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## ABSTRACT

This practicum study devised and evaluated a program designed to reduce overt incidents of stereotyping among diverse fourth through sixth graders in a large urban K-8 school. The 8-month intervention was comprised of six elements: (1) establishing a safe secure classroom atmosphere governed by consistent authoritative discipline; (2) building realistic self esteem; (3) increasing cultural, ethnic, and racial awareness and appreciation; (4) providing opportunities for students to have a positive impact on the home, school, or community environment; (5) introducing and using peer mediation; and (6) forming a student group to combat stereotyping and prejudice. Observation of students in class, on playgrounds, and at recess; sociometric techniques; and investigation of administrative records were used to examine social interaction patterns and the incidence of serious behavioral infractions involving race or ethnicity. Results indicated that, as a result of the intervention, the use of ethnic or racial slurs in the classroom decreased below the expected number of incidents. Voluntary segregation dropped below the anticipated number of shared race or ethnicity groups in the cafeteria setting but not on the playground. The number of students choosing best classroom friends in sociograms with shared race or ethnicity declined below the number expected. Referrals to administrators for serious behavior infractions involving race or ethnicity also were reduced below the number expected. (KDFB)

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# Reducing Stereotyping Among 4th through 6th Grade Students by Strengthening Self-Esteem, Interpersonal Relationships, and Multicultural Appreciation

by

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Cluster 53

A Practicum II Report Submitted to the Ed. D. Program in  
Child and Youth Studies  
in Partial Fulfillment of Requirements for the  
Degree of Doctor of Education

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## ACKNOWLEDGMENTS

This practicum is dedicated to my students- our link to the past, the hope of the present, and the passport to the future. Their questions perplexed me, their enthusiasm excited me, their honesty refreshed me, and their courage inspired me.

## ABSTRACT

Reducing Stereotyping Among 4th through 6th Grade Students by Strengthening Self-Esteem, Interpersonal Relationships, and Multicultural Appreciation. Gross, Judith S., 1996: Practicum Report, Nova Southeastern University, Ed. D. Program in Child and Youth Studies. Stereotyping/ Self-Esteem/ Interpersonal Relationships/ Multicultural Appreciation/ Prejudice/ Peer Mediation/ Self-Actualization

The problem addressed in this practicum was overt incidents of stereotyping among diverse 4th through 6th grade students in a large urban middle school. The projected outcomes of the project were: (a) to lower classroom usage of racial or ethnic slurs, (b) to reduce voluntary racial and ethnic segregation in unstructured social situations in the cafeteria and on the playground, (c) to decrease the number of students choosing best classroom friends with shared race or ethnicity, and (d) to reduce the number of students referred to administrators for serious behavioral infractions involving race or ethnicity.

A six-pronged solution strategy was utilized. The solution consisted of: (a) establishing a safe secure classroom atmosphere governed by consistent authoritative discipline; (b) building realistic self-esteem; (c) increasing cultural, ethnic, and racial awareness and appreciation; (d) providing opportunities for students to have a positive impact on the home, school, or community environment; (e) introducing and utilizing peer mediation; and (f) forming a student group to combat stereotyping and prejudice.

Three of the four expected outcomes were met. The use of ethnic or racial slurs in the classroom (a) decreased below the expected number. Outcome (b) was not met. Voluntary segregation dropped below the expected number of groups in the cafeteria but failed to meet the expected number of groups on the playground. The number of students choosing best classroom friends with shared race or ethnicity (c) declined below the number expected. Referrals to administrators for serious behavioral infractions involving race or ethnicity (d) were reduced below the number expected. The projects developed offer practical inexpensive ways to improve interpersonal relationships and can be modified to meet the needs of any targeted audience.

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# CHAPTER I

## INTRODUCTION

### Description of Community

Changing demographics, a shrinking economic and industrial base, "white flight", crime, and high taxes are hallmarks of the large northeastern port city of 141,868 people that provides the setting for this practicum. Attempts to attract new industry and develop alternative sources of revenue have met with little success. The city finds itself with dwindling funds to meet the demands of population whose social needs are growing.

There are 28 elementary schools, 4 middle schools, and 4 high schools to serve the 20,759 students who attend public school in the city. In an effort to stem "white flight" and attract a more diverse student population, the city has developed four magnet schools for students in kindergarten through grade 8. The first of these schools stresses the basics. A second concentrates on average and above average students. Multicultural awareness and appreciation are the themes of the third magnet. The newest school is designed with the working family in mind and is opened from 6:00 a.m. to 6:00 p.m. While more affluent communities in the state have discontinued services for the gifted, the city is in the process of expanding the gifted program. In addition to three

traditional intellectually gifted classes where students receive services for one full day per week, the city runs two bilingual Talented and Gifted (TAG) programs based on the "revolving door" model developed by Dr. Joseph Renzulli of the University of Connecticut (1981). In this model, the top 20% of the student body in each host school becomes part of the talent pool. Different members of the talent pool rotate into and out of the gifted program throughout the year to work on specific projects. Students with different special needs are serviced by a variety of programs for the learning disabled and the intellectually, emotionally, and physically challenged. These programs are housed in buildings all over the city.

At the high school level, students are provided with opportunities to develop specific talents or explore vocational interests. There are academically accelerated programs plus performing arts, secretarial, and health service magnets. The latest addition at the high school level is the Aquaculture School where students learn firsthand about marine biology, boat building, and navigation.

Despite all of the efforts to boost the number of majority students, the school system remains primarily minority. African-Americans comprise 41.6% of the student body. Another 42.5% is of Hispanic extraction. Caucasians make up 12.2%. There are 3% Asians while .7% is classified as other.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS.....	iii
ABSTRACT.....	vi
Chapter	
I INTRODUCTION.....	1
Description of Community.....	1
Writer's Work Setting and Role.....	3
II STUDY OF THE PROBLEM.....	5
Problem Description.....	5
Problem Documentation.....	6
Causative Analysis.....	13
Relationship of the Problem to the Literature.....	17
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS.....	21
Goals and Expectations.....	21
Expected Outcomes.....	21
Measurement of Outcomes.....	22
IV SOLUTION STRATEGY.....	27
Discussion and Evaluation of Possible Solutions.....	27
Description of Selected Solution.....	33
Report of Action Taken.....	36
V RESULTS, DISCUSSION AND RECOMMENDATIONS.....	49
Results.....	49
Discussion.....	50
Recommendations.....	61
Dissemination.....	63
REFERENCES.....	67

Appendices	Page
A TEACHER TALLY OF CLASSROOM USE OF RACIAL OR ETHNIC SLURS.....	73
B SOCIOGRAM - PICK A PAL.....	75
C PROJECTIVE SENTENCE COMPLETION TEST - HOW I FEEL .....	77
D TEACHER PEER MEDIATION TEAM NOMINATION FORM.....	80
E STUDENT TALENT INVENTORY - FUNNY MONEY.....	82
F STUDENT SOCIALIZATION IN THE CAFETERIA - LUNCH BUNCH.....	84
G INDIVIDUAL ACTION PLAN - USING STUDENT TALENTS.....	93
H STUDENT MENTORING PROJECT - STUDY BUDDY.....	97
I STUDENT FORM FOR INVESTIGATING PERSONAL HERITAGE - FAMILY QUESTIONNAIRE.....	100
J FAMOUS PEOPLE WHO SHARE STUDENTS' ETHNICITY - ETHNIC HERITAGE QUILT.....	103
K CELEBRATING STUDENTS' DIVERSE ETHNICITY - CAVALCADE OF CULTURE.....	106
L TEACHER QUESTIONNAIRE OF CLASSROOM USE OF RACIAL OR ETHNIC SLURS.....	109

#### LIST OF TABLES

#### Table

1 Classroom Use of Racial and Ethnic Slurs by Diverse 4th through 6th Grade Students during a two Week Period.....	8
2 Daily Racial and Ethnic Composition of Groups of Diverse 4th through 6th Grade Students in Unstructured Social Situations during a two Week Period.....	10

### Work Setting and Role

The writer is employed as a TAG teacher in a 762 student kindergarten through grade 8 middle school located in the heart of a predominately Caucasian middle-class neighborhood bordering two more affluent suburban towns. The student body consists of 333 (43.7%) Caucasians, 227 (29.8%) Hispanics primarily of Puerto Rican descent, 170 (22.3%) African-Americans, and 32 (4.2%) classified as other that trace ancestry to Asia or the Pacific Islands.

Until grade 3, the student body is 61.6% (247 of 401 students) Caucasian. The school becomes increasingly diverse at the 4th through 6th grade level with 103 (36.6%) of the students classified as Caucasian, 100 (35.6%) listed as Hispanic, 66 (23.5%) of African-American origin, and 12 (4.3%) categorized as other. This growth in diversity stems from the addition of African-American children bused from the other side of the city, the introduction of a Spanish bilingual program, and the inclusion of several special education classes to meet the needs of the intellectually gifted and the emotionally and mentally challenged.

Only 13 of the 49 member staff are male. The remaining teachers are mainly Caucasian, middle-class, middle-aged females with 10 or more years of classroom experience. The 35 Caucasian, 9 African-American, and 5 Hispanic faculty members do not reflect the cultural, ethnic, and racial make-up of the student body.

As a teacher of the intellectually gifted, the writer is responsible for developing, implementing, revising, and teaching the curriculum to 64 students in grades 4 through 6. In addition to the academic duties listed, the writer serves as a liaison between regular and special education teachers. As a spokesperson for the gifted program, the writer establishes and maintains contact with parents, teachers, administrators, and business groups in the city and throughout the state.

## CHAPTER II

### STUDY OF THE PROBLEM

#### Problem Description

Overt incidents of stereotyping and prejudice among diverse 4th through 6th grade students in the writer's school created an atmosphere that was not conducive to respect for differences in race and ethnicity. Prior to the 4th grade, most of the students came from the middle-class neighborhood immediately surrounding the school. There was little student mobility below 4th grade and most (80%) of the students remained in the same school for the first four years of schooling. The addition of bilingual and special education classes at the 4th through 6th grade level created an influx of new students. There were 59 3rd grade students. That number jumped to 84 students in 4th grade, 97 students in 5th grade, and 100 students at the 6th grade level. Many of the students who entered the school in 4th through 6th grade were members of minority groups.

As the student population increased at the 4th through 6th grade level and became more diverse, there was a rise in the number of serious behavioral infractions handled by administrators. There were 9 incidents reported in 3rd grade during the final five months of the 1994-1995 school year and that number rose to 22 in the 4th grade, 41 in the 5th grade, and 34 in the 6th grade.

Teachers in these grades reported that many of the serious problems referred to administrators arose from overt incidents of stereotyping and prejudice among students.

There were no formal procedures in place to introduce incoming 4th through 6th grade students to the new school. In informal interviews, 4th, 5th, and 6th grade teachers reported difficulties forming classes into cohesive groups. These problems persisted throughout the school year diminishing somewhat as the students had an opportunity to know new classmates better. Some form of structured intervention appeared to be necessary to improve interpersonal relationships at the 4th through 6th grade level in the writer's school. The problem of stereotyping needed to be acknowledged and addressed.

#### Problem Documentation

The existence of a problem with stereotyping and prejudice among diverse 4th through 6th grade students in the writer's school was documented in the following manner: (a) the use of racial or ethnic slurs in the classroom, (b) observation of students in unstructured social situations in the cafeteria and on the playground, (c) sociograms charting patterns of voluntary socialization in the classroom, and (d) administrative records of serious behavioral infractions involving race or ethnicity.

Prior to the implementation of the practicum, the writer met with the ten

4th through 6th grade teachers to describe the project, gain cooperation and input, and discuss teacher roles in the process. The writer explained that ethnic slurs would be defined as words or phrases conveying negative stereotypes about the race, ethnicity, culture, religion, gender, or physical attributes of the students involved. Four of the teachers felt that recording detailed information was too time consuming. Teachers suggested simplifying the recording device (Appendix A). The writer followed the teachers' suggestions and all ten faculty members agreed to keep a tally of slurs used by students for a two week period. The results of the tally are contained in Table 1.

