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Project Teamwork Manual - 2006 (Draft)

Northeastern University - Center for the Study of Sport in Society

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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 by 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 Patriot and first TEAMWORK CAPTAIN), Lin Dawson (former New England Patriot), 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.

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 - Facilitator(s) 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.
- b. Exercises - Diversity exercises have been outlined in agenda form for 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.

III. Conflict Resolution Component

- a. Conflict Resolution Goals - State the goals for conflict resolution as outlined in this manual. Post these goals throughout the rest of the training sessions.
- 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.

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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:
 - Have all students complete an evaluation.
 - If you plan on starting a Human Rights Squad, refer the Project TEAMWORK Human Rights Squad Manual.

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Training Tools

- Training sessions should be scheduled for six hours at each school or training site in order to cover the necessary material.
- For each of the six sessions a planned agenda has been formulated.
- Follow the format as closely as possible and remember to discuss the talking points and questions outlined.
- It is important that you continually assess the group dynamics and remain flexible throughout the training.
- If you feel that 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.
- Always remember to keep the training goals in mind.
- 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.
- For each training session, facilitators should be familiar with the planned agenda and have a copy nearby during the training.
- Be sure to have all required materials and have a backup plan ready if, for some reason, the planned activity needs to be adjusted.

Facilitator's Guide

Below are some helpful hints to facilitate training sessions used in this manual.

Goals of Facilitation

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

I. Facilitator Checklist

- **KEEP YOUR GROUP ON TRACK** - Your primary role is to help guide your group to define and move towards the goals and objectives of the program.
- **ASSESS GROUP DYNAMICS** - As a facilitator, assess the direction your group is going and decide if, when and how to intervene.
- **BE OPEN AND HONEST** - Facilitators must be open and honest about what their role is and what they plan to accomplish.
- **STAY NEUTRAL** - A facilitator's role should be neutral. Interventions should not be made to agree or disagree with a group member(s) but to help the group think critically about their opinions on these issues.
- **BE FLEXIBLE** - Facilitators must be willing to adjust curriculum while still maintaining goals (e.g. adjust to group dynamics or room settings).
- **BE SENSITIVE** - If you become aware of a group member being uncomfortable, always proceed in a careful, non-threatening way.
- **BE ON TIME** - Make sure you arrive early and have everything prepared in order to be on time.
- **GROUND RULES** - Clear ground rules that are agreed upon by the group should be set at the beginning of the first training.
- **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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Facilitator's Guide

II. Problem Solving

What do I do when students don't talk?

- Restate the question in another form and ask the students if they understand.
- State an opinion and ask the students if they agree or disagree and why.
- Break the groups into smaller groups. Have the students discuss the issue and report back to the larger group.
- Have the group write their opinions on a 3X5 index card. Collect them and discuss the ones that appear the most.

What do I do when students are too talkative?

- Refer back to P.R.O.P.S. for modifications.
- Break the large group into smaller groups. Have the students discuss the issue and report back to the larger group.
- Stand near the student(s) acting out.
- 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!

> 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)

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5 Icebreaker (see pp. 50-61, if time remaining)

6 Wrap-Up (5 minutes)

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Pre-test

Objective: To assess where the participants stand on the issues we are going to cover in the Project TEAMWORK trainings.

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

Time: 10 minutes

Exercise: Introduce the pretest by making it clear that there are no right answers. Tell the participants the results of the pretest 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. If minorities worked harder, they would achieve more.					
2. I feel uncomfortable around people who are disabled.					
3. I would not want to hang out with someone I knew to be gay.					
4. There are sports and jobs that women aren't capable of doing.					
5. It's okay to make racial or ethnic jokes.					
6. If someone lives in America, they should speak our language.					
7. I may have to fight someone who disrespects me.					
8. Everyone in America has equal opportunities.					
9. If someone hurt a member of my family, I would hurt them back.					
10. Women who wear tight clothes deserve comments from men.					

