/Program (10 minutes)

2 Pre-Test (10 minutes)

3 P.R.O.P.S. (Ground Rules) (10 minutes)

4 Student Introductions (15-20 minutes)

5 Icebreaker (if you have extra time see pp. 50-61)

{8}

6 Wrap-Up (5 minutes)

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2 Pre-test

Objective: To assess where the participants stand on the issues covered in the Project TEAMWORK trainings.

Preparation: Make sure there are copies for each student in the class.

Time: 10 minutes

Exercise: Introduce the pre-test by making it clear that there are no right answers. Tell the participants the results of the pre-test will be confidential and they should not put their names on the paper. Encourage the students to be as honest as possible.

Pre-training Assessment

PLACE AN "X" IN ONE BOX FOR EACH OF THE FOLLOWING QUESTIONS

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
1. I will always be treated fairly by someone of a different color.					
2. I feel strange around people who are in wheelchairs.					
3. I don't like people who are gay.					
4. Men are better at sports than women.					
5. It is O.K. to make fun of someone who is a different race than you.					
6. I may have to fight someone who disrespects me.					
7. If someone lives in America they should speak our language.					
8. I judge girls by the clothes that they wear.					
9. If someone hurt a member of my family, I would hurt them back.					

{10}

MIDDLE SCHOOL

One thing I hope we discuss while the Project TEAMWORK staff is here is:

3 Ground Rules Activity (P.R.O.P.S)

Objective: Work to develop a safe environment. Make workshop participants feel invested in following the agreed-upon ground rules. Establish the process of group participation as opposed to lecture format. The ground rules can serve as a reminder of the need for respect, openness and sensitivity.

Time: 15 minutes

Preparation: A blackboard and chalk can be used if a flip-chart and marker are not available. Ideally, the ground rules should be written on flip-chart paper so they can be re-posted before each training session.

Exercise: Explain that ground rules are essential to create a positive and safe environment for the workshop. Write “Ground Rules” on the top of the flip-chart paper. Write the letters “P”, “R”, “O”, “P”, “S”, vertically on the flip-chart. Explain that like a safety net, P.R.O.P.S will serve as agreed-upon rules which everyone will abide by during the workshop. Tell students you will give them a word for the first letter: the word “pass.” It is to be used when the participant is uncomfortable talking about a particular issue. Pass can be taken away if abused.

Example:

P	Pass
R	Respect
O	Open-minded
P	Participate
S	Share

Next, ask participants to come up with the words beginning with these letters that will best describe how the training session will be run. For example: begin by asking for words beginning with the letter “R.” You may get respect, responsibility, or other choices. As you write down each word on flip-chart paper or on the board, have the students explain what it means and how it can be used for the training session. Having them explain their choice will eliminate inappropriate words.

Once you have words for all letters, have them all agree by raising their hands or nodding their heads that they will abide by all these rules during the course of the training sessions. Tell the participants if they feel like people aren't listening or respecting them they just have to say “Props” and everyone will know what they mean.

Points to Remember: If students do not abide by the ground rules, words can be added or taken away at the any time. Always refer back to the ground rules when necessary. Also stress confidentiality!

4 Participant Introduction

Choose one of the following exercises depending on time and size of the group. This is a good opportunity to assess the group and increase comfort level of participants.

Interview Game

(An introduction exercise that works well with a large group)

Objective: A way for participants to introduce themselves and become more comfortable with one another.

Time: Depends on size of the group.

Preparation: Room with enough space for students to pair up and then come together for large group discussion.

Exercise: Pair up participants. If there is an odd number, have that person join another group or have the facilitator pair up with one of the participants. Give the participants a specified amount of time (ideally 3 to 5 minutes) to interview one another. Either give them a set of questions (about 3 or 4) to answer or just have them talk about themselves, making sure each person gets a chance to speak. When time is up, have each pair present to the larger group. If someone forgot something important or gave incorrect information, give their partner a chance to make any corrections.

Optional topics to suggest for the interview:

- o Ethnicity/background
- o Favorite thing to do in your free time
- o Family
- o Something you're good at
- o Ask the pair to find something in common with one another.

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Name Game

(Works well with any size group.)

Objective: A way to have participants introduce themselves that allows them to recognize the diversity in the room.

Time: Depends on the size of the group.

Exercise: Have participants state the ethnic origin(s) of their last name and how they got their first name. (Can also ask for a hobby or an interest.)

Be aware that some students may be adopted or live with a guardian.

One of the following may be used as an icebreaker in addition to one of the first two name exercises

Name Tag (Works best with 7 to 15 participants.)

Objective: A way for the group members to familiarize themselves with each other's names using an interactive game.

Time: 15-20 minutes

Preparation: You need an open space where all participants can form a circle.

Exercise: All participants form one tight circle with one person standing in the middle. Start by having each person state their first name to others in the circle (use last names if the group is already familiar with one another). The game begins by having anyone in the circle state someone else's name in the circle. The object of the game is for the person in the middle to tag the person whose name was called before he or she calls someone else's name in the circle. If the person in the middle succeeds at tagging that person before he or she can shout out the name of someone else, the person tagged replaces the one in the middle, and the person in the middle returns to the circle. If the person in the middle does not succeed in tagging someone before they call out someone else's name, the person remains in the middle and keeps trying until they are successful in doing so. Participants in the circle cannot move backward or dodge the tag in any way. If they do, they will replace the person in the middle.

Name Juggling (Works best with 7-15 participants)

Objective: To learn the participants' names in a fun way while building a team atmosphere.

Time: 15-20 minutes

Supplies: 3 small, soft balls

Exercise: Organize the group into a circle. Facilitator starts with all three balls. Have each student in the circle say their name at least once. Then explain that you will start by saying someone's name then tossing them a ball. The recipient of the ball says, "Thank you, (tossers name)," and then calls out the name of the person they are going to throw it to. (i.e.: "thank you Jarrod, Jen"). In your explanation, make it clear that they need to choose someone new to throw the ball to each time until it has made its way back to you. Then start the ball again, telling the students to remember the same pattern. After the ball reaches you again, explain to the participants that you are going to have them attempt to juggle three balls. (They must still keep the same order and still call the person's name before they throw the ball). Start one ball, then after a couple of seconds start the second and third balls.



> 2nd Set Agenda

1 Recap of Session I (5 minutes)

2 Definitions (45 minutes)

Option I: Scenarios

Option II: Personal Definitions

3 Wrap-up (5 minutes)

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We must learn to live together as brothers or perish together as fools. { Dr. Martin Luther King Jr. }



2 Working Definitions

Your knowledge of the following words will be helpful throughout the training. It is important that the participants become familiar with the meanings of these words. The following pages lay out two different ways you can help students understand these working definitions. Depending on your group, choose either **Option I** (p.16) or **Option II** (p. 24).