Table 1

Classroom Use of Racial and Ethnic Slurs by Diverse 4th through 6th Grade Students  
during a two Week Period

Homeroom	Grade		
	4	5	6
205			
Week 1	4		
Week 2	6		
206			
Week 1	3		
Week 2	1		
207			
Week 1	11		
Week 2	13		
201			
Week 1		5	
Week 2		7	
202			
Week 1		4	
Week 2		5	
204			
Week 1		9	
Week 2		14	
208			
Week 1			6
Week 2			3
210			
Week 1			12
Week 2			7
212			
Week 1			1
Week 2			2
214			
Week 1			15
Week 2			18
Total Number	38	44	64

During the first week, there were 18 incidents of racial or ethnic slurs used at the 4th grade level, 18 in the 5th grade, and 34 in 6th grade. A tally taken during the second week of observation revealed 20 incidents in the 4th grade, 26 in the 5th grade, and 30 in the 6th grade. Closer examination of the information in Table 1 showed that most of the problems were concentrated in rooms 207 (grade 4), 204 (grade 5), and 214 (grade 6). With so many variables involved, the writer was unable to tell if this disparity occurred because of the differences in teaching style and class management skills, or because of the race, ethnicity, or gender of the students. What must be noted was that incidents occurred in all ten classrooms indicating an underlying feeling of discomfort with diversity.

Daily observation for a two week period of unstructured social situations provided the writer with a second means of problem documentation. Students in the 4th through 6th grades were observed in the cafeteria and on the playground to record the racial and ethnic composition of groups. The results of the tally are contained in Table 2.

Table 2

Daily Racial and Ethnic Composition of Groups of Diverse 4th through 6th Grade Students during  
a two Week Period in Unstructured Social Situations

Racial and Ethnic Composition		
Grade	Same	Different
Cafeteria		
4		
Week 1	98	27
Week 2	102	23
5		
Week 1	117	23
Week 2	114	22
6		
Week 1	116	29
Week 2	114	31
Total	661	155
Playground		
4		
Week 1	186	48
Week 2	177	41
5		
Week 1	253	51
Week 2	263	42
6		
Week 1	237	63
Week 2	204	61
Total	1320	306

Four categories: (a) African-American; (b) Hispanic; (c) Caucasian; and (d) Asian or other were used to classify the students. The writer defined a group as three or more students engaged in some form of social interaction. If a group consisted of three or more members from similar racial or ethnic backgrounds, the group was classified as "same." Groups were classified as "different" when three or more members came from diverse racial or ethnic backgrounds.

There were four 30 minute lunch periods in the writer's school. The 4th and 5th grade students ate during the second period while the 6th grade students were assigned to the third group. Homerooms were seated at specific tables in the lunchroom. Students selected any seat, but had to remain at the table designated for the class.

During the first week of observation in the cafeteria, the writer counted 331 groups (80.7%) of students from similar racial or ethnic backgrounds. Seventy nine groups (19.3%) consisting of students from different racial and ethnic backgrounds were recorded. A second week of observation in the cafeteria produced very similar results. The writer observed 330 groups (81.3%) composed of students from similar racial or ethnic backgrounds. Seventy six groups (18.7%) of students from different racial or ethnic backgrounds were counted.

Daily observation of diverse 4th through 6th grade students on the playgrounds before school, at recess, and during physical education classes revealed a similar pattern of voluntary separation. During the first week there

were 676 groups (80.7%) made up of students of similar race or ethnicity, while 162 groups (19.3%) included students from different racial and ethnic backgrounds. There were 644 groups (81.7%) whose members were of similar race and ethnicity and 144 groups (18.3%) that included students from varied racial and ethnic backgrounds counted during the second week.

Sociograms provided another means of problem documentation. Prior to implementation, students in the writer's 4th through 6th grade TAG classes were asked to complete a simple sociogram (Appendix B) so that students could be assigned to cooperative learning groups. When given a choice, 55 of the writer's 64 students selected classmates of similar race or ethnicity as a best classroom friend. The same trend toward voluntary separation that was evident in unstructured social situations appeared again when students were empowered to make choices in the classroom.

Observation of the same students in structured social situations in the classroom revealed a much different picture. Students were integrated in what seemed to be random fashion mixing youngsters of different race, gender, and ethnicity together.

The final means of problem documentation was administrative records. During a five month period at the end of the 1994-1995 school year, the office handled 10 serious behavioral infractions involving race or ethnicity in the 4th grade, 24 in the 5th grade, and 16 in the 6th grade. While these numbers may not appear inordinately high, the figures did not include incidents that were

handled within the classroom by teachers.

In the writer's large urban school system, teachers were expected to handle all but the most serious behavioral infractions. Problems were rarely referred to administrators unless substance abuse, suspected weapons, or actual physical violence were involved. This unspoken rule could account for the great discrepancy that existed between the number of racial and ethnic slurs used in the classroom (Table 1) and the number of students referred to the office for serious behavioral infractions involving race or ethnicity.

Most 4th through 6th grade students were sophisticated enough to realize that mainstream society did not agree in principle with stereotyping, prejudice, and racism. Students may harbor these attitudes but were unwilling to reveal true feelings. Yet, the use of racial and ethnic slurs in the classroom, voluntary separation in unstructured social situations, sociograms, and administrative reports of serious behavioral infractions involving race and ethnicity revealed that a problem existed.

#### Causative Analysis

Before attempting to analyze the specific causes of the problems of stereotyping and prejudice in the writer's school, these problems were studied in the context of society at large. No one was born prejudiced. There wasn't a country anywhere on this planet where a baby's first words consisted of racial, ethnic, or religious slurs. Yet, millions of innocent victims had died as a result

of the racism and prejudice that stereotypes bred. These attitudes were learned, acquired within the social structure in which the personality developed (Hopson & Hopson, 1993). Children entered kindergarten with these negative attitudes firmly in place (Bigler & Liben, 1993; Hopson & Hopson, 1993; Phinney & Rotheram, 1987; and Ramsey, 1987). These attitudes would not be unlearned until people were willing to admit that problems existed and worked together to bring about change.

If stereotyping and prejudice could be traced to a single cause, people would have eliminated these problems long ago. The problems were complex and stemmed from many different roots. All of these roots contained an element of truth and contributed to the growth of the problem. Allport (1954) in a classic treatise on the nature of prejudice proposed six theories to explain stereotyping. The first was historical. This theory related conflict to the total background in which the problem arose. The second idea, the sociocultural theory, emphasized the importance of urbanization and community patterns as the social context that bred stereotyping and prejudice. The third category, situational, suggested that current forces shaped the individual. Hostility was viewed in terms of prevailing economic competition. The fourth idea, psychodynamic, pointed to the "nature of man", where aggressive, moralistic, easily frustrated, anxious, insecure personalities were more prone to become prejudiced. The fifth root of the problem was the phenomenological theory which stated that an individual's actions reflected how that person perceived the

world. The final theory, earned reputation, suggested that there were ethnic, racial, or national traits that were menacing and invited disapproval, hostility, and prejudice.

Subsequent authors simplified Allport's (1954) classification system suggesting that fewer categories were needed. Duckitt (1992) blended the work of earlier researchers into a paradigm for the 90's. Duckitt's integrative framework identified four basic causal processes that could be combined to provide a more complete understanding of prejudice: (a) the psychological fundamentals of prejudice, (b) social and intergroup dynamics, (c) social transmission of prejudice, and (d) individual differences. The universal psychological processes of displacement, belief similarity, projection, social categorization and identification, and sociobiological factors provided an inherently human potential for prejudice since they were closely related to the formation of orderly thought. This natural propensity for prejudice was translated into normative patterns through social and intergroup dynamics involving realistic conflict, competition, domination, intergroup differences in status, power and roles, and convergent group boundaries. Intergroup dynamics and socially shared patterns of prejudice were then transmitted to individual members of the group through pressures to conform, socialization, social perception and attributions, and interpersonal contact. A person's susceptibility to the "domino effect" of the social transmission of prejudice depended on personality. Poorly adjusted, easily frustrated, authoritarian

individuals with low self-esteem and poorly developed cognitive skills were more prone to prejudice.

The problem of stereotyping and prejudice in the writer's school could not be traced to a single cause that could be easily identified and eliminated. The problem was rooted in each of the four causal processes identified by Duckitt (1994) in a book The Social Psychology of Prejudice. The roots were nourished by changing demographics, economics, and the socialization void created by the breakdown of the nuclear family (Borba, 1989). While all of society had been affected by the rapid changes that were taking place, poor urban students had felt the negative impact more strongly than students in more affluent suburban areas. The self-identity and interpersonal skills of many of these city children had suffered.

Almost 88% of the students in the writer's city were members of minority groups. These minority students attended school with children who, for the most part, came from similar racial, cultural, ethnic, or economic backgrounds. The students had not had the opportunity to know members of other groups on an individual basis and tended to stereotype.

This lack of exposure to diversity was complicated by a citywide curriculum that was primarily Euro-centric in nature. Many students had limited knowledge about personal cultural backgrounds. Most of the new students who entered the writer's school at the 4th through 6th grade level came from "feeder" schools where minority youngsters were the majority. The students were thrust

into a new school in a strange neighborhood with unfamiliar teachers and classmates. For the first time, the students were in the minority as only 43.7% of the student population in the writer's school was non-Caucasian.

There was no program in place to make the transition to a new school any easier for incoming students. Poor student performance on standardized achievement and state mastery tests had placed tremendous pressure on teachers to produce tangible academic results. The curriculum concentrated on cognitive skills and mastering the basics. Accountability was the bottom line and there was little time to deal with affective needs (Nel & Seckinger, 1993) or the problem of stereotyping (Banks, J.A., 1993a; Hopson & Hopson, 1993; and Wurzel, J., 1988). In an effort to raise test scores and mold the increasingly diverse student body into a cohesive group, teachers at the 4th through 6th grade level had tended to become increasingly authoritarian (Cummins, 1989). Despite attempts by the teachers to develop affiliation among students, a problem with overt incidents of stereotyping and prejudice continued to exist.

#### Relationship of the Problem to the Literature

Stereotypes were the stepping stones that frequently led to prejudice. Once formed, these preconceived, oversimplified, fixed generalizations about groups were extremely difficult to change (Gilbert & Hixon, 1991). Although the word "stereotype" had a negative connotation, this word could contain an element of truth, or could be totally erroneous (Jussim, Manis, Nelson, & Soffin,

1995). Those stereotypes partially based on truths that were misinterpreted or distorted were difficult to eliminate.

Stereotypes and prejudice were not genetically encoded and must be learned. These attitudes could be acquired through adoption, which involved taking over attitudes and stereotypes from the family or cultural environment, or through development (Devine, 1989). Development occurred when children were raised in an environment that bred suspicion, hatred, and fear that may be transferred to members of minority groups.

As early as age three, children learned to recognize members of in-groups and out-groups from the family, the media, and peers ("Ages of Intolerance", 1995). By the time children entered kindergarten, many displayed some form of stereotyping or prejudice (Bigler & Liben, 1993; Hopson & Hopson, 1993; Phinney & Rotheram, 1987; and Ramsey, 1987). Kindergarten youngsters had begun to recognize that there were different categories of people and that many of these categories, such as race, gender, and ethnicity, were fixed. From the age of ten, children may start consistently excluding people belonging to any out-group; or if the children were members of an out-group, begin displaying defiance, self-doubt, or hostility (Boniger, Berent, & Krosnick, 1995).

Since stereotyping and prejudice developed first within the home and cultural environment where the child was raised, many researchers had concentrated efforts on the importance of parenting style and the role of the

family in combating stereotyping and prejudice. Studies by Blake and Slate (1993), Ingrassia (1993), Okihiro (1993), and Werner and Smith (1992) found that children with permissive, rejective, neglectful, inconsistent, overindulgent, or authoritarian parents were more likely to display prejudice and resort to stereotyping. The least prejudiced children came from homes where parents were authoritative and consistently reinforced established rules.