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

Objective: To 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 by which everyone will abide by during the workshop.

Example:

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

Next, ask participants to come up with 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 the 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 of the letters, have them all agree by raising their hands or nodding their heads that they will abide by all of 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.

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

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Participant Introductions

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, go to each pair and have each participant recount what they just learned about the other person. If someone forgot something important or gave wrong information, give that person a chance to make any corrections.

Optional topics to suggest for the interview:

- Ethnicity/background
- Favorite thing to do in your free time
- Family
- Something you're good at
- 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 hobby or interest.)

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

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Participant Introductions (continued)

Name Tag

(Works best with 7 to 15 participants.)

Objective: A way for the group to familiarize themselves with each other's name 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 anyway. 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. The 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)," then they call out the name of the person they are going to throw it to (i.e.: "thank you Antwaine, Susan"). In your explanation, make sure you make it clear that they need to choose someone new to throw the ball to 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 (5 minutes)

2 Definitions (45 minutes)

- Option I: Scenarios
- Option II: Personal Definitions

3 Wrap-Up (5 minutes)

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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 approaches to helping students gain an understanding of these working definitions. Depending on your group, choose either Option I (p. 17) or Option II (p. 22).

Diversity:	The differences between people that make them 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, or bisexual. Homophobia is the fear of people who are believed to be gay, lesbian, or bisexual.
Sexism:	Prejudice or discrimination based on gender.
Multiculturalism:	Multiple groups interacting and living together successfully.

Scenarios - Option I

Objective: To increase student’s 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 and give each group a scenario. Have someone in the group read the scenario and then have the group collectively answer the questions following the story. Make sure they know they will be reporting back to the larger group with a brief explanation of the scenarios and what solutions they came up with. Be mindful of the allotted time when deciding how many scenarios you should try to do with the group. The table below gives you an idea of which scenarios deal with which issues.

Table 1

	Eligible	Lady Like	Sit with us	Asking for it	Sneakers	Love is blind	Special Holiday	Captains
Prejudice		X			X	X		X
Stereotype	X	X	X	X	X	X	X	X
Discrimination		X			X	X	X	X
Sexism		X		X				
Heterosexism								X
Multiculturalism			X				X	
Ant-Semitism							X	
Racism					X	X	X	

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Scenarios - Option I (continued)

Eligible

In order to be eligible to play lacrosse in the spring, James needs to pass math this quarter. Since he hasn't been doing so well, he thought he would try to get some help for the upcoming test. He asked his friend Kyle what he should do. Kyle answered, "You should ask one of the Asian kids in our class. Everybody knows all Asians are good at math."

Questions:

- Why does Kyle offer this advice?
- Is it fair to use words like "all" or "everyone" to refer to any group?
- Is there anything wrong with making a stereotype like this one? Why or why not?
- Have you ever been stereotyped? How and why?

Be 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 approached the coach and asked when tryouts were. The coach said he didn't feel that women should be playing such a physical sport, but he would discuss it with Mr. Jones the Athletic Director. She decided to approach the Athletic Director herself, only to be told, "Not only would you be a distraction to the team, but we don't want to take responsibility for you getting hurt."

Questions:

- Is this discrimination or were they just watching out for her?
- Do you think Sasha was unrealistic for wanting to play with the men?
- Has anyone ever experienced sexism? How?
- Do you see sexism in your school or community?

Scenarios - Option I (continued)

Sit With Us

Three boys who played summer league baseball together, one Asian, one Black, and one White, are walking to the cafeteria on their first day of school. When they arrive they see sections of Black students, Asian students, and White students separate. The three boys look at each other uncomfortably while thinking to themselves, “Where should I sit? Should I sit with kids I know will accept me like I usually do or should I sit with my friends?”

Questions:

- What should the three boys do? Why?
- Should they be worried about what the other students think?
- What is multiculturalism?
- Is your cafeteria segregated? Why or why not?
- What are the benefits of meeting and interacting with people from different cultures?