- Diversity:** The differences in people that make us individuals.
- Conflict Resolution:** To come to an understanding between two or more parties when there is a disagreement, argument or fight.
- Culture:** The learned ideas, customs, arts, etc. of a given people.
- Stereotype:** A broad generalization that characterizes an entire group of people.
- Prejudice:** A negative attitude towards an individual or group formed without sufficient evidence.
- Discrimination:** Actions or policies directed toward certain groups based on prejudices.
- Anti-Semitism:** Prejudice or discrimination against Jewish people.
- Ethnic Group:** Those who consider themselves as sharing a common ancestry and/or historical past.
- Racism:** Prejudice or discrimination towards an individual or group using race as a primary motive. A belief that one race is superior to others.
- Heterosexism:** Prejudice or discrimination against people who are or who are believed to be gay, lesbian, bisexual, or transgendered.
Homophobia is the fear of people who are believed to be gay, lesbian, bisexual, or transgendered.
- Sexism:** Prejudice or discrimination based on gender.
- Multiculturalism:** Multiple groups interacting and living together successfully.

Scenarios (Option I)

Objective: To increase students' knowledge of the Working Definitions through case studies and scenarios.

Time: 45 minutes

Preparation: Based on the results of pre-tests, decide which scenarios would be best for the group you are working with (i.e. are there certain issues they need more work on?). The chart below shows which scenarios lead to discussions for each of the working definitions.

Exercise: Divide the class into smaller discussion groups (two or three). Explain that you will be handing out a story and a worksheet. One person in the group should read the story aloud. Then the group will answer the questions together (one person in the group can collect, record, and report back answers in the small group). Another person will be the spokesperson. This individual will be responsible for reporting back to the larger group. The spokesperson will read the scenario to the whole class and then present the answers they came up with as a group. Give the students 5-7 minutes to work in the small groups (or until you sense they have finished). Have each spokesperson present their material. If a student from another group wants to add his or her comments, tell him or her to save their responses until all the groups have finished presenting.

Alternative: Instead of having the groups fill out the worksheet, you could have them draw their response. If you feel a class would have a hard time filling out the worksheet, hand them out a piece of newsprint and have them depict their story. Make sure they include how they think the situation could be corrected. Then have the groups take turns presenting their picture to the class and talking about it.

{16}

	Passing Grade	Lady Like	Sit with us	Sneakers	Special Holiday	Suspended
Prejudice		X		X		X
Stereotype	X	X	X	X	X	X
Discrimination		X		X	X	X
Sexism		X				
Heterosexism						X
Multiculturalism			X		X	
Anti-Semitism					X	
Racism				X	X	

Special Holiday

Cindy told her track coach she was going to miss practice to celebrate Yom Kippur, a Jewish holiday, with her family. The track coach said, “Fine, but you know your absence will prevent you from competing in the meet this weekend. You know the rules: if you miss practice, you can't compete in the following meet.” Cindy became upset and said that the team never practiced on Christian holidays like Christmas or Easter and he just didn't like Jewish people.

Questions:

1. Was it fair that Cindy had to miss the meet? Why or why not?

2. Could Cindy and her track coach find a way to solve their disagreement? If so, how?

3. Does your school recognize only selected religious holidays? Which ones?

4. What is anti-semitism?

5. Was this scenario an example of anti-semitism? Why or why not?

Passing Grade

In order to play baseball in the spring, James needs to pass math this quarter. James has been finding math really difficult lately. Hoping to get a good grade on the upcoming test, James thought he should get some help. He asked his friend Kyle what he should do. He answered, "You should ask one of the Asian kids in our class. Everybody knows all Asians are good at math."

Questions:

1. Why does Kyle tell James he should ask an Asian kid to help him with his math?

2. Is it fair to use words like "all" or "everyone" to refer to an entire group? Why is it or isn't it?

3. What is a stereotype?

4. Is there anything wrong with making a positive stereotype like this one? Why or why not?

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Passing Grade (cont.)

5. Have you ever been stereotyped? How and why? (discuss)

6. List other examples of stereotypes you've heard or seen on TV.

Suspended

Two friends, Mark and Jose, are at their lockers talking about a hockey game they played last night. When describing the goalie from the other team, Mark tells Jose, "The kid was gay." Jose agrees and says, "The whole team is a bunch of fags." Just as both friends are talking about the other team, the principal walks by them. The principal overhears the conversation and gives both Mark and Jose a one-day suspension.

Questions

1. Do you think that the principal was right for suspending the students? Why or why not?

2. Do you hear people use the words "gay" and "fag" in your school? Why do people use these words?

3. Do you think there is anything wrong with using words like these? Why or why not?

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Sit With Us

Last summer, Jonathan, Milo and Shawn met at summer camp. Jonathan is Asian, Milo is black and Shawn is white. During camp, they went swimming together, played basketball together, and even acted out a “skit” together for the camp’s closing exercises. Before camp ended, the boys became good friends.

On the first day of school, the boys went to the cafeteria together. They noticed that many of their friends from their neighborhoods were sitting in separated groups; the black students were sitting in one area of the cafeteria, the Asians students in another section, and the white students sitting in another area of the cafeteria. The three boys looked at each other uncomfortably while thinking to themselves, “Where should I sit?”

Questions:

1. Should they sit with their friends of the same race? Why or why not?

2. Should they be worried about what other students think? Why or why not?

3. What is multiculturalism?

4. What are some of the benefits of meeting and interacting with people from different cultures?

Sneaker Shopping

Kevin and Rob have been best friends for over three years. They met at basketball camp and have played on the same team ever since. Kevin is white and Rob is black. One day after school, they decide to go to the mall to shop for sneakers for the upcoming season. Upon entering the store, Kevin is immediately offered help by the salesperson. While Rob waited for service, he began to look around the store. After a few minutes, he realized he was being followed by a salesperson. As they were leaving the store, Rob was upset and said, "I'm sick of this happening whenever I go into a store!"

Questions:

1. Why do you think this happened to Rob? Why not Kevin?

2. Is this unfair treatment? Why or why not?

3. Do you see this as an example of stereotyping?

4. Has anything like this happened to you or someone you know?

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Lady Like

Sasha just moved from California to Boston and decided she wanted to play high school football after playing many years as a kid. Not long after school began, she went to the coach and asked if she could try out. The coach said he didn't feel that women should be playing such a physical sport. He told her, "We don't want to take responsibility for you getting hurt. Plus, you would be a distraction to the team."