Parenting style was also closely linked to self-esteem. Studies by Brown and Kafer (1993), Frisby and Tucker (1993), Griffiths (1993), and Phinney, Chavira, and Tate (1992) revealed a relationship between low self-esteem and prejudice. When self-esteem was poorly developed, there was a need to reaffirm personal status and prestige. To build the ego up when self-esteem was low, children often found other people to tear down.

The relationship between stereotyping and growing diversity had been pointed out in studies by Canning (1993), Rude and Hauptman (1992), Powers and Lapsley (1992), and Gibson and Ogbu (1991). If the current trends in demographics persisted, by the middle of the 21st century, the "old minority" would become the "new majority" (Kagan, 1989). As diversity increased, people in the majority group began to feel threatened. Would jobs be secure? Could status be maintained amidst the changes that were taking place? The fear of growing diversity was heightened during recessions when people needed scapegoats to blame troubles on. Stress began to build and fueled the flames of stereotyping and prejudice (Gmelch & Chan, 1993; and Phinney, Chavira, &

Tate, 1992). Although diversity was rapidly increasing, racial and ethnic isolation was growing. This trend was especially noticeable in urban areas where poverty often kept members of minority groups isolated from more affluent suburban, mainly majority neighbors.

The socialization void created by the weakening of traditional family structure had given the schools a major role to play in the fight against stereotyping and prejudice (Kagan, 1989). Many youngsters entered school without a clear understanding of personal cultural backgrounds and were unaware of the role that people with similar race or ethnicity had played in the growth of the United States. Since the curriculum in many schools was primarily Euro-centric, minority students did not have the opportunity to acquire the knowledge that would strengthen personal self-esteem. The situation was further complicated by a faculty that was not representative of the student population served (Daire, 1990).

The close relationship between prejudice and the universal psychological processes involved in projection and displacement; and the cognitively based processes, such as social categorization, accounted for the complex nature of stereotyping and the broad scope of the problem (Duckitt, 1994). Specific social, historical, or economic circumstances caused shifts in the theories proposed to explain prejudice. Membership in the in-groups or out-groups may change, but the basic problem didn't seem to go away.

## CHAPTER III

### ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

#### Goals and Expectations

The following goals and outcomes were projected for this practicum:

The goal of this practicum was to reduce stereotyping among 4th through 6th grade students by strengthening self-esteem, interpersonal relationships, and multicultural appreciation.

#### Expected Outcomes

This practicum was implemented with 64 diverse intellectually gifted 4th through 6th grade students with the following expected outcomes:

- (1) The number of racial or ethnic slurs used in the classroom during the final two weeks of the project will decrease to 119 incidents.
- (2) The number of groups (3 or more students) with the same race or ethnicity observed in unstructured social situations will decrease to 529 groups in the cafeteria and 1,056 groups on the playground.
- (3) Sociograms administered at the end of practicum implementation will show 44 students selecting classmates of similar race or

ethnicity as first choice for voluntary socialization.

- (4) The number of serious behavioral infractions involving race handled by administrators during the final five months of implementation will decrease to 40 incidents.

### Measurement of Outcomes

Stereotypes, fixed ideas or exaggerated beliefs associated with categories and used as a screening device to rationalize personal conduct relating to the category, are difficult to measure and change (Allport, 1954). Efforts to increase multicultural awareness; racial and ethnic pride; and to reduce bias in the media, schools, and workplace have caused many people to mouth politically correct sentiments. These factors made measuring outcomes more difficult and necessitated the use of a variety of techniques.

The first expected outcome, reducing the number of racial or ethnic slurs used in the classroom during a two week period to 119 incidents, was assessed by a tally (Appendix A). Teachers in the 4th through 6th grades were asked to record all incidents of racial or ethnic slurs that occurred in the classroom during the final two weeks of practicum implementation. A teacher questionnaire (Appendix L) was attached to the tally. Teachers were asked to describe interpersonal relationships in the classroom prior to implementation and to contrast this situation with the conditions that existed at the end of the implementation period. The questionnaire gave teachers a chance to explain

any changes that may have occurred, evaluate the project, and suggest other ways to improve interpersonal relations within the school.

The second expected outcome, a decrease in voluntary segregation by race or ethnicity during the unstructured social situations in the cafeteria and on the playground was assessed by writer observation. During the final two weeks of practicum implementation, the writer volunteered for supervisory duty. Running tallies of the number of groups (3 or more students) with similar race or ethnicity and the number of groups (3 or more students) from different racial or ethnic backgrounds were kept. Members of the student video crew filmed students' interaction on the playground for the two week period. By recording what occurred on videotape, the writer was able to obtain a more accurate count of the number of groups observed.

The third expected outcome was measured by sociograms administered during the final week of the practicum. Prior to implementation of the project, 4th through 6th grade students were asked to complete a sociogram (Appendix B). Of the 64 students completing the sociogram, 55 youngsters selected classmates of similar race or ethnicity as a first choice for voluntary socialization. A second sociogram was administered during the final week of practicum implementation to see if there were a decrease in the number of students selecting pupils of similar race or ethnicity as a first choice for voluntary socialization.

The fourth expected outcome was measured by examining administrative

records of serious behavior infractions involving race or ethnicity. Only the most serious problems reached the front office. Students were not referred to administrators unless teachers had exhausted all other options. In a five month period at the end of the 1994-1995 school year, teachers referred 50 4th through 6th grade students to the principal's office for incidents involving race or ethnicity. The writer hoped to reduce the number of students referred to administrators for racially or ethnically motivated behavioral infractions during the five month period at the end of the 1995 - 1996 school year.

The quantitative data to document the problem and to measure the outcomes was gathered by observing and examining group behavior. In many instances, the students observed were not members of the writer's TAG program and did not have the chance to participate in all of the activities implemented in the practicum project. The tally of classroom usage of racial or ethnic slurs kept by teachers did not record the names of the students involved in incidents and did not mention whether the student was a member of the TAG class. The cafeteria and playground sites, where information about student behavior in unstructured social situations was gathered, were so crowded that the writer counted groups of students involved in interaction and did not note the names of individual students. Administrative records of serious behavioral infractions involving race or ethnicity recorded the names of students involved, but many of the students were not members of the writer's TAG program. The sociogram (Appendix B) was the only instrument that measured changes in all of the TAG

students who participated directly in each of the intervention strategies implemented. The writer felt that more information was needed to measure changes that occurred among TAG students. A second series of expected outcomes and methods to measure the outcomes was designed to provide a more detailed picture of TAG students.

The problems of stereotyping and prejudice had been linked by many researchers to low self-esteem (Borba, 1989; Clark, 1993; and Hopson & Hopson, 1993) and inadequate knowledge about the contributions of all groups of people to the development of the United States (Banks, 1991, 1993a, 1993b, & 1994; Gibson & Ogbu, 1991; Lang, 1994; Nieto, 1992; and Takaki, 1993). These two factors appeared so frequently that the writer felt that changes in these areas should be assessed.

Two methods were selected to measure self-esteem. The first was the Self-Perception Profile for Children developed by Dr. Susan Harter (1985). This test measured student self-assessments in six areas: (a) scholastic competence, (b) social acceptance, (c) athletic competence, (d) physical appearance, (e) global self-worth, and (f) behavioral conduct. The test was given during the first week of practicum implementation and again during the last week of the practicum to assess changes in self-esteem. The writer expected that all 64 TAG students would show improvement in at least one of the categories measured by the test, and that 32 students would register gains in two or more categories assessed.

The second method that was used to evaluate self-esteem was a projective sentence completion test (Appendix C) based on projective techniques developed by Rohde (1982). Students were asked to fill in the blank with a word or phrase that best described personal feelings. This test was given during the first and last weeks of practicum implementation. The writer compared the two tests. Particular attention was paid to responses that had negative connotations to see if these students exhibited more positive reactions on the second test.

The writer used the "triangulation" approach suggested by Popham (1993) to determine if students had increased accurate inclusive knowledge of and appreciation for the diverse groups of people who had contributed to the development of the United States. This approach advocated using three or more different measures to get a clearer idea of what was being assessed. Learner created products, student autobiographies and family biographies, and writer constructed tests to measure students' growth were used to evaluate changes in student knowledge and attitudes. By combining both quantitative and qualitative measures to evaluate the impact of this practicum, the writer hoped to gain a clearer more complete picture of changes in individual and group behavior.

## CHAPTER IV

### SOLUTION STRATEGY

#### Discussion and Evaluation of Possible Solutions

Overt incidents of stereotyping and prejudice among diverse 4th through 6th grade students in the writer's school had created an atmosphere that was not conducive to respect for differences in race and ethnicity. Students used racial and ethnic slurs in the classroom. In unstructured social situations, most students segregated themselves by race or ethnicity. The same trend was evident in student choices for voluntary socialization within the classroom. Students were referred to the principal's office for administrative intervention when name calling escalated into physical aggression.

Investigation into the problem revealed a wide variety of solution strategies. The first of these solutions was strengthening realistic self-esteem. Maslow's (1968) classic theory of self-actualization established a hierarchy that began with lower order needs--physiological, safety, and belonging and love--and culminated with higher order needs--esteem and self-actualization. The theory provided a foundation for subsequent research in the area of affective needs. Although each researcher's blueprint for structuring self-image gave different names to the various levels of the hierarchy, there was consensus that

survival and safety needs must be met first before building toward the goal of self-actualization. Meeting the basic physiological and safety needs of students and establishing an authoritative classroom atmosphere governed by rules that consistently enforced was touted as an effective way to build self-esteem by Pine and Hilliard (1990), Gilderbloom and Golden (1992), and Greenberg (1992). Borba (1989) suggested using sequential structured activities to create trust and increase security. Studies by Griffiths (1993), Moreland and Beach (1992), Powers and Lapsley (1992), and Price (1992) pointed to the importance of strengthening a sense of belonging when attempting to improve self-esteem. Another factor found to be helpful in building self-esteem was providing students with opportunities for hands-on experiences that utilized individual talents (Barber, 1992; Clark, 1993; Gross 1995; and Lang, 1994). Byrnes (1992) felt that since self-esteem appeared to stabilize in the 4th through 6th grades, this was an ideal time to work on strengthening affective skills.

The ideas proposed by the researchers offered practical inexpensive ways to strengthen self-esteem that could be applied in the writer's school to establish an atmosphere conducive to cooperation and learning. The existing talents of students were recognized and reinforced through sharing skills with others. Suggestions could be modified to meet the needs of any group of students.

A second solution strategy used by Blake and Slate (1992), Hopson and Hopson (1993), Voelke (1993), and Werner and Smith (1992) was forging links

among the home, school, and community. When these groups formed coalitions, interpersonal relationships among diverse groups of students improved and stereotyping and prejudice were reduced. This strategy was applicable to the writer's school where the parents' organization was actively involved in providing support services to teachers. Additional assistance could be accessed through the citywide School Volunteer Association (SVA) and the Adopt a School program.

A third solution strategy suggested was to provide students with alternatives to hatred and violence as the only ways to solve problems. Bettencourt, et al. (1992); Braddock (1990); and Kagan (1989) found that formal training in conflict-resolution skills and cooperative learning techniques increased self-esteem and improved interpersonal relationships. Peer mediation was successfully employed by Johnson, Johnson, Dudley, and Acikgoz (1994); Lincoln (1993); and Robinson (1993) as another method of improving self-esteem and interpersonal relationships. Formal conflict-resolution skills and cooperative learning techniques were already being successfully used in the writer's school. However, peer mediation was not in use and could be introduced to improve interpersonal relationships.