She’s Asking For It

The track team was stretching before their afternoon practice when all of a sudden the guys started whistling and yelling to a couple of girls that were walking by on the sidewalk. The two girls were wearing low-cut, form-fitting dresses. Katie, a member of the track team, said to her teammate Jenn, “I hate it when guys do that. Why do they feel they can just yell stuff like that out to girls?” Jenn responded, “Well, look at what they have on—they’re asking for it!”

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Questions:

- Do you agree with Jenn that the girls asked for this type of treatment from men?
- How do actions like this from males affect females? Does it affect the males too? How?
- How does society contribute to scenarios like this?
- Is sexism evident in this scenario? Why or why not?

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Scenarios - Option I (continued)

Sneaker Shopping

Kevin and Rob have been best friends for over eight 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 decided to go to the mall to shop for sneakers for the upcoming season. Upon entering the store, Kevin was immediately offered help from 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 one of the salesmen. As they were leaving the store, Rob said angrily, "I'm sick of this happening whenever I go into a store!"

Questions:

- Why do you think this happened to Rob? Why not Kevin?
- Is this unfair treatment or was the salesperson just being cautious?
- What are the long-term effects of things like this happening repeatedly to an individual?
- Has anything like this ever happened to you or someone you know?

Love is Blind

During basketball practice, all Mike talked about was his new girlfriend: how cute she was, where she was planning on going to college, and so on and so on. After practice, he told several of his friends to stick around so they could meet her. When she walked up and gave him a hug, Mike's friends couldn't believe it, she was white, and Mike just happened to be black. "What does Mike think he's doing?" one of his friends asked. "Everyone should stick to their own kind."

Questions:

- Do you agree with Mike's friends?
- Why do people think this way?
- Would the situation be different if the girl was black and the guy was white?
- Would you consider dating someone of a different race? Why or why not? (What would your family think?)

Scenarios - Option I (continued)

Special Holiday

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

Questions:

- Was it fair that Cindy couldn’t compete in the meet?
- Was the coach being insensitive or just following policy?
- What other alternatives could have been worked out?
- Does our society only recognize selected religious holidays?

Captains

Jose and Mark were chosen to be co-captains of the varsity football team for their senior year. In the middle of the season, Jose received the news that Mark is gay. When the team found out, some of the best players said they would quit if Mark remained captain.

Questions:

- Is it fair for them to want to quit the team? Why or why not?
- Is this an act of heterosexism? In what way is or isn’t it?
- Is heterosexism more accepted in this country than some of the other “isms” (i.e. racism, sexism)? Why or why not?

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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 affect how you act towards 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?

> 3rd Period Agenda

- 1 **Recap of Session** (5 minutes)
- 2 **Culture Shock** (20 minutes)
- 3 **Agree, Disagree, Unsure** (20 minutes)
- 4 **Wrap-Up** (5 minutes)

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Culture Shock

Objective: To increase 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 “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 belonging to 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. 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 of you?
3. Will you have different concerns?
4. What attempts do we make in society to really understand people’s differences?

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

Culture Shock (continued)

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

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

1. List 3 specific ways your life would change:

2. How would your friends and family react to the new you?

3. What would be some new difficulties you would face?

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Agree, Disagree, Unsure

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

Time: 15 minutes (time varies)

Preparation: Create three signs. The first should say AGREE, the second DISAGREE, 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 all will 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 discussion with follow-up questions. After 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 just 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 thoughts.
- 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