Questions:

1. What is discrimination? (Give an example)_____

2. Is this story an example of discrimination or was the coach just watching out for her?

3. Do you think it's okay for Sasha to want to play with the guys? Why or why not?

4. What is sexism?

5. Share examples of how you or someone you know has experienced sexism.

Personal Definitions (Option II)

Objective: To have participants learn the Working Definitions by sharing each other's personal experiences.

Time: 45 minutes

Preparation: Choose which definitions you think are important for the group you are working with. Use the pre-tests as a basis for judging which issues need more attention. Once you have chosen the words you wish to discuss with the group, write each word and definition on a 3X5 card or a small piece of paper.

Exercise: Divide the class into small groups (corresponding to the # of words you chose). Give each group a different word and definition and instruct them to share a personal experience with that word (or how they've seen someone they know experience it). After you have given the groups ample time to discuss the word, have them report back to the class with examples of what they discussed.

Questions worth considering with the larger group:

1. What was one thing you learned from listening to these experiences?
2. How will sharing these experiences effect how you act or react to "different" people in the future?
3. If you are a part of the dominant group, how does it make you feel to hear stories of people experiencing the "isms"?
4. What can you do to prevent situations like these from continuing to happen?

{24}

Points to remember: Recognize how these frequently used words relate to real life experiences.



> 3rd Period Agenda

1 Recap of Session II (5 minutes)

2 Culture Shock (20 minutes)

3 Agree, Disagree, Unsure (15 minutes)

4 Wrap-up (5 minutes)

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Prejudice is a blanket judgement without looking under the blanket. { Anonymous }

Project
TEAMWORK

2 Culture Shock

Objective: To expand one's awareness and understanding of different cultures and lifestyles.

Time: 20-30 minutes

Preparation: Make enough copies of the Culture Shock handout for every participant. Write a new "identity" (race, gender, ethnicity, disability, sexual orientation, class, etc.) in the blank space on the handout. For example, if there are 20 people in the classroom, 7 students may be assigned "Female," 7 others may be assigned "Black," and 6 others may be assigned to the opposite sexual orientation.

Exercise: Hand out a Culture Shock sheet to each participant. Have them answer the questions individually. After everyone has answered the questions, break up the participants into small groups based on their new identity (i.e. all "Females" in one group). Each small group should have a different identity. Ask each group to discuss the positives and negatives of being from this particular group. Allow 10 minutes for discussion within each group.

Bring it back to the larger group to share the results of their discussion. As groups are sharing, keep a list on the board for each identity of changes or difficulties they came up with. For further discussion, you can ask some of the questions below such as, "Now that you're _____."

1. Will your opinions count for more or less?
2. Will people have different expectations for you?
3. Will you have different concerns?
4. What attempts do we make in society to really understand people's differences?

Points to remember: Participants will obtain a better understanding of everyday activities of those belonging to different groups.

Culture Shock

How would your life be different if you woke up tomorrow morning and you were now _____?

Answer the questions below as if you were this new person.

1. How would your life change? (Would you do different activities? Would people treat you differently?)

2. What new difficulties would you face? (What would be hard about being this new person?)

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3 Agree, Disagree, Unsure

Objective: To allow students to actively discuss the issues surrounding diversity and conflict.

Time: 15 minutes

Preparation: Create three signs. The first should say AGREE, the second DIS-AGREE, and the third UNSURE. Hang the AGREE and DISAGREE signs on opposite walls of the room and the UNSURE sign on a third wall in the middle.

Exercise: Tell participants that you will read a statement. Explain to the students that they will all be asked to choose whether they agree, disagree, or are unsure about the statement. Tell students that they should move under the sign that corresponds with their choice,* Encourage students to choose the area which he or she believes is correct and not to follow their friends or classmates. Let students know that they will be asked to explain why they made their particular choices. Allow students time to discuss, making sure to call on students from each group. Facilitate a discussion with follow-up questions. After the discussion, give students the opportunity to change their minds and move to a different area. If any students do move, ask them to explain why they did.

**If you don't have signs make sure students know the designated areas of the room for Agree, Disagree, and Unsure.*

Points to remember:

Everyone has opinions. It is important to have reasons to back up those opinions.

Value other people's opinions.

Note: This exercise can be used in any session when you need to fill a few minutes. There are conflict statements as well as diversity statements.

Agree, Disagree, Unsure Statements

- The media in this country delivers fair and accurate accounts of events.
- There is such a thing as “acting black” and “acting white.”
- All schools should have ramps and elevators for students in wheelchairs.
- Boys are better at sports than girls.
- I would be friends with someone who is gay.
- It’s O.K. to make jokes about people of different races.
- Being around someone who is deaf makes me uncomfortable.
- There are certain sports that girls cannot play.
- It is O.K. for people of different races to marry.
- If someone hurts a person in my family, I should hurt them back.
- Girls that wear tight clothing just want attention from boys.
- I would be friends with someone who is blind.
- Black people are naturally better at basketball than other races.
- White people are naturally better at hockey than other races.
- If a person lives in America, they should speak English in public.

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> 4th Quarter Agenda

1 Recap of Session III (5 minutes)

2 Stereotyping (10 minutes)

3 Reflection (35 minutes)

4 Wrap-up (5 minutes)

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Prejudice is the child of ignorance. { William Hazlitt, 1839 }

Project
TEAMWORK

2 Stereotyping

Objective: To reveal stereotypes commonly associated with individuals and groups of people.

(Option 1)

Time: 15-20 minutes

Preparation: Use magazines, newspapers and/or books to find pictures of various individuals or groups of people that are often stereotyped. Create flashcards with the pictures. Make sure each student has a sheet of paper to write on. If you are having a difficult time identifying stereotypes, the list below is some groups that you could look for: skateboarder, rapper, president of the U.S., cheerleader, female basketball player, senior citizen, scientist, taxi driver, person in a wheelchair, male hairdresser, quarterback, preppie, martial arts expert, Muslim, drug dealer.

Exercise: Show the flashcards to the students (one card at a time) and have them write down at least two stereotypes for each picture. After they complete the exercise, have them share their responses with the class (if they feel comfortable). Have the class discuss where some of these stereotypes are learned, how are they reinforced and how much fact is involved in the stereotypes.

(Option 2)

Time: 20-25 minutes

Preparation: Copy of exercise, pencils

Exercise: Ask the class what a stereotype is. Write a working definition on the board. If possible, divide the students up into three groups. Give each group a copy of the PTW stereotyping sheet (page 34 of your training guide) and assign each group either column A, B, or C. Have them come up with stereotypes that describe the individuals listed on the sheet, then have them answer the questions that follow.