The fourth solution strategy proposed was presenting an inclusive comparative perspective of America with an emphasis on multiculturalism. When the Euro-centric slant to history (Takaki, 1993) was replaced by an account that included the contributions of all groups of people, students' self-

esteem increased and interpersonal relationships improved (Banks, 1991, 1993a, 1993b, & 1994; Gibson & Ogbu, 1991; Lang, 1994; and Nieto, 1992). Although the student population of the writer's school was diverse, the history books used in the classrooms were not inclusive. Recognizing the contributions of all Americans in an on-going natural manner would help to improve interpersonal relations in the writer's school and increase multicultural awareness and appreciation.

A fifth solution strategy was to create a classroom environment that valued and set high expectations for all children. Studies by Heller and Hawkins (1993), Cheng (1993), Barber (1992), and Greenberg (1992) found that self-esteem, interpersonal relationships, and scholastic achievement improved when teachers reaffirmed the cultural identities of students and set high standards for all class members. While the writer was able to set uniform high performance standards in the TAG class, there was no guarantee that other teachers would follow suit.

The sixth solution strategy proposed was to reform existing teacher training programs. Merryfield (1995) and Banks (1994) found that required courses in multicultural awareness and appreciation enabled prospective teachers to effectively handle increasingly diverse groups of students. Greenberg (1992), Nieto (1992), and Rude and Hauptman (1992) noted that many majority teachers became more sensitive to diversity after taking in-service courses on multicultural awareness. Since the writer worked in a middle

school, there was little opportunity to affect the training of future teachers; but the writer could contact the Social Studies Coordinator about the possibility of planning a series of workshops on multicultural awareness for members of the faculty.

The solution strategies proposed by the literature suggested several additional ideas that were within the writer's sphere of influence and could be tailored to fit the needs of 4th through 6th grade students. The first solution strategy devised by the writer was to obtain a more accurate picture of each student. Since self-esteem appeared to be a major factor in solving the problem of stereotyping, gaining as much information as possible about each student seemed to be important. This could be done through projective devices (Rohde, 1982), written essays, and self-perception profiles (Harter, 1985). Additional information about all students directly involved in the practicum project would enable the writer to access students' progress.

The second solution strategy devised by the writer was to create a sense of ownership among teachers whose students were involved in the practicum project. The writer would inform all classes about major projects, offer to model lessons, and train selected TAG students to serve as facilitators for various practicum related activities. Directly involving teachers would help to create a desire to see the practicum project succeed.

The third solution strategy devised by the writer was to establish a formal support network by identifying agencies in the city and the surrounding areas

that dealt with equity issues. These agencies could be contacted to provide needed information, materials, and personnel. The writer would be able to focus on implementing the practicum and not waste time searching for resources.

The fourth solution strategy devised by the writer was to strengthen the connection between the home and school by creating activities that involved parental input. Parents would be asked to provide information on family heritage, to share talents with the TAG classes, and to be a part of the audience when students presented major projects. Increased parental involvement would help to strengthen students' self-esteem and create a sense of belonging.

The fifth solution strategy devised by the writer was to obtain further training in multicultural awareness and appreciation. Training would provide increased accurate information about diverse groups of people that could be integrated into the curriculum in a natural meaningful way.

The sixth solution strategy devised by the writer was to provide students with greater exposure to students from different racial, religious, ethnic, and socioeconomic backgrounds. This could be done through exchange programs, letter writing, classroom speakers, and field trips. Giving students a chance to know one another as individuals rather than members of groups would help to reduce stereotyping and improve interpersonal relationships in the writer's school.

The seventh solution strategy devised by the writer was to compile a comprehensive unit on stereotyping and prejudice that could be used by

elementary and middle school students. By gathering existing curricula, books, and resources, the writer could formulate a series of activities to meet the students' needs. The unit would make the project easier to disseminate since teachers would not have to waste time locating materials to use with classes.

The final solution strategy devised by the writer was to empower students through hands-on experiential learning experiences designed to improve higher level thinking skills. Formation of a group to combat stereotyping and prejudice would give students a chance to engage in problem based constructivist learning. Students would be exposed to valuable research, listening, and communication skills that could be used in a wide variety of situations in school, at home, and in the community.

Investigation into the problem of stereotyping and prejudice produced no clear cut simple answers. The issues involved were emotionally charged and had to be handled with sensitivity and empathy. The problem was multifaceted and a variety of solution strategies had to be blended to fit the needs of the targeted population.

#### Description of Selected Solution

A six-pronged solution strategy was employed in an attempt to reduce stereotyping and prejudice in the writer's school. The solution strategy consisted of: (a) establishing a safe secure classroom atmosphere governed by consistent authoritative discipline; (b) building realistic self-esteem; (c)

increasing cultural, ethnic, and racial awareness and appreciation; (d) providing opportunities for students to have a positive impact on their environment; (e) introducing and utilizing peer mediation; and (f) forming a student group to combat stereotyping and prejudice.

The first step of the solution strategy was to establish a safe, secure classroom atmosphere governed by authoritative discipline. This was accomplished by having students play an active role in helping the writer to formulate the classroom rules and the consequences for breaking the rules. Empowering students increased self-esteem and improved interpersonal relationships by reducing the number of racial or ethnic slurs used in the classroom.

The second step of the solution strategy was to strengthen realistic self-esteem. The writer provided sequential activities to increase security, build selfhood, encourage affiliation, develop a sense of mission, and promote feelings of personal efficacy. Increased self-esteem led to a reduction of voluntary student segregation in unstructured social situations and improved interpersonal relationships.

The third step of the solution strategy employed was to make American history more inclusive. Contributions of persons were stressed from different racial and ethnic groups represented by the 4th through 6th grade students. A series of interdisciplinary activities and projects were used to reinforce what the students had learned. Greater empathy was developed and the number of

students choosing best classroom friends with shared race or ethnicity decreased.

The fourth step of the solution strategy was to provide opportunities for each student to engage in service learning. Students were given a chance to identify and explore personal skills, talents, abilities, and gifts, and to apply what had been learned to help other people. Emphasizing students' abilities strengthened self-esteem, reduced conflict in the classroom, and decreased voluntary segregation in unstructured and structured social situations. The number of students decreased referred to administrators for serious behavioral infractions involving race or ethnicity.

The fifth step of the solution strategy was to introduce and to use peer mediation. A group of peer mediators was selected and trained. Empowering students to assume more responsibility for personal behavior reduced the number of referrals to administrators for serious problems involving race or ethnicity.

The sixth step of the solution strategy was the formation of a student group to combat stereotyping and prejudice. Establishment of the group reinforced all of the goals of the practicum and gave students a chance to put newly gained knowledge and skills to work. The solution strategies heightened multicultural awareness and appreciation, increased empathy among diverse 4th through 6th grade students and reduced incidents of stereotyping in the writer's school.

## Report Of Action Taken

### MONTH ONE

The writer administered tests and inventories to provide more complete information about each TAG student. Activities to develop a sense of security and belonging by establishing an authoritatively run classroom were begun by the writer. An important relationship with a neighboring university was initiated.

#### Week One

All TAG students in the 4th through 6th grades took tests and inventories to assess self-image and knowledge about stereotypes, bias, and prejudice. Rules for the TAG classroom were developed by the writer and the students.

#### Week Two

The writer assessed the tests administered during the prior week. The concept of peer mediation was introduced to all 4th through 8th grade classes and Teacher Peer Mediation Team Nomination forms (Appendix D) were distributed to students and teachers. Although the mediation team would only be handling disputants in the 4th through 6th grades, 7th and 8th grade students could serve as mediators.

#### Week Three

The writer introduced a series of sequential activities designed to develop a sense of security and belonging among TAG students. The writer worked with TAG students to draw up a behavioral code.

#### Week Four

A TAG contract was drawn up by the writer and the students. The contract was signed by the students, the writer, and parents or guardians.

#### MONTH TWO

The writer concentrated on strengthening students' feelings of selfhood. The foundation for peer mediation was established and the writer broached the idea of a regional forum on prejudice to educational institutions in the area.

#### Week One

The writer met the Director of Student Outreach at a neighboring university to establish a 4th grade urban - suburban exchange and form a partnership between the writer's school and the university. The writer initiated a "Month of Positivism" (Borba, 1989) project to strengthen students' self-esteem and introduce the idea of service based learning.

#### Week Two

The writer established a Peer Mediation Committee consisting of faculty members interested in the mediation process to select and hire trainers, and to choose candidates and alternatives for the student mediation team. The writer introduced a unit on stereotyping and prejudice and visited the 4th through 6th grade classrooms to apprise teachers of the project. The writer formed partnerships with a 4th grade suburban class and a nearby university.

#### Week Three

Activities to explore various types of prejudice were initiated. The writer

contacted the heads of local educational institutions to discuss the possibility of a regional forum on prejudice reduction. The principal of the local Magnet High School suggested establishing a partnership with a TAG class and "Program Partners" was formed. Every Wednesday, a group of 20 4th grade students from the writer's school traveled to the high school to attend class and have lunch with partners.

#### Week Four

The writer collected student calendars for the "Month of Positivism" (Borba, 1989) and students were asked to write compositions explaining how the good deeds affected personal feelings, the feelings of other people, and the classroom environment. Peer Mediators made formal presentations to each 4th through 6th grade class explaining the mediation process and distributing mediation referral forms. The writer introduced activities to help students access individual talents, interests, and skills.

#### MONTH THREE

The writer concentrated on strengthening students' feelings of self-esteem and affiliation by initiating new projects and providing information about stereotyping. The writer explored community resources and attempted to gain support for a regional conference on prejudice.

#### Week One

The writer reinforced a positive classroom atmosphere by introducing the concept of the "warm fuzzy" (Steiner, 1977), a yarn tassel worn around the neck

of a student to indicate an unsolicited act of kindness. Students shared individual talents, interests, and skills at a "Gift of Me" (Borba, 1989) party. Each skill or talent was entered on an individual "Funny Money" bill (Appendix E). The "Funny Money" was posted on the class talent resource bulletin board where students could find the names of classmates willing to help with specific needs. Students wrote letters to parents or guardians inviting families to fill out "Funny Money" forms and contribute personal talents to the class resource bank. The writer met with the cooperating 4th grade teacher in the urban-suburban partnership to pair students with pen pals and make plans for the coming school year.

#### Week Two

The writer asked students to design picket signs advertising special personal abilities for a "Student Power Parade." TAG classes were divided into cooperative learning groups to research and write about incidents in history that involved prejudice. The writer met with the directors of the local history, science, and art museums and TAG students were invited to participate in "The Tree in Myth and World Culture," an upcoming interactive exhibit at the art museum.

#### Week Three

The Peer Mediation Team visited 4th through 6th grade classes to discuss the mediation referral process. The writer asked students to share research on historical incidents of prejudice and showed the videos Daniel's

Story (Sutton, 1992) and The Shadow of Hate (Guggenheim, 1994). The writer asked students to identify emotions that were associated with prejudice and to explain in writing how each emotion was involved. The writer modeled a lesson on prejudice against Native Americans for one of the 4th grade teachers. A lesson on the Asian American experience in the United States during World War II was modeled for two 5th grade classes.

#### Week Four

The writer asked students to share compositions on the emotions associated with prejudice and students completed activities to learn to identify and express emotions and attitudes. The writer asked TAG students to prepare an opinion paper on how prejudice developed. The "Student Power Parade" was held and a list of each TAG student's name and abilities was distributed to each teacher.

The writer developed "Lunch Bunch" (Appendix F) to help students learn more about classmates. Students ate with a different classmate each week and had a chance to talk with one another.

#### MONTH FOUR

The writer continued to stress activities to improve interpersonal skills, build realistic self-esteem, and increase affiliation. The family and other groups that students belonged to were studied and activities that took students into the community were introduced.

### Week One

The writer asked students to share opinion papers on how prejudice developed, and a list of possible sources of prejudice was drawn up. The writer distributed a summation of Allport's (1954) and Duckitt's (1992) theories on prejudice, and students were asked to assign each idea from the list generated by the class to a category identified by Allport or Duckitt.

The writer introduced a literature component to help increase empathy, to promote inclusion, and to develop acceptance of diversity. Various works of fiction dealing with different types of prejudice were assigned to the 4th, 5th, and 6th grades.