- White people are born with special privileges in America.
- The media in this country delivers fair and accurate accounts of events.
- In sex education, there should be discussion about homosexuality.
- Schools should do away with months like Women’s History Month or Black History Month.
- A woman who wears tight and revealing clothing deserves some of the blame if she is sexually harassed.
- There is such a thing as “acting black” and “acting white.”
- Same sex couples make good parents.
- Boys are better at sports than girls.
- People who are disabled should get a chance to participate in the same activities as those who are not disabled.
- I would marry someone from any race.
- It wouldn’t bother me if one of my children were gay.
- Certain races are naturally better at some sports.
- Being around a lot of people who are disabled makes me uncomfortable.
- If minorities worked harder, they would achieve more.
- We cannot always make special accommodations for the disabled.
- There are sports and jobs that women aren’t capable of doing.
- I would not want to hang out with someone I knew to be gay.
- It’s okay to make racial or ethnic jokes.
- Everyone in America has equal opportunities.
- It is O.K. to hit your girlfriend if she hits you first.

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> 4th Quarter Agenda

1 Recap of Session (5 minutes)

2 Stereotypes (10 minutes)

3 Reflection (35 minutes)

4 Wrap-Up (5 minutes)

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Stereotyping

Objective: To reveal stereotypes commonly associated with individuals and their origins.

Time: 15 minutes

Preparation: Enough exercise sheets for each student. Blackboard and chalk.

Exercise: If possible, divide the students up into three groups. Hand out worksheets to students in that group and assign each of them a list from 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.

<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	Quarterback	Preppie
Martial Arts Expert	Muslim	Drug Dealer

Questions for Further Discussion:

1. What does stereotyping mean?
2. Have you or someone you know ever been stereotyped? How did that make you feel?
3. What harm could this do to the person stereotyped and the person doing the stereotyping?
4. What can you personally do to stop stereotyping?

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

Stereotyping (continued)

Discuss the stereotypes that describe the individuals in the column assigned to your group then answer the questions at the bottom together.

<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	Quarterback	Preppie
Martial Arts Expert	Muslim	Drug dealer

Reflection

Objective: To examine personal biases and their possible origins.

Time: 30 minutes

Preparation: Copy of exercise, pen or pencil

Exercise: Have participants fill out the questionnaire as honestly as possible. Select several of the questions on the exercise sheet for 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?

Point 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 (continued)

For the next few moments, reflect on some of the things you were taught as a child concerning gender, race, religion (or any group). What lasting impressions have they had on you? Select one group with which you have unresolved conflicts/emotions/personal bias, or any level of discomfort.

A. Name of Group _____

B. What incident(s) led to these negative feelings/uneasiness/conclusions?

C. Are your feelings/emotions justified? How so?

D. What steps could be taken (individually or institutionally) to reduce these feelings?

> 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 non-violently.

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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** (10 minutes)

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

{ Ralph Waldo Emerson }

Project
TEAMWORK

Telephone Game

Objective: To show how gossip spreads.

Time: 10-15 minutes

Exercise: Have the group form a line or a circle. Whisper a sentence or a phrase into ear of the first person in line. Have that person then whisper it to 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 been 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.