Questions for further discussion:

1. What does stereotyping mean?
2. Where did you learn some of these stereotypes?
3. How could this stereotype be harmful to this individual?
4. How have you or someone you've known been stereotyped?
5. How did that make you feel?
6. What can you personally do to stop stereotyping?

Points to Remember: All stereotypes are harmful whether good or bad.

Stereotyping

Discuss the stereotypes that describe the individuals in the column assigned to your group.

<u>Column A</u>	<u>Column B</u>	<u>Column C</u>
Skateboarder	Rapper	President of the U.S.
Female basketball player	Cheerleader	Senior Citizen
Scientist	Taxi Driver	Person in Wheelchair
Male Hairdresser	Male Football Player	Preppie
Karate Expert	Muslim	Drug Dealer

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3 Reflection

Objective: Examine your personal biases and their possible origins.

Time: 30 minutes

Preparation: Copy of exercise, pen or pencil

Exercise: Have participants fill out the PTW questionnaire as honestly as possible. After they have filled out their sheets, have students discuss their responses in pairs or in a large group. The questions can be used for a group discussion.

Questions:

1. How are stereotypes learned?
2. How are they reinforced?
3. How do they turn into biases?
4. What are the consequences of believing stereotypes?

Points to Remember: As a part of this society, we all inherit certain stereotypes and biases. To stop the cycle we must first identify them, acknowledge their harm, and then seek to change them.

Reflection

For the next few moments, think about some of the things you were taught when you were younger about gender, race, religion, homosexuality, or any other group. Write down the name of one group you have negative ideas or stereotypes about, or feel uncomfortable around.

For Example:

- Asians
- Females
- Haitians
- Blacks
- Rich people
- Arabs
- Jews
- People who are Gay or Bisexual
- Koreans
- American Indians
- Catholics
- Whites
- Males
- Poor people
- Latinos
- Christians
- Overweight people
- Old people
- Muslims
- Persons with Disabilities

Name of Group: _____

A. What led to the negative feelings that you have for this group? (Why do you feel this way?)

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B. What steps could be taken to reduce these feelings?

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> Conflict Resolution

5 5th Hole

6 6th Inning

Conflict Resolution Goals

- ~ Understand the meaning of conflict.
- ~ Examine influences that lead to conflict.
- ~ Acquire skills to handle conflict nonviolently.

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> 5th Hole Agenda

1 Recap of Session IV (5 minutes)

2 Telephone Game (15 minutes)

3 Conflict Chain (10 minutes)

4 Anger Log (20 minutes)

5 Wrap-up (20 minutes)

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Peace cannot be achieved through violence, it can only be obtained through understanding.

{ Ralph Waldo Emerson }



2 Telephone Game

Objective: To show how gossip spreads.

Time: 10-15 minutes

Exercise: Have the group form a line or circle. Whisper a sentence or a phrase into the ear of the first person in line. Have that person then whisper it into the next person in line and so forth. Make sure to mention that each person can only repeat the message one time. When it reaches the end of the line, have the last member of the group repeat what they heard to the facilitator. See if it matches what you said. If it is not what you said, retrace the steps by going back down the line in the opposite direction and have each member of the group say what they heard.

Questions:

1. Ask the group if they know why you had them do the exercise.
2. Is gossip common in their school, community, etc.?
3. Has anyone ever gotten mad because someone was gossiping about them?
4. What things could you do if someone was gossiping about you?
5. What could you do to help stop gossip, especially gossip that could be very harmful to others?

Points to Remember:

- Not everything you hear is the truth.
- Spreading gossip may lead to conflict.

^^^If you have a large group, you may want to split them into two groups and compare the two responses.

3 Conflict Chain

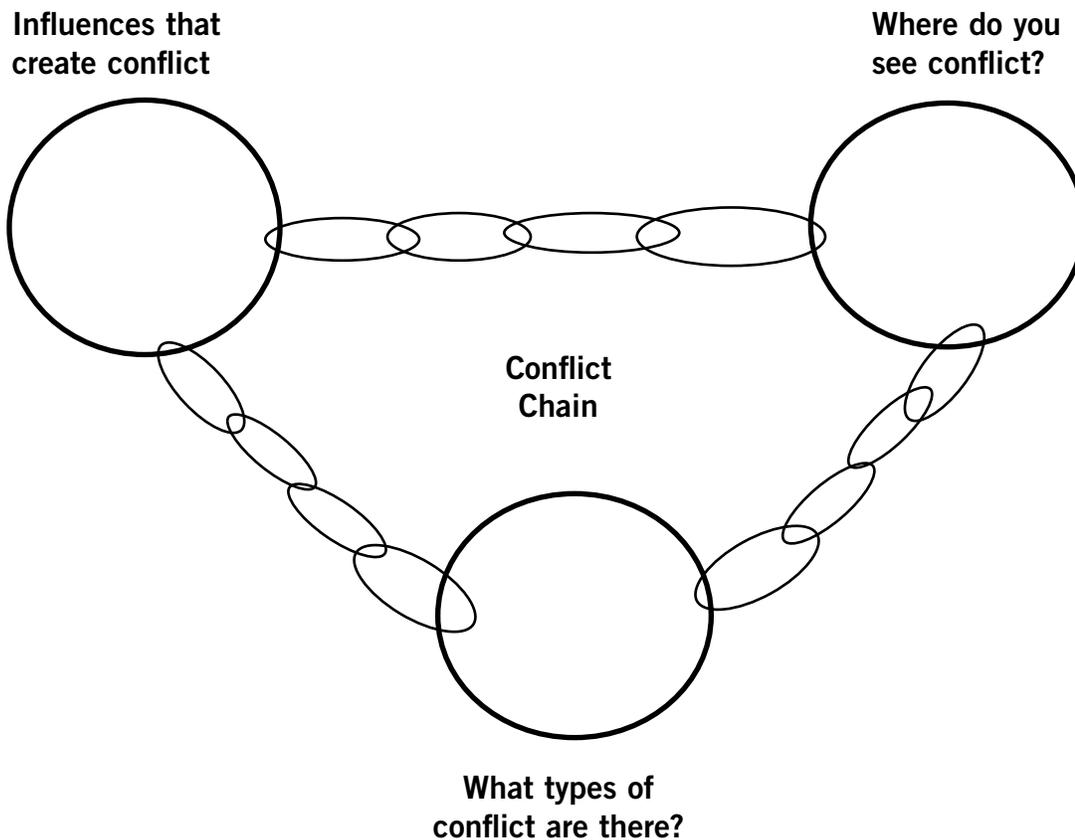
Objective: To understand that conflict is a part of everyday life.