### Week Two

The writer explained the Individual Action Plan (IAP) in Appendix G. The writer circulated a needs list to all teachers in the kindergarten through 4th grades asking if there were an interest in obtaining help for any student. Different theories on the origin of prejudice were reviewed and the writer asked students to prepare a paper describing personal ideas on how prejudice developed.

### Week Three

The writer's 4th grade TAG class had an initial meeting with suburban partners. The writer held individual conferences to help TAG students develop an IAP (Appendix G).

#### Week Four

Students turned in the IAP (Appendix G) to the writer. The writer decided to concentrate on an in-school project called "Study Buddy" (Appendix H) and matched each TAG mentor with a student in need of help.

TAG students shared opinion papers on how prejudice developed. The writer distributed handouts from A World of Difference (Anti-Defamation League, 1985) and asked students to be prepared to discuss the differences between stereotyping and prejudice. Peer mediators decided to make a video about mediation to help increase referrals to the team.

#### MONTH FIVE

The writer continued to stress realistic self-esteem, affiliation, and interpersonal skills by introducing additional projects designed to empower students and increase empathy for the victims of stereotyping and prejudice.

#### Week One

The writer pointed out differences between stereotyping and prejudice and students related the information to the novels read in class. New novels portraying different types of discrimination were assigned. The writer asked students to draw up a list of positive and negative stereotypes about various racial, ethnic, religious, and cultural groups.

TAG students visited the classrooms to meet "Study Buddy" partners and discuss the assignments to be covered with teachers. Students returned to the TAG classroom to write lesson plans and to gather appropriate resource

materials.

The writer enlisted the help of the city librarian in charge of historical collections to explain the steps involved in genealogical research. Students were asked to begin working on simple family trees.

#### Week Two

The writer reviewed the list of positive and negative stereotypes about various groups with all TAG classes. Students were asked to find examples of stereotypes from the media. The writer helped students to strengthen affiliation by interviewing a parent or guardian and the oldest living relative in the family (Appendix I). Information gathered would be used to write family biographies.

The writer developed "Tree Talk," an interdisciplinary project to heighten awareness of prejudice. Students dressed as trees and parents and younger students were invited to the "Tree Talk" forest to hear first hand accounts of incidents of prejudice in the United States.

#### Week Three

The writer asked students to share examples of stereotyping in the media and to brainstorm a list of positive things that could be done to combat stereotyping. A videotape depicting mediation services was filmed. Peer mediators met to evaluate the film and set up a schedule to show it to 4th through 6th grade students.

#### Week Four

The writer asked students to share family biographies with classmates

and to relate favorite family stories. TAG students were asked about the values that were important to family members. Each value mentioned by the students was listed on a large sheet of mural paper taped to the front board and the student's initials were placed after the value contributed. The writer asked TAG students to design family flags based on the information obtained from the family trees and biographies. The student produced mediation video was shown.

## MONTH SIX

### Week One

Students shared family flags with classmates. The writer asked students to design a heritage quilt (Appendix J) with different patches representing the contributions made by people from the same racial or ethnic background to the development of America.

### Week Two

"Program Partners" visited the writer's school for the annual TAG Intervention Convention, an exhibition of student conceived products to solve problems, make things easier, or improve life. The writer held conferences with individual students to check progress on designing the heritage quilts (Appendix J).

### Week Three

Fourth grade TAG students spent a day with pen pals in the suburbs attending classes and getting to know one another better. TAG classes decided

to attempt to do something about stereotyping by organizing a formal student group to fight prejudice. All TAG students participated in "Tree Talk." The project was so successful that the writer submitted the idea to the State Board of Education for a "Celebration of Excellence" award.

#### Week Four

The writer's school was selected as one of the exemplary middle schools in the state. The television crew that produced the documentary filmed the writer and TAG students involved in the "Study Buddy" project. The writer met with TAG classes to select a logo and prepare a mission statement for Students Together Overcoming Prejudice (STOP), the organization formed to decrease stereotyping and prejudice.

#### MONTH SEVEN

The writer continued to concentrate on developing competence and a sense of mission. Students shared newly gained knowledge with parents and classmates and efforts were made to disseminate the project to a wider audience.

#### Week One

The writer asked students to share ethnic heritage quilts (Appendix J) with classmates and any parents able to come to school for "Personal Pride Day." The writer discussed similarities and differences among human beings and asked students to brainstorm ways that all people are similar and how people are different.

### Week Two

The writer met with the Assistant Superintendent of Schools to discuss STOP. The program will be disseminated to other city schools during the 1996-1997 school year. The writer divided students into cooperative groups for "Cavalcade of Culture" (Appendix K).

### Week Three

The writer met with the director of the local art museum to discuss the exhibit on cultural diversity that was planned for the fall of 1996. A collaborative effort among the university, students and teachers in the schools involved in the urban-suburban partnership, and the art museum was initiated to plan a celebration.

### Week Four

The writer encouraged students to build competence by increasing awareness of how individual strengths could be applied to schoolwork. Academic goals were set for the following school year and detailed plans for attaining the goals were developed. The Peer Mediation team met and made plans for selecting and training new mediators to replace graduating 8th grade team members.

### MONTH EIGHT

The writer evaluated the effectiveness of the project, completed all of the activities that had been assigned, and made future plans to disseminate activities developed during the practicum.

### Week One

The writer distributed evaluation forms to all cooperating teachers in the "Study Buddy" (Appendix H) program. "Study Buddy" mentors met with partners for the last time. TAG students hosted a party, refreshments were served, and evaluation forms were filled out by all participants.

### Week Two

The writer received notification from the State Board of Education that "Tree Talk" had won a "Celebration of Excellence" award and had been selected as the elementary school project to be presented at a regional leadership conference. The final meeting of the urban-suburban partnership was held at the local zoo. The "Lunch Bunch" (Appendix F) project was evaluated. Students discussed what had been learned and how this learning helped relationships in the classroom.

### Week Three

The writer administered the projective sentence completion test (Appendix C) and the Self-Perception Profile for Children (Harter, 1985) to all TAG students to see if self-esteem had been strengthened. The writer distributed tally sheets of classroom use of racial or ethnic slurs (Appendix A) and the teacher questionnaire of classroom use of racial or ethnic slurs (Appendix L) to teachers in the 4th through 6th grades. The writer made daily observations of student interaction during unstructured social situations in the cafeteria and in the playground.

#### Week Four

The "Cavalcade of Culture" (Appendix K) had to be canceled because of four straight days of rain and would be incorporated into the multicultural festival planned for the fall. The writer assessed the results of all tests, inventories, tallies, and evaluations to see if the expected outcomes of the practicum had been met.

## CHAPTER V

### RESULTS, DISCUSSION, AND RECOMMENDATIONS

Overt incidents of stereotyping and prejudice among diverse 4th through 6th grade students in the writer's large urban middle school created an atmosphere that was not conducive to respect for differences in race or ethnicity. The expected outcomes of the practicum were: (a) to lower classroom usage of racial or ethnic slurs to 119 incidents, (b) to reduce voluntary racial and ethnic segregation in unstructured social situations to 529 groups (3 or more students) in the cafeteria and 1,056 groups on the playground, (c) to decrease the number of students choosing best classroom friends with shared race or ethnicity to 44, and (d) to reduce the number of students referred to administrators for serious behavioral infractions involving race or ethnicity to 40.

#### Results

Three of the four expected outcomes were met. The first expected outcome, to lower classroom usage of racial or ethnic slurs to 119 incidents, was met. During the final two weeks of implementation, teachers recorded 111 incidents of classroom use of racial or ethnic slurs (Appendix A). Teacher questionnaires (Appendix L) administered during the final week of

implementation revealed that the classroom atmosphere improved in 9 of the 10 classes that took part in the practicum.

The second expected outcome, to reduce voluntary racial and ethnic segregation in unstructured social situations to 529 groups (3 or more students) in the cafeteria and 1,056 groups on the playground, was not met. During the final two weeks of implementation, the writer counted 503 groups (3 or more students) with similar race or ethnicity in the cafeteria and 1,137 groups on the playground. The number counted on the playground failed to meet the expected outcome of 1,056 groups.

The third expected outcome, to decrease the number of students choosing best classroom friends with shared race or ethnicity to 44, was met. At the end of implementation, 42 students chose best classroom friends with shared race or ethnicity.

The fourth expected outcome, to reduce the number of students referred to administrators for serious behavioral infractions involving race or ethnicity to 40, was met. The number of students referred to administrators during the last five months of implementation for serious behavioral infractions involving race or ethnicity declined to 38.

### Discussion

The purpose of the practicum was to reduce stereotyping among 4th through 6th grade students by strengthening self-esteem, interpersonal

relationships, and multicultural appreciation.

The first expected outcome, to lower classroom usage of racial or ethnic slurs to 119 incidents, was met. Teachers counted 111 racial or ethnic slurs used in the classroom during the final two weeks of implementation. The 38 incident decrease exceeded the expected outcome by 8 incidents.

Teacher responses on the "Teacher Questionnaire of Classroom Use of Racial or Ethnic Slurs" (Appendix L) attributed improvement in interpersonal relationships to several projects implemented during the course of the practicum. The first project mentioned was "Lunch Bunch" (Appendix F). All 10 4th through 6th grade teachers felt that this project played the most important role in bringing about changes in students' attitudes. Students discovered interests, skills, or experiences that they had in common. Knowledge of similarities among students created the sense of affinity, belonging, and acceptance so important in reducing prejudice and stereotyping (Moreland & Beach, 1992; and Possers & Lapsley, 1992). Students became less cliquish and more inclusive.

The second project cited by teachers as helpful in improving interpersonal relations in the classroom was the "Student Power Parade" where TAG students visited all of the 4th through 6th grade classrooms wearing signs advertising individual talents, abilities, and skills. Several non TAG students came to the writer to ask if they could fill out a "Funny Money" bill (Appendix E) and contribute personal talents to the class talent bank.

The third project that teachers found valuable was peer mediation. Many problems that had formerly escalated into fights and necessitated referrals to administrators were nipped in the bud before the situation got out of hand. Students were empowered and morale was increased. Teachers had more time to concentrate on teaching and were not constantly interrupted by petty, time consuming squabbles.

The information received from the teacher questionnaire (Appendix L) distributed at the end of implementation provided additional insight into the dynamics of the ten classes that participated in the practicum. The writer received positive feedback from 9 of 10 teachers involved. At the beginning of the current school year, teachers in three 5th grade and three 6th grade classrooms characterized interpersonal relations in the class as "wary, hostile, tense, simmering, and uncomfortable." Teachers in the three 4th grades and the remaining 6th grade class that participated described classroom conditions as "noisy, disorganized, and cliquish."

After implementation of the practicum, 9 of 10 teachers reported marked improvement in classroom atmosphere. Interpersonal relationships were characterized as "relaxed, harmonious, cheerful, accepting, and more tolerant."

The remaining 6th grade teacher noted a decline in classroom cohesiveness. Things got worse instead of better. Mild dislike grew to hatred and some students spent almost as much time in in-school suspension as in the classroom. The teacher traced the problem to a handful of students with a

history of strained interpersonal relationships and poor academic performance. Despite extensive counseling and remedial tutoring, the situation continued to go downhill. Three of the four students involved were assigned to a self-contained class in the writer's school for students who needed greater structure, firmer discipline, and smaller groups to function successfully.

The second expected outcome, reducing voluntary student segregation in unstructured social situations to 529 groups (3 or more students) in the cafeteria and 1,056 groups on the playground, was not met. The writer counted 503 groups of students in the cafeteria during the final two weeks of implementation. The writer attributed the better than anticipated results in the cafeteria to the "Lunch Bunch" project (Appendix F) that broke up cliques and assigned students to eat with a different partner each week. Student evaluations of the project were very positive. One student wrote ..."I was mad when you said I couldn't have lunch with my friends, but after a while I got used to it. Did you know that Shakquan and me both play karate?" Another factor that may have played a part in achieving this portion of the second expected outcome was the school rule that classes must stay at assigned tables during lunch. Assigning a class to a specific table limited the number of choices students could make for voluntary socialization to those students at the same table.