Conflict Chain

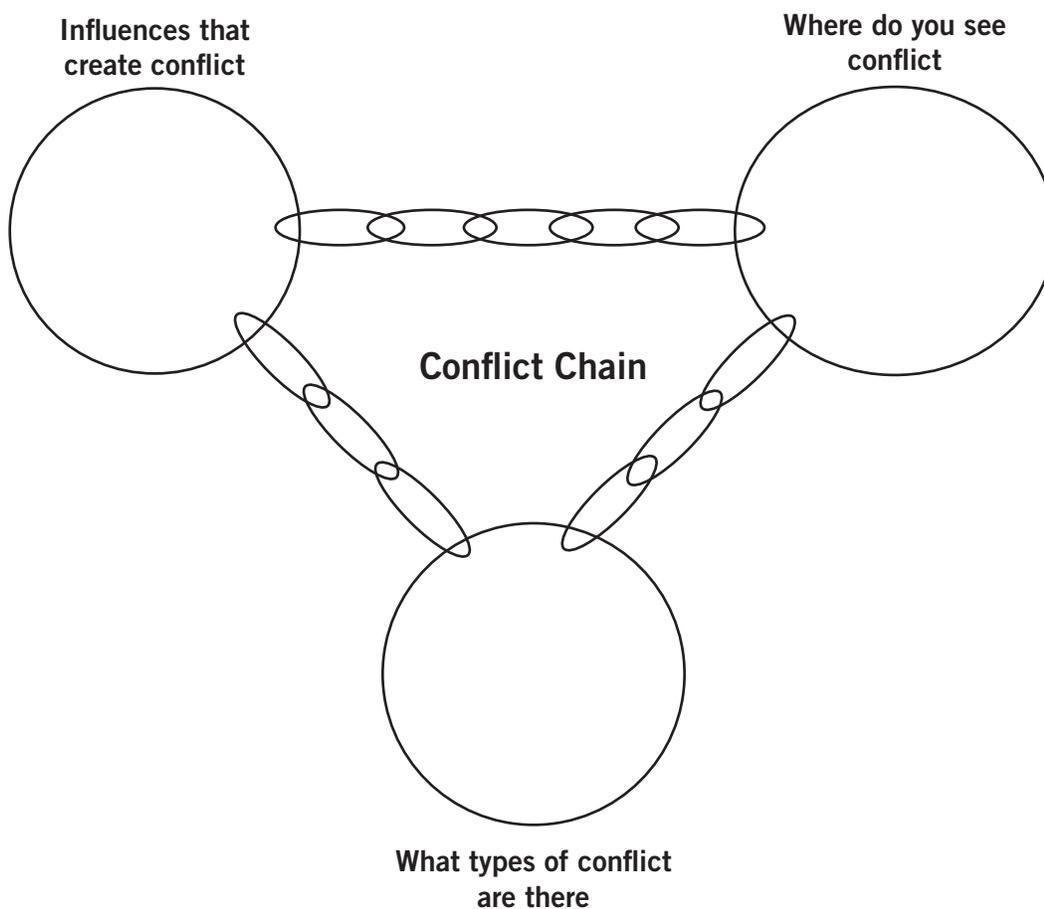
Objective: To understand that conflict is a part of everyday life.

Time: 10 minutes

Preparation: Make sure that the room has a place where you can write that will be visible to the whole group (i.e. chalk board, flip chart).

Exercise: Draw the conflict chain on the chalk board as pictured below.

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



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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 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 anger positively and negatively.
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 Escalator** (15 minutes)
- 3 **Conflict Scenarios** (20 minutes)
- 4 **Wrap-up** (10 minutes)

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Conflict Escalator

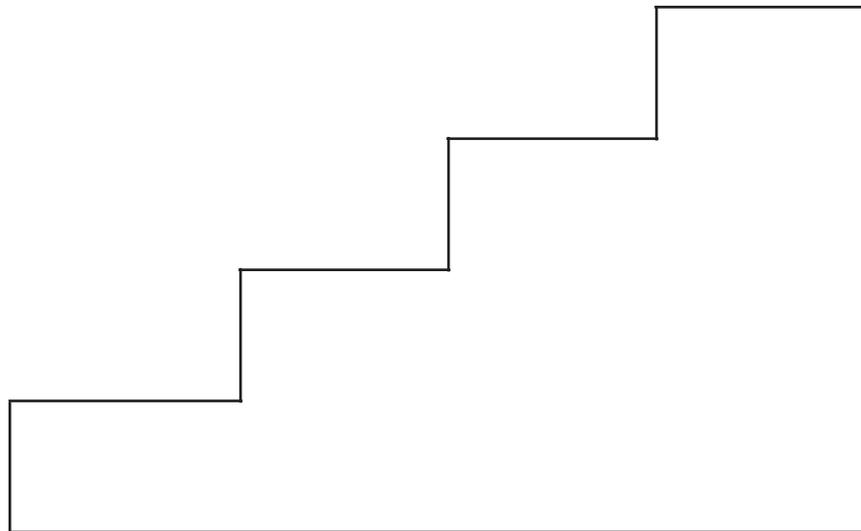
Objective: To understand how conflict escalates.