Time: 10 minutes

Preparation: Make sure that the room has a chalkboard or flip chart that is visible to the whole group.

Exercise: Draw the Conflict Chain on the board (as pictured below).

1. Ask the group to list as many different types of conflicts as they can. Write the responses on the board.
2. Then ask the group to list all the places where they see conflict. Write the responses on the board.
3. Lastly, write down influences that create conflict.



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MIDDLE SCHOOL

4 Anger Log

Objective: To help individuals understand their personal boundaries in conflict and to see how they express their anger.

Time: 20 minutes

Preparation: Make enough copies of the PTW Anger Log (page 44 of your training guide) for every participant.

Exercise: Have each student fill out the Anger Log handout. After every student is finished, split the students into pairs. Have each pair discuss what they have on their logs. After 5-10 minutes, bring the discussion back to the larger group. The following is a list of questions you could ask the class:

1. Give an example of how you expressed your anger positively and negatively (Keep track of students' responses on the board).
2. List some positive ways of expressing anger.
3. Why is it so hard to be rational when you're angry?

Additional question for discussion:

-What do you do to make other people angry? (Discuss how you can control your own actions more than those of others).

Points to Remember:

- There are positive ways to express anger.
- It is important to understand one's personal boundaries in conflict.
- It's easier to change your own behavior than someone else's.



> 6th Inning Agenda

1 Recap of Session V (5 minutes)

2 Conflict (20 minutes)

3 Conflict Escalator (10 minutes)

4 Wrap-up (10 minutes)

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2 Conflict Scenarios

Objective: To allow students to practice solving conflicts in positive, creative ways.

Time: 20 minutes

Exercise: Divide the class into small groups. Give each small group a different PTW conflict scenario (see next page). Instruct them to have someone in the group read the scenario aloud and then, as a group, brainstorm positive solutions to the situation. Give them several minutes to discuss their plan. The students can act out their solution or share it with the larger group.

Variation: Make a copy of the scenarios and give each group a different scenario. Give them several minutes to come up with a solution to it. When they report back to the class, have them read the scenario and then either act it out or describe their solution.

Points to Remember: There are many ways to solve conflicts without exploding or using violence.

Conflict Scenarios

Jordans

Danny has worked for five months and saved all of his money to buy a new pair of Air Jordans. The first day he wears them to school, someone steps on his new sneakers and scuffs them. The person does not apologize and looks like he couldn't care less.

The Computer

Your little sister always waits until the last minute to do her work. She has a history paper due tomorrow that she hasn't even started yet. You and a friend have a science project due in a week. You are online because you and your friend are meeting tomorrow about your project when your sister barges into your room demanding to use the computer. Though you really want to help your sister, you and your friend need a good grade on this project to pass science.

The party

Last weekend, Kenny had a birthday party and he invited many of his classmates. Everyone had a great time at the party, especially Kenny and his best friend, David. Kenny has a crush on Jennifer, the most popular girl in his class, who also came to the party. Kenny was so busy at the party that he didn't get a chance to ask Jennifer to dance, but David did. After the party, David walked Jennifer home, and some of the people from the party saw them walking together. Kenny found out about this the next day and thought angrily, "How could he do this to me?"

Pick-up

After school, Jerry and Paul were playing a pickup game of basketball with kids from their neighborhood. They always guard each other on defense because they are both the tallest. The game was tied 14-14 and it was a game to fifteen. Jerry called an offensive foul on Paul as he scored the game-winning basket. "What?" Paul yelled. "Are you kidding me?!"

Gossip

Jenny and Kim are best friends. Jenny loves to gossip about other people. One day during gym class, Jenny spreads a rumor about a girl she doesn't know named Lauren. As the rumor spreads, Kim is the one that is blamed for spreading the rumor about Lauren. Lauren confronts Kim about the gossip. Though Kim wants to tell Lauren the truth about who started the rumor, she doesn't want to get Jenny in trouble. What should she do?

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3 Conflict Escalator

Objective: To understand how conflict escalates.

Time: 20-30 minutes

Preparation: Make sure there are enough copies of the PTW Conflict Escalator worksheet for every student. Find a short video or personal story that involves conflict. Make sure that the story clearly explains the actions or behaviors that led to the person going up the escalator.

Exercise: Explain how we can look at conflict like an escalator: once you get on, it automatically takes you up higher and higher. Hand out the Conflict Escalator worksheet. Tell or show your conflict story. For each incident you share, students should write it down on a step of the escalator in chronological order. The last incident should show the person at the top of the escalator and at the height of the conflict.

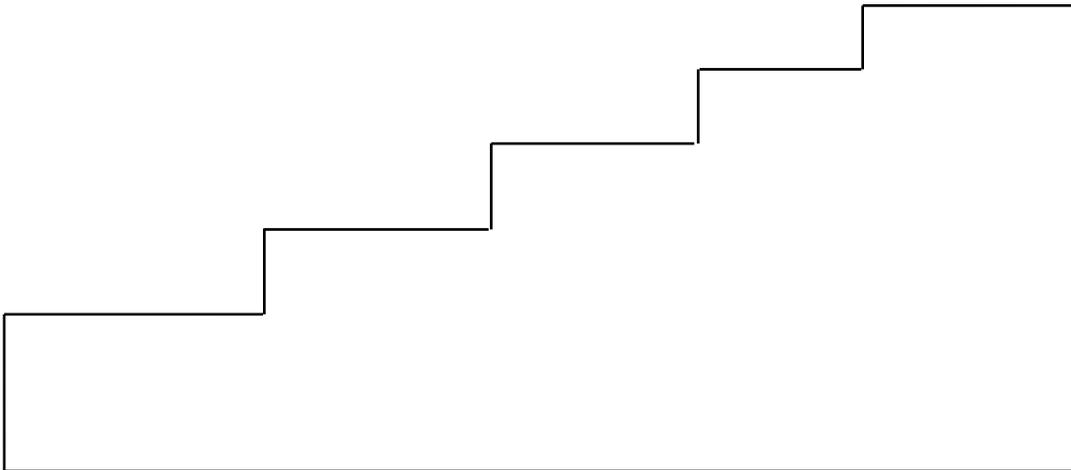
After students have filled out the escalator, have the participants answer the corresponding questions on the worksheet (they can answer them individually or in groups of two or three).

After students have filled out the worksheet, have them restate each incident that led to the conflict and then go over the question either in small groups or as a whole group.

Points to Remember:

Conflict can be affected by history, baggage, values, and different conflict styles. The further you progress on the escalator, the harder it is to get down. It does not make you less of a person (wimp) if you back out of a conflict. Bystanders can either escalate or diffuse a conflict.