The results of observation of student behavior on the playground were not as promising. The outcome was not met. The 1,137 groups counted during

the final two weeks of implementation were 81 groups short of the number hoped for.

Failure to reach the expected outcome may be explained by several factors. First, students on the playground had many more choices available for voluntary socialization. Second, students tended to separate by gender. Most of the girls did not participate in team sports or organized games. The girls walked around in small groups of four or less students and talked. Most sustained conversation took place among students who already knew one another and had some feelings of affinity. Boys indulged in more team sports and cooperative activities on the playground. Athletic ability rather than close friendship appeared to be the motivation for selecting teammates. Groups of boys displayed greater racial and ethnic diversity than did groups of girls. The sense of belonging built when participating in team sports has implications for further investigation. Would organizing more team sports for girls improve intergroup relationships?

The third expected outcome of the practicum, to reduce the number of students selecting best friends from the same racial or ethnic background as themselves to 44, was also met. Sociograms (Appendix B) administered to TAG students during the final week of implementation revealed that 42 students preferred best friends with similar race or ethnicity. The decline exceeded the expected outcome by 2 students.

The writer attributed success in this area to the many projects that

provided more information about the students and the families that students came from. Autobiographies gave students a glimpse into the lives of classmates. Students learned more about each other's abilities, talents, and skills through the "Gift of Me" party, the "Student Power Parade," personal flags, the "Funny Money" project (Appendix E), the "Ethnic Heritage Quilt" (Appendix J), and the IAP's (Appendix G). New allegiances were created as students discovered commonalities that they never realized existed.

The family interviews, trees, and stories gave students new insight into classmates' home environments. Students realized that although members of the class came from different racial and ethnic backgrounds, families shared many of the same moral and ethical values. There was a common internal thread that united humankind despite external differences in appearance and customs. The "Ethnic Heritage Quilt" project (Appendix J) provided tangible evidence that every racial and ethnic group had made valuable contributions to world civilization.

Opportunity to work in a variety of cooperative learning groups allowed students to become better acquainted with team members. Through a combination of strengthened selfhood, increased awareness of personal heritage, and additional information about the backgrounds of classmates, students became more open-minded and were willing to expand circles of friendships to include classmates from different racial and ethnic backgrounds.

Although emphasis was placed on affective skills, the writer also provided

cognitive materials to stimulate discussion about stereotyping and prejudice. Students were exposed to theories proposed by researchers, realistic fiction, and opportunities to play an active role in bringing about change by forming a student organization to combat stereotyping and prejudice. Increased familiarity and a history of shared experiences led TAG students to shift allegiance from best friends with similar racial and ethnic heritage to friends from other cultural backgrounds.

The fourth expected outcome, reducing incidents of serious racial or ethnically motivated behavioral infractions handled by administrators during the final five months of implementation to 40 was also attained. The 38 incidents reported exceeded the expected outcome by 2.

The writer attributed the results to a combination of factors. First, participation in formulating class rules and mediating minor disputes among peers empowered students. The authoritative classroom management style used by the writer made students feel respected and valued. Perceived lack of respect, especially among poor urban students with low self-esteem, had led to incidents of violence where the reaction was totally out of proportion to the imagined slight. Enhancing self-respect was a powerful method of raising low self-esteem. The second factor that may have influenced the results was increased personal knowledge about classmates, families, and various contributions of diverse groups of people. The final factor that could have played a role in the decline noted was the development of empathy among

students. By learning more about how stereotyping and prejudice developed and discussing the emotions involved, students learned to view the problems from different perspectives. The knowledge that all human beings shared many of the same values and feelings led TAG classes to organize, STOP, a student group to combat stereotyping and prejudice.

Since the quantitative data used to document the problem of stereotyping and prejudice in the writer's school was gathered by examining the group behavior of all 4th through 6th grade students, the writer felt that additional information about behavioral changes among the TAG students who participated in all of the activities implemented during the practicum was needed. The writer was particularly interested in monitoring changes in self-esteem; knowledge about the contributions of all groups of people; and the understanding of how bias, stereotyping, and prejudice developed.

Self-esteem was measured by Harter's (1985) Self-Perception Inventory for Children and a 30 item projective sentence completion test (Appendix C) modeled after techniques developed by Rohde (1982). Harter's inventory yielded some very interesting results. As expected, TAG students had a very positive view of personal scholastic competence. Fifty five of the 64 TAG students achieved the highest possible score on the pre practicum test leaving no room for growth in this particular area. Differences began to emerge on the other five subtests that were part of Harter's inventory. The weakest scores noted on the test given during the first week of the project were in the sections

dealing with social acceptance, athletic competence, and physical appearance. The lowest scores for the girls were in the areas of physical appearance and social acceptance while boys were most concerned with athletic competence. Scores measuring global self-worth and behavioral conduct were fairly strong among all of the students tested, but did not approach the high level reached on the scholastic competence subtest.

Scores gathered from the same test administered during the final week of implementation revealed that all 64 TAG students registered growth in at least one of the six categories measured. Scores of 32 students increased in two or more areas of the inventory. Although the self-esteem of every student was strengthened, the writer had hoped for greater improvement. The writer had underestimated the initial strength of self-esteem among TAG students and projections for growth were too optimistic for a population with such positive preexisting feelings of self-worth. Whether students' initial self-esteem was elevated by mere membership in the TAG class was a point of conjecture. In retrospect, it would have been quite interesting to recruit another teacher from a regular 4th, 5th, or 6th grade class, to introduce all of the projects from the practicum, and to measure student growth on Harter's (1985) inventory.

The second method used to measure changes in self-esteem among TAG students was a projective sentence completion test (Appendix C) modeled after Rohde's (1982) techniques. The test was administered during the first week of implementation and again at the end of the practicum project. Since

there was no widely accepted rubric for scoring projective tests, the interpretation was highly subjective in nature and relied heavily on the writer's 30 years of classroom experience.

The replies of 15 TAG students on the first projective test caused the writer to suspect that the students were experiencing personal problems. The papers of the 15 students in question were placed in a separate file so that the writer could monitor replies on the second projective test more closely. Results of the second test pointed to positive growth on the part of 9 of the 15 students whose initial tests had given the writer cause for concern. The answers given by five of the students appeared to have remained unchanged. The replies given by the remaining student were so peculiar that the writer brought the test to the attention of the school psychologist and the student's classroom teacher. The psychologist referred the family to a social service agency in the community and asked the school social worker to include the child in group counseling sessions.

The third method used to measure the growth of individual TAG students was a writer constructed test about the origin of stereotyping and prejudice and the similarities and differences between the two attitudes. The test was administered during the first and last weeks of practicum implementation. Fourth grade students experienced the most growth. One student whose definition of stereotyping on the pretest, ... "A new kind of player for listening to CD's" ..., gave the following reply at the end of implementation:

Stereotyping is putting all people together in one group just because they are black, or Chinese, or fat and saying that all of them are bad. Stereotyping is real dumb. Everybody was themselves before they were in a group. (4th grade student)

The fourth method used by the writer to assess growth of individual TAG students was practicum evaluation forms. All 64 TAG students were able to identify at least one aspect of the practicum that had a positive impact on personal feelings. One student in the 6th grade whose class had read the diaries of Anne Frank and Zlata said:

Thank you for making us read Anne's and Zlata's diaries. I didn't realize how lucky I am to live in America. After reading the stories I'm never going to complain to my mom about the things that I want. They're not as important as I thought they were. (6th grade student)

A fourth grade student commenting on the "Lunch Bunch" project (Appendix F) had this to say..."Jason and me are real good friends now. I used to think he was a jerk; but then I found out that his little sister is a bigger pain than my sister. Why wasn't I an only child?" A fifth grade "Study Buddy" (Appendix H) partner had the following observation about the experience:

My study buddy couldn't sit still for a minute. She wouldn't pay attention to me when I tried to help her. How do teachers stand a whole class if the kids are like her? I never want to be a teacher. Teaching sucks! (5th grade student)

This practicum attempted to provide a blend of cognitive and affective experiences that would strengthen realistic self-esteem by empowering students, improving interpersonal relationships, increasing understanding of and appreciation for diversity, and providing information to build knowledge and decision making skills. The "Lunch Bunch" (Appendix F), "Study Buddy" (Appendix H), and "Funny Money" (Appendix E) projects have the potential to impact positively on any classroom environment. The urban-suburban exchange, mentorships, closer community ties, and the opportunity to solve real problems and bring about meaningful change, provided students with skills and experiences that will be useful throughout life. While the practicum did not solve the problems of stereotyping and prejudice in the writer's school, students made strides in developing the tolerance, knowledge, and improved interpersonal skills needed for survival in a changing world.

### Recommendations

The following recommendations would be helpful if this project were to be duplicated in another work setting:

- (1) Follow the same steps taken by the writer prior to implementation. Evaluate and resolve any personal biases, stereotypes, or prejudices before attempting to teach materials dealing with discrimination. Learn more about other cultures so that ethnic and racial groups are not depicted as monolithic in nature and individuality is sacrificed.
- (2) When establishing ground rules with the class at the beginning of the year, make it very clear that discrimination will not be tolerated within the classroom. If an incident of intolerance should occur, handle it in an open, honest fashion stressing that behavior of this sort is unacceptable. This is an essential part of providing an authoritative atmosphere needed for success.
- (3) Stress that people are a part of many groups. Students often look no further than race or ethnicity as sources of personal identity. Refer to the list of family values generated by students to highlight the common humanity that unites all people.
- (4) Provide students with exposure to as many experiences with diverse groups of people as possible. Bring speakers to class, set up partnerships with communities that are different from the town or city that students live in, enlist the help of neighboring high

schools or universities, and plan field trips to museums and cultural festivals.

- (5) When dealing with prejudice in potentially explosive classroom situations, start with prejudice in a historical context, proceed to prejudice portrayed in realistic fiction, discuss prejudice in today's world, and then tackle the situation that exists in the classroom.
- (6) Organize formal team sports for girls. Working together towards a common goal creates feelings of belonging and is helpful in breaking down the barriers that separate students.
- (7) Start the "Lunch Bunch" project (Appendix G) at the beginning of the year before students have the chance to establish cliques.

#### Dissemination

The project will be disseminated in the following ways:

- (1) The writer received a state "Celebration of Excellence" award for the "Tree Talk" project that was developed as part of the practicum. "Tree Talk" was chosen as the only elementary school project to be presented at a regional leadership conference and the writer will attend a summer workshop to prepare the project for

statewide dissemination in the fall.

- (2) The writer has been invited to present some of the projects used in the practicum at the 1997 ACEI international convention in Portland, OR.
- (3) The urban-suburban exchange was so successful that the teacher involved wants to resume the relationship and will incorporate the family story (Appendix I) and the ethnic quilt (Appendix J) projects developed during the practicum into the program.
- (4) "Program Partners" established at the Magnet High School will be expanded next year to include four other classes, two from the writer's school and the other two from the high school.
- (5) The "Study Buddy" project (Appendix H) will be enlarged within the writer's school and 4th, 5th and 6th grade students who are not in the TAG program will be included as mentors.
- (6) The relationship established between the service classes and international students at a neighboring university will be expanded. The university will take part in the multicultural festival planned for the fall.
- (7) TAG students will share Steiner's Warm Fuzzy Tale (1977) with

all kindergarten, 1st, 2nd, and 3rd grade classes when school reopens in the fall. TAG students will read the book, explain the purpose of the "fuzzy," and present each class with two "fuzzies" to be worn by students observed performing unsolicited acts of kindness.