Time: 15 - 20 minutes

Preparation: Make sure that the room has a place where you can write that will be visible to the entire group (i.e. chalk board, flip-chart).

Exercise: Describe a conflict that you once were involved in. When you are describing your conflict, explain the actions or behaviors that caused you to go up the escalator. For each incident you discuss, you or someone else should be showing a person going up an escalator on the chalk board. The last incident should show the person at the top of the escalator.

- Have participants restate each incident that led to the conflict.



Conflict Escalator

- Ask the group what could have been done differently to prevent the conflict from ending the way it did. Discuss strategies that could have taken place at the beginning, middle or towards the top of the escalator.
- What are some of the consequences of carrying out the conflict?
- How do bystanders affect the conflict?
- Ask students to give personal examples of how they went up the escalator and how they could have de-escalated the conflict.

Points to Remember:

- Conflict can be affected by history, prior conflicts, values, and different conflict styles.
- The higher up you go 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.

Conflict Scenarios

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

Time: 20 minutes.

Exercise: Divide the class into small groups. Read one of the scenarios then have the group come up with their solution to the conflict. Give them several minutes to discuss their plan. The students can act out their solution or share it with the larger group. Continue with as many of the scenarios as time permits.

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 either read, act out, or tell their solution to the scenario.

Point to Remember: There are many ways of solving conflicts without exploding or using violence.

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Conflict Scenarios (continued)

Hats

Gerald wears a baseball cap turned backwards wherever he goes. Although Swain High School does not have a dress code, Miss Briar finds the wearing of hats in her classroom objectionable. She sees Gerald as rude, defiant, and ill-mannered. Gerald says she has no right to make him take his hat off. Both feel strongly about the issue.

Clothes

For the third time this month, your sister/brother has borrowed a shirt from your closet without asking. This business is getting old.

Flirting

Your girlfriend/boyfriend always seems to be flirting with other people at parties. She/he hardly seems to pay any attention to you and it's getting very aggravating.

Late Again

Your friend had promised to meet you in front of the local shopping center a half hour ago. This friend is always late, and you've had it. Here comes the friend, looking as if he or she has all the time in the world. You are really annoyed.

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/she 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 the most popular girl in his class, Jennifer, 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 together. Kenny found out about this the next day and he angrily thought, "How could he do this to me?"

Pick-up

After school, Jerry and Paul were playing a pick up game of basketball with kids from their neighborhood. They always played each other on defense because they were 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?!"

> Supplemental Exercises

Icebreakers

Diversity Alphabet Game

Human Pretzel

Autographs

Diversity Exercises

Race/Ethnicity Quiz

Personality Pyramid

Oval Office

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Conflict Resolution Exercises

Conflict Quiz

Conflict Quiz Answers

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Diversity Alphabet Game

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

Preparation: Two pieces of newsprint, markers.

Time: 15 minutes

Exercise: Divide the participants into two groups. Give them each a sheet of newsprint with the letters of the alphabet written on it (give words for X and Z or leave them out). Have them try to come up with words for each letter that best describes what diversity means to them. Give them 5 to 10 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. Each person holds out their right hand and grasps the right hand of someone else as if they were shaking hands. 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 for the group is to try 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.

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

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Autographs

Objective: Participants get to find out more about one another while learning about other cultures.

Preparation: Make sure the room you are using for the training has enough room for the students to get up and move around. Copy enough Autograph sheets for each participant.

Time: 10-15 minutes

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 the time is up (5-8 minutes), see who has the most autographs and then check the answers with the whole class.