Conflict Escalator



1. Looking at the escalator, could the conflict have been stopped earlier? If yes, where could it have been stopped? (Draw a line on the escalator)
2. Could someone not involved in the conflict stop it from escalating? If yes, how could they have stopped the conflict?
3. Write about a personal example of conflict in your life. How did your conflict escalate? What were the results of your conflict? Could you have found a better way to end your conflict?

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> Supplemental Exercises

Icebreakers

- Diversity Maze
- Facilitator Diversity Game
- Birthday Game
- Diversity Alphabet Game
- Human Pretzel
- Autographs

Diversity Exercises

- Diversity Definition Matching Game
- Huskie-Hoyas
- In the Oval Office

Conflict Resolution Exercises

- Conflict Quiz
- Conflict Quiz Answers

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Diversity Maze

Objective: To get students to see their similarities and to learn something new about other cultures and groups.

Time: 15-20 minutes

Preparation: Make sure the classroom you will be using has enough space for students to move around.

Exercise: Give each participant a PTW Diversity Maze handout. Explain the goal of the Diversity Maze is to get as many different initials from their classmates. Each student must walk around the room and find people who know the answers to the questions. It's not enough to get the box initialed: participants must know the answer as well.

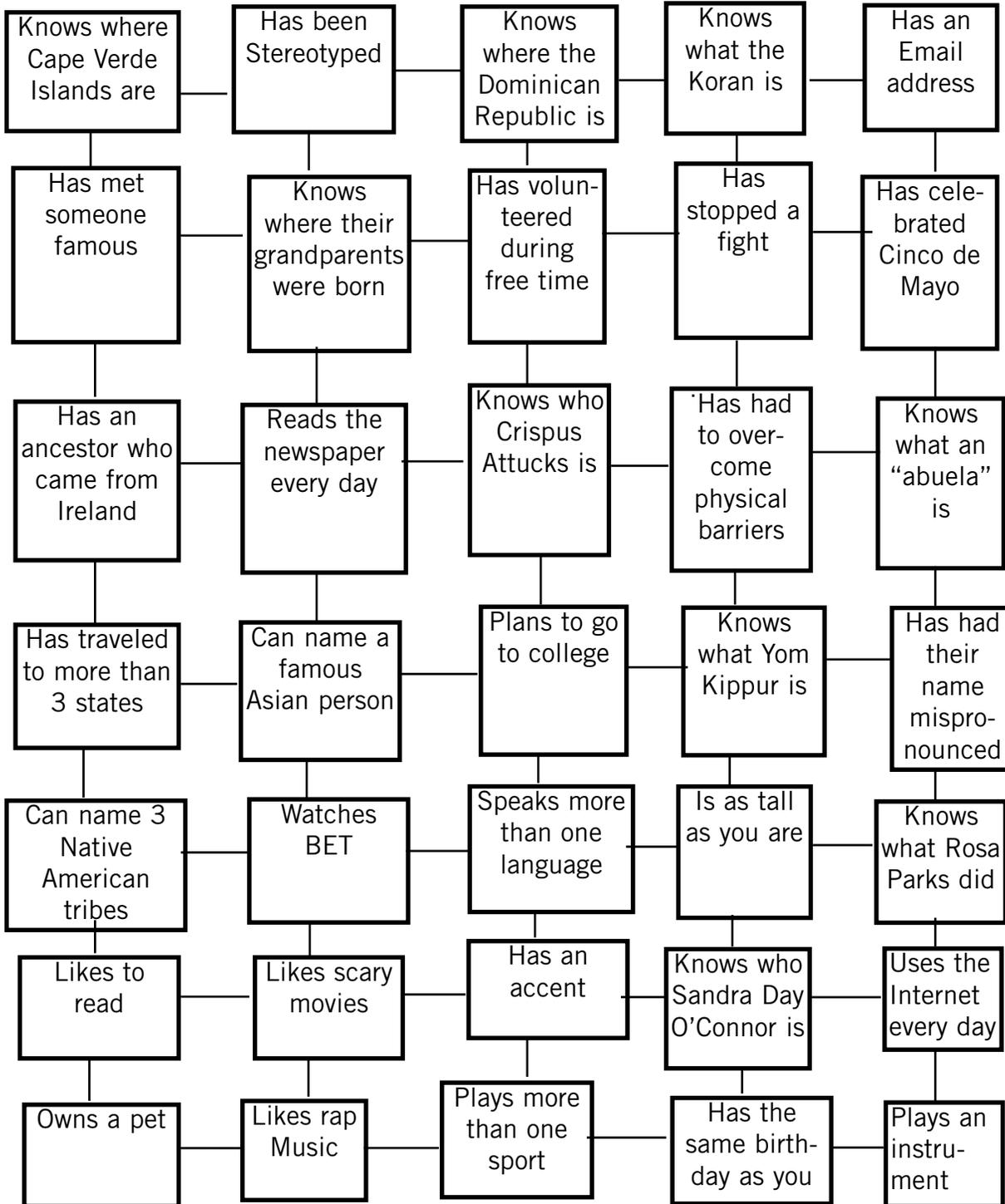
After several students make it to the finish, go over some of the answers with the entire class.

Questions:

1. Did anybody find anything similar with anyone else in the class?
2. Did you learn anything new about anyone in the room?

Points to Remember: Learn more about other cultures and people you associate with.

Diversity Maze



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MIDDLE SCHOOL

Facilitator Diversity Game

Objective: To illustrate that stereotypes and assumptions are often false.

Time: 15 minutes

Preparation: Facilitators should find 10 examples of differences that exist between them (These differences should not be apparent from looking at the person).

e.g. Facilitator A likes basketball, listens to jazz, plays the piano, does not like rap music, ethnicity is Puerto Rican, speaks four languages.

e.g. Facilitator B likes rock-climbing, eating sushi, likes astronomy, listens to classical music, likes cats, and wants to be an architect.

The facilitators' differences should be written down and will be used later in the exercise.

Exercise: Tell the students that they will be asked to guess about the likes and dislikes of the facilitators. Break the class into groups of threes and fours. Tell the students they will be competing as a team and must come to a decision as a group. Phrasing the differences as questions, ask the students to make a decision about which facilitator likes to do a certain activity.

e.g. "Which one of us likes to rock climb?"

e.g. "Which one of us likes to listen to jazz music?"

Keep track of the amount of questions that the groups get right on the chalkboard or white board.

Points to Remember: People prejudge others by their appearance every day. However, students should be aware that stereotypes and prejudices are usually false and can only be dispelled by accepting every person on an individual basis.