- (8) The writer was asked to join the Teacher Advisory Committee at the local art museum and will work with the director to plan an exhibit on cultural diversity to reinforce the lessons contained in the practicum project.
- (9) A grant was received to cover the cost of painting a large world map on the playground of the writer's school. The map will serve as the focal point for a conference on cultural diversity sponsored by a nearby university, the local art museum, and the writer's school.
- (10) The writer was asked to teach two graduate education courses on multicultural appreciation and intergroup relationships. The projects developed during the practicum will be incorporated into the courses.
- (11) The Supreme Court in the writer's state recently handed down a decision ordering the state legislature to submit a plan to end de

facto segregation in city schools. The writer has contacted the State Board of Education to set up an appointment to discuss STOP, the student group to combat prejudice.

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APPENDIX A  
TEACHER TALLY OF CLASSROOM USE  
OF RACIAL OR ETHNIC SLURS

TEACHER TALLY OF CLASSROOM USE OF RACIAL OR ETHNICSLURS

Please make a tally mark to record each slur used by students in your classroom.

## WEEK ONE

Monday

-----  
Tuesday-----  
Wednesday-----  
Thursday-----  
Friday

## WEEK TWO

Monday

-----  
Tuesday-----  
Wednesday-----  
Thursday-----  
Friday

Note: A slur is defined as a negative remark that disparages the race, ethnicity, religion, gender, culture, or economic status of another person.

APPENDIX B  
SOCIOGRAM - PICK A PAL

## SOCIOGRAM - PICK A PAL

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ ROOM \_\_\_\_\_ DATE \_\_\_\_\_

Throughout the year we will be changing our seats around, working in cooperative small groups, and playing some group games. You can help me to arrange groups that will work and play best together. You can do this by writing the names of the children you would like TO HAVE SIT NEAR YOU, TO HAVE WORK WITH YOU, and TO HAVE PLAY WITH YOU. You may choose anyone in this room you wish, including those students who are absent. Your choices will not be seen by anyone else. Give the first name and the initial of the last name for each of your choices.

Make your choices carefully so that the groups will be the way you really would like them to be. I will try to arrange the groups so that each student gets at least one of his or her choices. Sometimes it is hard to give everyone their first few choices, so be sure to write five names for each question.

## REMEMBER:

1. Your choice must be from students in this room including those who are absent.
2. You should give the first name and the initial of the last name for all of your choices.
3. You should make all five choices for each question.
4. You may choose the same pupil for more than one question if you wish.
5. Your choices will not be seen by anyone else.

I would choose to SIT NEAR these children.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ |          |

I would choose to WORK WITH these children.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ |          |

I would choose to PLAY WITH these children.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ |          |

APPENDIX C  
PROJECTIVE SENTENCE COMPLETION TEST  
HOW I FEEL

# PROJECTIVE SENTENCE COMPLETION TEST <sup>78</sup>

## HOW I FEEL

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ DATE \_\_\_\_\_

Finish each sentence with the words that best describe how you feel. Don't worry about spelling. Put down the first thought that comes into your mind. Be sure to complete each item.

1. The future \_\_\_\_\_
2. I suffer \_\_\_\_\_
3. Friends \_\_\_\_\_
4. My mother \_\_\_\_\_
5. There are times \_\_\_\_\_
6. My greatest wish is \_\_\_\_\_
7. My imagination \_\_\_\_\_
8. Most boys \_\_\_\_\_
9. My clothes \_\_\_\_\_
10. I fear \_\_\_\_\_
11. My biggest trouble \_\_\_\_\_
12. Many of my dreams \_\_\_\_\_
13. My father \_\_\_\_\_
14. Secretly \_\_\_\_\_
15. I can't understand what makes me \_\_\_\_\_
16. Most people \_\_\_\_\_
17. I am very \_\_\_\_\_

# PROJECTIVE SENTENCE COMPLETION TEST

## HOW I FEEL

18. I envy \_\_\_\_\_
19. When I \_\_\_\_\_
20. Children \_\_\_\_\_
21. Girls usually \_\_\_\_\_
22. My greatest ambition \_\_\_\_\_
23. My habits \_\_\_\_\_
24. I try to get \_\_\_\_\_
25. Love in my life \_\_\_\_\_
26. I feel hurt \_\_\_\_\_
27. I often think \_\_\_\_\_
28. No one \_\_\_\_\_
29. I am ashamed \_\_\_\_\_
30. I am most proud of \_\_\_\_\_

APPENDIX D  
TEACHER PEER MEDIATION TEAM NOMINATION FORM

## TEACHER PEER MEDIATION TEAM NOMINATION FORM

Dear Faculty and Support Staff,

Two years ago, we introduced a formal conflict resolution program into our school. While we noticed slight improvement in student behavior, we quickly realized that something was missing. We think that peer mediation may be the missing piece of the puzzle that will help students to assume responsibility for their actions and free up teachers so that they will have more time to devote to teaching.

Within the next few weeks, we shall be selecting a team of 6th, 7th, and 8th grade students to be trained as peer mediators. We also need any interested faculty members who want to take the mediation course and serve as facilitators for the team to sign up as volunteer.

When nominating potential candidates for the mediation team it is important to remember that mediators can be found among all ability levels. Essential characteristics of a good peer mediator are: (1) good interpersonal skills; (2) superior listening skills; (3) the ability to express ideas in an articulate, concise, easy to understand manner; (4) can be trusted to maintain confidentiality; (5) a sense of fairness regardless of the people involved in a conflict situation; and (6) the maturity to handle additional responsibilities.

Thanks for your help and cooperation. Only you can make this work by helping to choose those students who will make the mediation team successful and by volunteering to serve as facilitators.

Thanks again,

Name of Potential Mediator	Grade	Room
----------------------------	-------	------

Name of Teacher Submitting Nomination

I am interested in being a facilitator and wish to take training. -

----- yes ----- no -----

APPENDIX E  
STUDENT TALENT INVENTORY  
FUNNY MONEY

## STUDENT TALENT INVENTORY - FUNNY MONEY

Every person has various talents, interests, skills, and abilities that they can use to improve the life of someone else. You have completed interview, "Meables," personal flags, and billboard where you had an opportunity to let other people know about some of the things that make you special. Merely having a talent, interest, skill, or ability is not enough. Talents become more meaningful when they can be shared with other people or used to improve things around you.

So that your classmates will remember some of the things that you have told them about what makes you special, you will be able to deposit a "Funny Money" bill in the class talent piggy bank. A "Funny Money" bill lists your name, grade, homeroom, and the name of the talent or skill that you are willing to share with your classmates. You may fill out one bill for each ability and staple it on the piggy bank bulletin board. If a member of your family or a family friend has a skill that they are willing to share with the class, please bring home a blank "Funny Money" bill and ask them to fill it out.

1. Print your name, grade, and homeroom in the blanks.
2. Draw a picture of the skill you are sharing in the circle.
3. Color in the picture of your skill.
4. Cut out the "Funny Money".
5. Staple the bill on the piggy bank bulletin board.

APPENDIX F  
STUDENT SOCIALIZATION IN THE CAFETERIA  
LUNCH BUNCH



85

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## LUNCH BUNCH

1. Put your name, homeroom number, and grade on the top of a sheet of lined paper.
2. Fold the paper in half the long way. Head the column on the left "BOYS" and the column on the right "GIRLS."
3. List all of the boys in your homeroom in the column on the left.
4. List all of the girls in your homeroom in the column on the right.
5. Look at all of the boy's names in the column on the left. Put a number "1" after the name of the boy that you know the best. Look at all of the names that remain in the column on the left. Put a number "2" after the name of the boy that you know the most about. Continue putting consecutive numbers after the boys' names until each name on the list has a number after it. Those people that you know best will have lower numbers after their names while the people that you don't know very well will have higher numbers after their names.
6. Repeat Step #5 following exactly the same procedure and put a number after the name of every girl on your class list.
7. If you are a boy, you will begin with the names on the boys list. If you are a girl, you will work first with the names on the girls list. Look for the name on the appropriate list that has the HIGHEST number after it. Print that name in the grape on the front cover of your "Lunch Bunch" booklet and place the number from the list in the grape along with the person's name. Use blue for boy's names and red for girl's names. Draw a line through that person's name on your list.
8. Find the next highest number that follows a name on the appropriate list. Print that person's name in a grape on the front cover of your booklet and place the number from the list in the grape along with the person's name. Draw a line through that person's name on your list.
9. Continue with the list until every name is written in a grape on the front cover of your booklet and every name on the list is crossed off.

## LUNCH BUNCH

### FIRST IMPRESSIONS

#### DIRECTIONS:

Answer the questions below in detail before the first lunch time meeting with your "Lunch Bunch" partner.

1. Who is your "Lunch Bunch" partner?
2. Is this the first year that your partner has been in your class? If not, how many years have you been classmates?
3. If you could choose 5 adjectives (words that describe) to tell people about your partner, which words would you choose? Why?
4. Write a physical description (how the person looks) of your partner.
5. What type of person do you think your partner is? What makes you think so?

## LUNCH BUNCH

### ICE BREAKERS

"There are no strangers, only friends you haven't met yet!" We often become so comfortable with people that we know well, that we don't make an effort to reach out to others. "Lunch Bunch" will give you a chance to find out more about classmates that you know little about. For three days in the cafeteria, you will sit next to a classmate that you would like to learn more about. During lunch you will have an opportunity to talk to that person and discover new things about them.

Talking to someone that is new to you can feel awkward at first. Some of the questions listed below may help you to start the conversation. Once the ice is broken and the other person starts answering, the conversation will begin to flow more naturally. If it breaks down, you can refer to the list of questions to start things flowing once again.

1. Do you have a middle name?
2. How did your parents choose your name?
3. If you could choose your own name, which name would you pick? Why?
4. How many children are there in your family?
5. What are their names?
6. How old are they?
7. Where did the first people in your family to reach America come from?
8. What do you like to do in your spare time?
9. Do you take any lessons? Tell me about them.
10. Do you have any pets? Tell me about them.
11. If you could have any pet you wanted, what would you choose? Why?
12. What is the most exciting thing that has ever happened to you?

## LUNCH BUNCH

### ICE BREAKERS

13. What is the funniest thing that has ever happened to you?
14. What is the scariest thing that has ever happened to you?
15. Tell me about your favorite type of music and singers.
16. What is your favorite TV show?
17. Which actors and actresses do you like best? Why?
18. If you could plan the menu for school lunch, what would you serve?
19. Do you play any sports? Tell me about them/
20. Do you watch any athletic events on TV? Which sports do you watch?
21. Which teams are your favorites? Why do you like them?
22. Tell me about your favorite foods.
23. Have you ever lived in another city? Where?
24. Which city is your favorite? Why?
25. Have you ever gone to a different school? Tell me about it.
26. Which school did you like best? Why?
27. What school subjects do you like the best? Why?
28. What school subjects do you like the least? Why?
29. Name three things that you're good at and tell me about them.
30. If you could travel anywhere in the world, where would you go? Why?
31. What do you want to do when you grow up?
32. If you could change one thing about yourself, what would you do? Why?
33. What do you think is the biggest problem in America?
34. How would you change things to solve this problem?

## LUNCH BUNCH

### ICE BREAKERS

35. What is the best thing about our school?
36. What is the worst thing about our school?
37. What things do you and your family like to do together?
38. What is your favorite holiday? Why?
39. Does your family have any special traditions or customs? Tell me about them.
40. What rules does your family expect you to follow at home?
41. What are your responsibilities (things you have to do) at home?
42. What values (character traits such as honesty) does your family feel are important?
43. If you have children, what values will you teach them? Why?
44. If you could change any rule at school, what would you do? Why?
45. If you could change any rule at home, what would you do? Why?
47. Is there anything else you want to tell me about yourself?

## LUNCH BUNCH

### REFLECTIONS

1. List 5 new things that you learned about your partner.
2. What did you learn about your partner that surprised you the most?
3. List 5 ways that you and your partner are alike.
4. List 5 ways that you and your partner are different.
5. Choose 5 adjectives (words that describe) that you feel tell the most about your partner.
6. What type of person do you think your partner is?
7. Write a physical description (how the person looks) of your partner.
8. Turn back to the sheet that you completed before you had a chance to talk to your partner (First Impressions). Look at the sheet that you filled out after spending several days having lunch with your partner (Reflections). List the ways that these two sheets are the same. List ways that these two sheets are different.