The following are some of the answers:

1. Christianity, Islam, Hinduism
4. Riots that took place in a gay bar in Greenwich Village, NY in 1969. It was the beginning of the Gay Rights Movement.
5. The name for a person whose ancestry is one eighth black; used as a degrading term.
7. Cherokee, Navajo, Sioux
10. Six million
12. White (according to U.S. Census)
13. Day of the Dead; Mexican holiday on which Halloween is based
14. San Francisco (23%)

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

Autographs (continued)

1. Can name 2 of the 3 largest religions in the world _____
2. Speaks more than one language _____
3. Has met someone famous _____
4. Knows the significance of Stonewall riots _____
5. Knows what “octoroon” is _____
6. Can name at least 3 West Indian Islands _____
7. Knows one of three largest Indian tribes in U.S. _____
8. Has ever been stereotyped _____
9. Was born outside of the United States _____
10. Knows how many Jewish people died in the Holocaust _____
11. Has an unusual hobby _____
12. Knows what race an Egyptian belongs to _____
13. Has celebrated Dia de los Muertos _____
14. Knows which U.S. city has the largest Asian population _____

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Race/Ethnicity Quiz

Objective: To help individuals understand the concept and misconceptions surrounding race.

Time: 20 minutes

Preparation: Make enough copies of handout for each participant.

Exercise: Have participants place one of five racial categories listed on the worksheet beside each character description that they feel would best describe that person. (For the purpose of this exercise, no “Other” category will be used). After all participants have filled out their sheets, go over the answers and have them explain why they chose that particular racial group. There are no right or wrong answers.

Questions:

1. Why was it so hard to choose only one for some of the categories?
2. Why do you think people had different answers?
3. What does this say about the categorizing of people in the United States?
4. Do you believe other countries have these problems?

Point to Remember: Racial categories have been socially constructed and do not represent any scientific formula.

Race/Ethnicity Quiz

Instructions

Many forms require that you identify yourself using one of five designated racial categories. On each line, place one of five racial categories listed below that you feel would best describe that person. (For the purpose of this exercise no “Other” category will be used).

Choose only one from the following:

1. White
2. Black (African-American)
3. Hispanic
4. Native American/Alaska Native
5. Asian-Pacific Islander

1. Egyptian _____
2. Dominican _____
3. Haitian _____
4. 3/4 Native American and 1/4 black _____
5. Spaniard _____
6. 1/2 White and 1/2 Native American _____
7. Brazilian _____
8. Coloured South African _____
9. 1/2 Asian and 1/2 White _____
10. Tiger Woods _____

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Personality Pyramid

Objective: To develop awareness of the role our own identity plays in the world.

Preparation: Each participant needs an Personality Pyramid sheet, pen or pencil. The facilitator needs to have the list of possible identities to call out.

Time: 45 minutes

Exercise: Instruct each participant to think about which groups they identify with and place them in the pyramid in order of importance. Let them know there are no right or wrong answers. Give participants a few minutes to complete the pyramid. It is not necessary to see everyone finish before you go on.

Ask participants to pair up with someone he/she does not know and discuss the questions at the bottom of their handouts. Give each person a few minutes to share their examples. Then ask for a few responses from the pairs to share with the group. Ask them not to violate partner-sharing trust. Ask the pairs to share with the larger group a summary of their discussion. As they share their #1 identity groups, keep track of them on the board (i.e. write down female and then tally how many people choose female).