Birthday Game

Objective: To explore nonverbal forms of communication.

Time: 10-15 minutes .

Exercise: The most important point about this exercise is that there is absolutely no talking. The objective is to get the students to line up in order of their date of birth, beginning with January 1st and ending with December 31st. They must organize and arrange themselves in order of their birthday without talking. They can use any other method of communication.

Questions:

1. What are some other ways that different cultures communicate or express themselves? (e.g. music, dance, hand gesture, etc.)
2. What are some ways that you and your family may communicate besides talking?
3. What are some benefits of respecting or knowing other ways of communicating?

Points to Remember: There are many nonverbal ways to communicate.

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Diversity Alphabet Game

Objective: To help understand and define the word “diversity” using an interactive game.

Time: 15 minutes

Preparation: Two pieces of newsprint and markers.

Exercise: Divide the participants into two groups. Give them each a sheet of newsprint with the letters of the alphabet written on it. Have them try to come up with words for each letter that best describes what diversity means to them. Help students out by giving them words for ‘X’ and ‘Z’ or by leaving these letters out. Give them five to ten minutes to complete as many as possible. The group with the most words will read them aloud and explain how they relate to diversity. The second group can then add any other words they feel are important.

Explain that diversity also includes such things as: gender, age, class, disabilities, physical characteristics, socio-economic status, etc.

Points to Remember:

- Diversity encompasses much more than just race or ethnicity.
- Achieving true diversity benefits all and does not affirm one group at the expense of another.

Human Pretzel

Objective: To have students interact and work together as a team to achieve a common goal.

Time: 10-15 minutes

Exercise: Ask a group of 6-12 individuals (it has to be an even number) to face one another in a tight circle. Have each person hold out their right hand and grasp the right hand of someone else as if they were shaking hands. Make sure it is not someone next to you. Then each person extends their left hand and grabs the left hand of someone else, so that each person is holding two different hands. This hand-in-hand configuration should come out equal. The goal is to unwind themselves so that a hand-in-hand circle is formed. The physical hand-in-hand contact that you have cannot be broken (grips may be slid around but not broken). The knot may turn out to be two circles or one. Either way they have succeeded. In the circle(s) not all the participants need to be facing the same direction.

-Variation: If you have enough people for two circles, you can see which group can become untwined the fastest.

Points to Remember: It's important to learn to work together with people, even if they are different from you. You succeed faster when working as a cooperative team.

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Autographs

Objective: To have participants find out more about one another while also learning about other cultures.

Time: 10-15 minutes

Preparation: Make sure the room you are using for the training has enough space for the students to get up and move around. Make a copy of the PTW Autographs worksheet for each participant.

Exercise: Give each participant a copy of the Autographs exercise. Tell them they have a few minutes to get as many signatures as they can from people in the room. After time is up (5-8 minutes), see who has the most autographs, then check the answers with the entire class.

The following are some of the answers:

- 9. May
- 12. Soccer
- 13. Great Wall of China

Points to Remember: You will always benefit from knowing more about other races, cultures, and religions.

Autographs

1. Can name three different religions? _____
2. Speaks more than one language? _____
3. Has met someone famous? _____
4. Can name one Caribbean Island? _____
5. Has been made fun of? _____
6. Has a parent born outside of the United States? _____
7. Knows what the Holocaust was? _____
8. Has an usual hobby? _____
9. Knows what month the Mexican holiday Cinco de Mayo is in?

10. Can name two Native American (Indian) tribes in the United States?

11. Has a family member with a disability? _____
12. Knows what the world's most popular sport is? _____
13. Knows what man made object on Earth can be seen from outer space?

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Diversity Definitions Matching Game

Objective: To increase students' knowledge of diversity terminology.

Time: 20-30 minutes

Preparation: This is a very flexible exercise; you can have the students do the exercise individually or in pairs or small groups (according to the students' level of discipline, space restrictions, and/or time constraints).

Exercise: Decide if you want to break the class into pairs/groups or if you want the students to work individually. Make enough copies of the PTW Diversity Definitions Matching Game exercise for each participant. If students work individually, give them 10 - 15 minutes to complete the worksheet. If students work in groups, give them 5 - 10 minutes to complete the worksheet. At the end of the designated time, find out which team has the most answers. Have the "winning" team/individual share their answers with the rest of the group.

Diversity Definitions Matching Game

Your knowledge of the following words will be helpful throughout the training.

Match each word with the correct definition.

- | | |
|---------------------------------|--|
| ___ 1. Culture | a. Not liking someone based on their gender. |
| ___ 2. Stereotype | b. Not liking an individual or group using race as the main reason.
A belief that one race is superior to others. |
| ___ 3. Prejudice | c. Not liking Jewish people. |
| ___ 4. Discrimination | d. A negative attitude towards an individual or group made without sufficient evidence. |
| ___ 5. Anti-Semitism | e. Not liking people who are or who are believed to be gay, lesbian, or bisexual.
<i>Homophobia is the fear of people who are believed to be gay, lesbian, or bisexual.</i> |
| ___ 6. Ethnic Group | f. Mental or physical challenge. |
| ___ 7. Racism | g. Those who consider themselves as sharing a common ancestry and/or historical past. |
| ___ 8. Heterosexism | h. More than one group or different cultures interacting and living together successfully. |
| ___ 9. Sexism | i. Actions directed toward certain groups based on prejudices. |
| ___ 10. Multiculturalism | j. A broad statement that characterizes an entire group of people using the words “all” or “everyone”. |
| ___ 11. Disability | k. The learned ideas, customs, arts, etc. of a given people. |

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Huskies-Hoyas Cross Cultural Game

Objective: To understand how ignorance towards another culture can create conflict.

Time: 20-30 minutes

Preparation: Make sure the classroom has a chalkboard or a flip-chart to write on. Bring writing utensils. The room should be big enough for the participants to walk around.

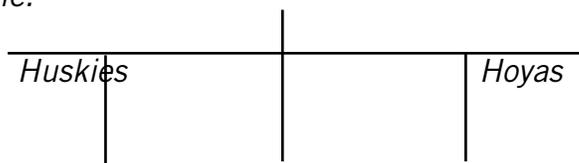
Exercise:

Split the class into two groups (one will be the Huskies and one the Hoyas) and send them to opposite sides of the room. One facilitator goes with each group to explain the activity. Bring the group close so the other one can't hear. Begin by explaining that they are going to have an opportunity to experience living in a different culture for a short time. Then give them their new characteristics associated with their culture (see pages 65 - 66 of your training guide).