## LUNCH BUNCH

### REFLECTIONS

9. Has your perception (the way you think of your partner) changed? How? Explain your answer in detail.

APPENDIX G  
INDIVIDUAL ACTION PLAN  
USING STUDENT TALENTS

# USING STUDENT TALENTS

## INDIVIDUAL ACTION PLAN

1. List at least 6 of your personal strengths.

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2. Prioritize your list starting with the gift that you feel is most valuable to you and working toward the gift that you think is the least valuable.

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3. Brainstorm all of the different ways that you can use your gifts to help your classmates, your family, your school, or your community. Remember when brainstorming to write down all of your ideas no matter how far fetched they may seem to you.

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4. Look over the list of ideas that you came up with. Put a star in front of the 3 ideas that you like best.

USING STUDENT TALENTS  
INDIVIDUAL ACTION PLAN

5. Complete the following information for each of the 3 ideas you choose:

IDEA A

Name of talent or talents used:

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Intended Audience:

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Where activity will take place:

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When activity will take place:

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Mentor (person who will help you with the plan)

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IDEA B

Name of talent or talents used:

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Intended Audience:

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Where activity will take place:

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USING STUDENT TALENTS  
INDIVIDUAL ACTION PLAN

When activity will take place:

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Mentor (person who will help you with the plan):

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IDEA C

Name of talent or talents used:

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Intended audience:

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Where activity will take place:

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When activity will take place:

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Mentor (person who will help you with the activity):

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APPENDIX H  
STUDENT MENTORING PROJECT  
STUDY BUDDY

## STUDY BUDDY

STUDENT'S NAME	GRADE	ROOM
BUDDY'S NAME	GRADE	ROOM

Remember to stop at your Study Buddy's room the day before your session to remind the homeroom teacher when you are coming and to see if there is anything special planned that may interfere with your lesson. Before leaving for the tutoring session, make sure that you have all of the following items: (a) your lesson plan book with an outline of the work that you hope to cover, (b) any references or resources that you may need to help you, (c) worksheets, pens, pencils, or other supplies needed for the lesson, (f) additional material to review concepts covered, reinforce what is currently being taught, or go ahead with the next objective to be mastered.

1. Give a brief summary of the work that you planned to cover in today's session.
2. Briefly describe the materials actually covered.
3. Did you accomplish all that you hoped to in this session? Why? Why not? Explain your answers briefly.
4. What was the best thing about your lesson?

5. What was the worst thing about your lesson?
  
6. What changes could you have made in your plans to make the lesson run more smoothly?
  
7. Did you encounter any disciplinary problems during the session? If so, what were they and how did you handle them?
  
8. What could you have done differently that may have avoided discipline problems?
  
9. Do you have anything that you would like to discuss with your classmates to get their input?
  
10. Do you have any suggestions to give that may be helpful to your classmates?

APPENDIX I

STUDENT FORM FOR INVESTIGATING PERSONAL HERITAGE  
FAMILY QUESTIONNAIRE

# STUDENT FORM FOR INVESTIGATING PERSONAL HERITAGE

## FAMILY QUESTIONNAIRE

We have gathered information about family members and our ethnic background and used that information to construct simple family trees. A family tree helps us to trace our roots, but it does not give us information that will help us gain insight into what our family members are really like. The best way to learn about a person is to speak to that person directly, talk with people who knew the person, or read letters or diaries written by the person we are interested in.

To discover more about our families, we are going to use a technique used by historians to learn about the past called "oral history." Each of you will interview two members of your family. One of the people interviewed will be someone who you live with that is responsible for taking care of you until you reach the age of 18. That person can be your mother, father, a relative, or a guardian. The second person that you interview will be the oldest living member of your family. You may speak to that person in person, talk to them on the telephone, communicate with them by letter, or ask the questions to someone who knows them well enough to be able to answer your questions.

Before you begin your interviews, explain the purpose of the project to the person that you are speaking with. Ask that person if you may take notes so that you will be sure to record the correct facts. Before you start questioning the person, spend a few minutes talking about other topics so that both of you will have an opportunity to feel comfortable. If you prefer, you can use a tape recorder to record the answers. This will give you a permanent record of the conversation and allow you to transcribe the information at a later time. Using this technique in taking an oral history gives family members a wonderful way to share the memories of older family members with the generations that will come after them. If you have a camcorder, you can make a tape of the interview.

1. Where were you born? How is that place life (insert the name of the city or town where you live)? How is it different from our city?
2. How many children were there in your family? What were their names? Were they younger or older than you?
3. Where did you attend school? How was your school different from our school? What is the thing that you remember best about your school years?

# STUDENT FORM FOR INVESTIGATING PERSONAL HERITAGE

## FAMILY QUESTIONNAIRE

4. What type of clothing did you wear when you were my age?
5. Who was your favorite entertainer when you were my age? What did they look like? Why did you like them?
6. Who was your favorite athlete when you were my age? Why did you like them?
7. What rules did your family expect you to follow?
8. Who was your best friend when you were my age? How did you meet them? If you could speak to them today, what would you ask them?
9. What did you and your friends do for fun?
10. What is your best childhood memory?
11. What is your worst childhood memory?
12. If you could change a major decision that you made in your life, which decision would you change and why would you change it?
13. What is your biggest regret?
14. Which family member do you admire the most? Why do you admire that person?
15. Which person outside of your family do you admire the most? Why do you admire them?
16. How do you measure success?
17. How do you measure happiness?
18. Name the three most important things in your life.
19. What advice would you like to give to the children of today?
20. Is there anything else that you would like to tell me about your family, school, or childhood?

APPENDIX J

FAMOUS PEOPLE WHO SHARE STUDENTS' ETHNICITY  
ETHNIC HERITAGE QUILT

# FAMOUS PEOPLE WHO SHARE STUDENTS' ETHNICITY

## ETHNIC HERITAGE QUILT

Through family interviews and by designing personal flags, you have learned more about your own individual background. Many other people who share an ethnic heritage similar to your own have made major contributions to the growth of this country and to the world. This project will give you an opportunity to discover more about those people and the ways that they used their talents and gifts to improve life for the rest of us.

Using encyclopedias, history books, biographies, auto-biographies, magazines, and newspapers as resources, you will decide on one person of similar ethnicity to yourself who has made contributions in each of the following areas: 1) the arts ; 2) science; 3) education; 4) literature; 5) mathematics; 6) sports; 7) entertainment; and 8) politics. After you have decided which people you want to include in your quilt, you will read about them taking notes about important facts from their lives. You will use your notes to write a biographical sketch of each of the eight people you have chosen. Remember that copying information verbatim (word from word) from a book is an exercise in handwriting or keyboarding and does not count as research. Using different sources to gather the facts, and putting those facts into your own words is research. When the eight biographical sketches are completed, put them together in a booklet with an attractive cover that contains your name, grade, and homeroom number. This completes the first half of the project.

The second half of the project is the design of your ethnic heritage quilt. You will need one patch for each of the eight people you have selected. Every patch must be no less than 6 inches by 6 inches or no more than 12 inches by 12 inches. Each patch must contain the following information: 1) the name of the person; 2) the area that the person is representing (sports, the arts etc.); and 3) words and pictures representing the contributions that the person has made to their particular area. Patches must be attractively colored with all of the writing

# FAMOUS PEOPLE WHO SHARE STUDENTS' ETHNICITY

## ETHNIC HERITAGE QUILT

clearly legible. You may use paper, cardboard, or fabric to make your quilt and put it together by sewing, pasting, or stapling it to a backing. All quilts should have a border around the entire perimeter (outside edge) that includes your name and grade.

### TO COMPLETE YOUR PROJECT:

1. Gather research materials.
2. Read the materials and decide on the eight people.
3. Take notes on important facts about each of the eight people.
4. Use the facts to write a biographical sketch about each of the people.
5. Put the eight sketches together in a booklet.
6. Design an attractive cover for the booklet. Make sure that the cover includes your name, grade, and homeroom.
7. Select the materials for your quilt.
8. Design a patch for each of the eight people you have chosen making sure that it includes their name, the area that they represent, and words and pictures that tell about their contributions.
9. Put the patches together by sewing, pasting, or stapling.
10. Attach a border with your name and grade all around the edges of your quilt.

APPENDIX K

CELEBRATING STUDENTS' DIVERSE ETHNICITY  
CAVALCADE OF CULTURE

# CELEBRATING STUDENTS' DIVERSE

## ETHNICITY

### CAVALCADE OF CULTURE

Every country has contributed to the rich literary heritage of our world. Folk tales and legends are among the most interesting stories written by each group of people because they give us insight into the values and beliefs of the culture that produced them.

All cooperative groups of students will select a flag from the "Flag Bag." That flag will represent the country that your team is responsible for. Your first job is to find out which country your flag comes from. Once you have decided which nation your flag represents, you are ready to work on the rest of your project.

The group will read folk tales and legends from the country you have chosen and decide which story they think is the most interesting. When you have reached a decision, you will work together to write a play based on the story that you have read. You will need costumes, scenery, make-up, props, and a float (wagon or "dolly") to carry your set. Since the groups are small, each member will have several roles to play in getting your production ready. The following list of steps will be helpful in organizing your play.

1. Do research to find out which country the flag you selected comes from.
2. Select a folk tale or legend from that country.
3. Write a script (story in play form) based on the tale or legend.
4. Decide what sets will be needed to get your ideas across to your audience.
5. Make up a list of the props (objects) needed in the play.
6. Make up a list of the items needed to make the costumes.
7. Assign each team member to a specific job. You will need writers to write your script, artists to draw your scenery, actors and actresses to be in the play, someone to be in charge of the

## CELEBRATING STUDENTS' DIVERSE ETHNICITY

### CAVALCADE OF CULTURE

7. costumes, and a person to do the make-up.
8. Each team will also need a large poster with the name of the country that the story comes from, the country's flag, and a map.

The floats (wagons or dollies) with your scenery will be set up on the lawn in front of the school. Our audience will come outside and sit on the grass. They will move to the next float as a play is finished and continue moving until they have had a chance to see all of the productions.

APPENDIX L  
TEACHER QUESTIONNAIRE ON CLASSROOM USE  
OF RACIAL OR ETHNIC SLURS

TEACHER QUESTIONNAIRE ON CLASSROOM USE OF RACIAL OR  
ETHNIC SLURS

Dear Teachers,

For the past eight months, the TAG students in the 4th through 6th grades have been working on activities to improve interpersonal relationships in our school. We need your help in evaluating our progress. Would you please make a tally mark to record each incident of racial or ethnic slurs used by students in your classroom over a two week period on the tally sheet that accompanies this questionnaire?

When you have completed the tally at the end of the second week, we would appreciate your taking the time to fill out this questionnaire as your reactions, opinions, and ideas are important to us. Future plans depend on your feedback.

Thanks so much for your continued help and cooperation.

1. Describe the interpersonal relationships among students in your class at the beginning of the school year.
2. If you could condense your answer to question 1 into 3 adjectives, what would they be?
3. Describe the interpersonal relationships among students in your class at the present time.
4. If you could condense your answer to question 3 into 3 adjectives, what would they be?
5. In your opinion, have any changes in classroom dynamics occurred? Explain your answer.
6. As part of the project, did students engage in any activities that you found to be helpful in improving interpersonal relationships? If so, what were they?
7. Were there any aspects of the project that you felt did not meet their intended goals? If so, what were they?
8. What changes, if any, do you feel should be made to improve the project?



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October 8, 1996

Dear Colleague:

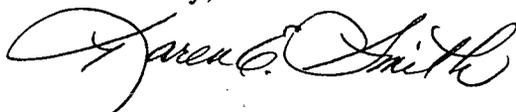
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