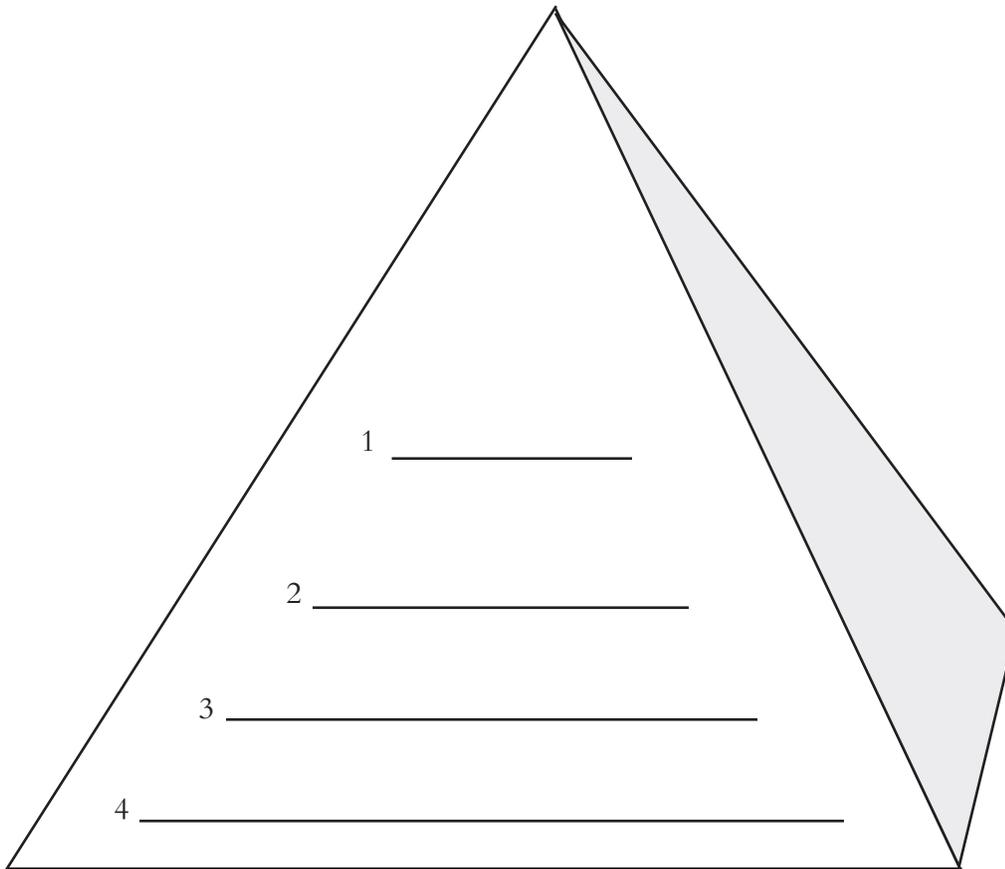
Questions:

1. What are the reasons people chose their #1 identity group?
2. Did you notice any patterns of what people chose for their #1 group (i.e. race, gender)?
3. Did any males put gender or whites put race? Why or why not?

Point to Remember: This exercise is an interactive way to learn about ourselves and others, helping us to appreciate our commonalities and differences. It makes it easier to understand how someone's experiences and identity can shape the people they are and the choices they make.

Directions:

Personality Pyramid



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1. Think of four groups with which you identify.
2. On the four numbered lines, place these groups in order of their importance to you. The group you most closely identify with should be on the #1 line.
3. Pair up with someone in the group you do not know (or do not know well) and answer the following questions.
 - a) Share the groups you identify with.
 - b) Share why you chose the order you did (particularly why you chose #1).
 - c) Choose one of the identities in your pyramid and share a time when you have felt proud to be a member of that group and a time when it was painful to be a member of that group.

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In the White House

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

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

Time: 15-20 minutes

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 which they feel uniquely 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. Facilitator may lead a general discussion on self-perception and its relationship to discrimination and promoting social change.

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

Conflict Quiz

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

Time: 20 minutes

Exercise: Give each student a 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.

Point to Remember: Conflict is everywhere and the results can be devastating. Proper techniques for handling conflict can be 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

Conflict Quiz

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

SOURCE: Children's Defense Fund

11. In a recent Gallup Poll, 35% 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.

- 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 everyday?

- 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

Conflict Quiz Answers

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. 200 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

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SOURCE: Children's Defense Fund

11. In a recent Gallup Poll, 35% 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