Note: There are important gender differences in the Hoyas culture. Therefore, try to evenly divide the boys between the two cultures. If you do not have enough boys, use an appropriate substitute, such as purple arm-bands. In this case, sentences about Hoyas men would refer to Hoyas people clothed in purple.

After the Huskies and the Hoyas have each learned about their new culture, have the Huskies and the Hoyas interact with one another for about 5 minutes, role-playing their new characteristics. Following their interaction, have the Huskies and the Hoyas sit down, staying within their own culture. Draw four columns on the chalkboard (two under the word *Huskies* and two under the word *Hoyas*). Then ask the Huskies, "*How did you see yourselves?*" Write these responses in the 1st column. Then ask the Hoyas, "*How did you see the Huskies?*" Write these responses in the 2nd column under the word *Huskies*. Then ask the Hoyas, "*How did you see yourselves?*" Write these responses in the 1st column under the word *Hoyas*. Then ask the Huskies, "*How did you see the Hoyas?*" Write these responses in the 2nd column. Compare the two columns under each word.

Example:



Questions

1. What did you notice about how the different cultures viewed one another?
2. What assumptions did each culture make about the other? Why?
3. How can these assumptions lead to conflict starting or escalating?
4. How could they have learned about each other and avoided misunderstanding?
5. What things do you need to think about when you are talking to someone from a different culture?
6. Have you ever misunderstood someone or some group because they were from a culture different from your own? What are some examples?
7. How has one of your cultural practices been misunderstood?

Points to Remember:

- Differences aren't always negative.
- An understanding of different cultures can help reduce conflict.

About the Huskies Culture:

Huskies are very friendly.

Huskies are outgoing. They love to talk with aliens.

Huskies don't talk for a long time. They move on to the next alien.

Huskies like to shake hands. It makes them feel they've made contact.

Huskies stand very close to aliens when they're talking to them.

Huskies are informal. Huskies think it is polite to call everyone by their first name

Boys and girls behave in the same way, except Huskies boys like to talk with alien girls best. And Huskies girls like to talk with alien boys best.

Huskies like to talk to as many aliens as possible. They don't talk for long to any one person. Huskies like to say, "I talked to many aliens, and now they feel welcome."

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About the Hoyas Culture:

Hoyas stick to themselves. They enjoy being with other Hoyas.

Hoyas never start a conversation with a stranger. They only speak when spoken to. When they speak, they cross their arms.

Hoyas are very polite. They say, “How do you do?” and “Sir” and “Madam.” Too much touching is considered rude.

Among Hoyas, boys are the weaker gender. They are protected by Hoyas girls.

Hoyas boys avoid eye contact with alien girls and do not talk directly to alien girls. They talk through their protectors.

Hoyas boys can talk to alien boys if the alien boys talk first. They can maintain eye contact with alien boys.

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In the Oval Office

Objective: To have students think about and share their positive qualities, and to think critically about discrimination in America.

Time: 15-20 minutes

Preparation: Bring enough blank paper and pencils for all the students in your class.

Exercise: After giving each student a pencil and a piece of paper, explain that the students are all candidates for the President of the United States. Have them list the qualities they possess that qualify them for this position. Give them several minutes to formulate their lists. Ask the students to share some of these qualities with their classmates. Facilitators may lead a general discussion on self-perception and its relationship to discrimination and promoting social change.

Points to Remember: Discrimination still exists in the U.S, but young people have traits needed to bring about change.

Conflict Quiz

Objective: To help the participants understand the reality of conflict and violence in our country.

Time: 20 minutes

Exercise: Give each student a PTW Conflict Quiz and have them fill it out to the best of their ability. After they have finished, go through each question with them, asking for volunteers to share their answers. Refer to the answer sheet provided and give the students the correct answers.

Points to Remember: Conflict is everywhere and the results can be devastating. Proper techniques for handling conflict often aren't learned and practiced.

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Conflict Quiz

1. Every day _____ children in America are arrested.

- a. 5000 b. 1000 c. 100 d. 600

SOURCE: Children's Defense Fund

2. Every two days _____ children lose their lives to guns.

- a. 15 b. 4 c. 60 d. 25

SOURCE: Children's Defense Fund

3. There are _____ killings per day in the U.S.

- a. 14 b. 70 c. 55 d. 120

SOURCE: Children's Defense Fund

4. What is the approximate number of handguns brought to school every day?

- a. 450,000 b. 100,000 c. 800,000 d. 1 million

SOURCE: Various

5. Each year over _____ children witness domestic violence.

- a. 200,000 b. 735,000 c. 1.5 million d. 3 million

SOURCE: Children's Defense Fund

6. There are currently _____ people in prison.

- a. 2 million b. 3 million c. 350,000 d. 500,000

SOURCE: Bureau of Justice Statistics

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Conflict Quiz (continued)

7. Over _____ women are battered each year.

- a. 500,000 b. 150,000 c. 1 million d. 3 million

SOURCE: National Woman Abuse Prevention Project

8. _____ percent of students surveyed said they carried a weapon to protect against being attacked.

- a. 49% b. 19% c. 87% d. 5%

SOURCE: Louis Harris Research

9. 100 kids under the age of 10 are killed every year.

- True False

SOURCE: Children's Defense Fund

10. In 1994 there were _____ children abused or neglected?

- a. 3 million b. 7 million c. 300,000 d. 750,000

{70}

SOURCE: Children's Defense Fund

11. In a recent Gallup Poll 35 percent of homes reported having a gun.

- True False

SOURCE: Gallup Poll

12. In 1995 American Children had witnessed over _____ simulated murders on T.V.

- a. 8,000 b. 15,000 c. 20,000 d. 1,000

SOURCE: American Psychological Association

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Conflict Quiz Answers

1. Every day _____ children in America are arrested.

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SOURCE: Children's Defense Fund

2. Every two days _____ children lose their lives to guns.

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Conflict Quiz Answers (continued)

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SOURCE: National Woman Abuse Prevention Project

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- a. **49%** b. 19% c. 87% d. 5%

SOURCE: Louis Harris Research

9. 100 kids under the age of 10 are killed every year.

True False

SOURCE: Children's Defense Fund

10. In 1994 there were _____ children abused or neglected?

- a. **3 million** b. 7 million c. 300,000 d. 750,000

{72}

SOURCE: Children's Defense Fund

11. In a recent Gallup Poll 35 percent of homes reported having a gun.

True **False 50%**

SOURCE: Gallup Poll

12. In 1995 American Children had witnessed over _____ simulated murders on T.V.

- a. **8,000** b. 15,000 c. 20,000 d. 1,000

SOURCE: American Psychological Association

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