Evaluative Paper

Diversity Training
With Multiracial Youth

By

Sally Bowers
Assistant Professor-Dane County
Department of Youth Development
University of Wisconsin-Extension

May 2005

Published by
Department of Youth Development
UW-Extension provides equal opportunities in employment and programming including Title IX and ADA.
ABSTRACT

In 2004 and in 2005 at least twenty-five multiracial junior and senior high school youth from the Madison school system participated in a four to five week junior counselor training program for employment with the Madison School Community Recreation (MSCR) summer program. MSCR requested the Campus Community Partners (CCP) Youth Committee do training with the youth each spring. Since the junior counselors would work with children from diverse backgrounds, one of the annual training sessions required is diversity.

The diversity training included the multi-media curriculum, *Coming Together: Race In Wisconsin*, and actual case studies from MSCR summer camps. The diversity training created dialogue among multiracial high school youth. The youth also learned skills to apply their dialogue to real life situations they would face during their summer employment. As a result of the diversity training the youth demonstrated their creative ability to work with children from diverse backgrounds during the summer camps.

This evaluative paper provides an overview of the diversity trainings over a two-year cycle, shows the effectiveness of the “Race In Wisconsin” curriculum through the MSCR leadership training, provides evidence of the youths’ creative ability for working with racially diverse children after the training, and discusses its possible implications for other Extension diversity youth leadership programs.
SITUATION

The Madison Metropolitan School District operates summer programs through the Madison School Community Recreation Program (MSCR) at close to 100 sites throughout the Madison metropolitan area. MSCR hires just over 500 adults for their summer programs. Approximately 30% of this staff is minority and 70% white. The MSCR youth program staff reports that the summer program has a slightly higher percentage rate of minority children and youth participants compared to the enrollment rates taken from the Madison Metropolitan School District database as represented on chart 1.

Chart 1: **Ethnicity enrollment for Kindergarten through Fifth Grade, Madison Metro Schools**

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Nat Am</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>21.9%</td>
<td>10.5%</td>
<td>12.3%</td>
<td>.7%</td>
<td>54.6%</td>
</tr>
<tr>
<td>2005</td>
<td>22.9%</td>
<td>10.3%</td>
<td>13%</td>
<td>.7%</td>
<td>53%</td>
</tr>
</tbody>
</table>

(MMSD,2005)

Data from the 2000 Dane County Youth Assessment Survey of 6,695 students in 7th – 12th grade identified a need to learn more about people of other races or cultures. Eighteen percent strongly agreed and 49% agreed to the statement “I would like to learn more about people of other races and cultures.” Here 67% of youth identify a need for some opportunities to learn more about individuals different than themselves (Memmo et al. 2000). As youth continue to expand their horizons through high school the opportunities need to match our racially and culturally diverse society.
The MSCR youth program staff met with the UW Extension Dane County 4-H Youth Development professional staff, Sally Bowers, in the fall of 2003 and identified several training goals for their summer program staff:

- Trained multiracial youth would become junior counselors for summer program staff.
- Multiracial junior counselors would become senior counselors in subsequent summer employment.

The UW Extension Dane County 4-H Youth Development professional staff suggested training resources from the CCP Youth Committee for the junior counselor leaders. The CCP Youth Committee is made up of representatives from each of the higher education academic institutions in Madison including Madison Area Technical College, Edgewood College, University of Wisconsin-Madison, and UW Extension-Dane County 4-H.

The MSCR program identified four training areas for a summer employment program with multiracial junior counselors. In the fall of 2003 the (CCP) Youth Committee made a commitment whereby each would take a different Saturday in the spring of 2004 for teaching the following trainings topics:

- **Diversity:** UW Extension- Dane County 4-H
- **Transitions:** Edgewood College
- **Conflict Management:** UW-Madison
- **Work habits, Ethics & Resume Writing:** Madison Area Technology College
  
  Training added in the spring of 2005
- **Community/Team building activities:** Madison School Community Recreation
OBJECTIVES

As a result of the diversity training with the multiracial high school students:

1. Racially diverse youth will identify diversity through the *Coming Together, Race In Wisconsin* curriculum.

2. Racially diverse youth will identify stereotypes and discuss how to dispel them among summer program participants.

METHODS

In January of 2004 and 2005, the MSCR youth program supervisor, Julie Koenke, sent applications to the minority student coordinators and guidance counselors in each Madison high school. High school youth applied for summer employment and then went through an interview process with MSCR staff. The youth made a commitment to attend the four trainings in 2004 and five trainings in 2005. The consequence of failing to complete the trainings was no summer employment.

The Dane County 4-H Youth Development Educator, Sally Bowers, taught the diversity training. This educator contacted, Pahoua Thao, a Hmong student from UW-Madison, to co-teach in the training. The Dane County 4-H Youth Development Educator developed a lesson plan using the curriculum *Coming Together, Race In Wisconsin* along with case studies. (See Appendix A and B)
The Dane County 4-H Youth Development Educator spent approximately four days in planning, training, and evaluating the program for the 2004 training and three days for the 2005 training.

In the diversity training the high school youth first identified their own cultural characteristics through the multimedia Race in Wisconsin curriculum. They affirmed their cultures in light of the video clips within the curriculum. They identified how difficult breaking down stereotypes and racial biases can be for them.

The youth then worked through case studies where stereotypes needed to be addressed. The case studies mirrored the summer employment experiences they could face as junior counselors. In small groups, they shared ways they would increase the awareness and sensitivity of participants to diverse groups. Each small group presented their discussion to the larger group.

In 2005, the Dane County 4-H Youth Development Educator worked with a youth trained in 2004 and made changes in the lesson plan (Appendix C). Activities added to the lessons included a cultural circle for identifying cultural traditions and a commitment card for ways the youth would accomplish dispelling stereotypes.

In 2005, a Hmong youth, who participated in the spring 2004 training, led transitional activities she had used with children during her summer employment in 2004. She introduced
the youth to methods for getting children’s attention and gave an example of how she would bring her cultural foods for the children to try at lunch time. She shared her delight of children opening up to her and her food during her summer employment.

After viewing the diversity video clips in 2005, the youth discussed racial segregation they observed during school lunchtime. In facilitating the discussion, the Dane County 4-H Youth Development Educator asked for ways the youth were addressing this issue or how they might remove the barrier of segregation. Some youth shared that they are active in a multiracial organization at their high school with teachers supporting them as their advisors.

A variety of methods were used to evaluate the diversity training with the junior counselors and assess how well the training met the needs of the community partner, MSCR. The youth completed a survey at the end of the diversity training and at the end of the summer. An evaluation meeting took place in the early fall between the MSCR youth program staff and the CCP Youth Committee. They discussed the impact of the training on the preparedness of youth to become junior counselors.

RESULTS/EVIDENCE

Evaluation tools consisted of pre and post diversity training surveys, youth reflections at the end of the summer, and partner reflections for training or program improvement. These tools provide evidence that the identified goals for the MSCR junior counselor training program were met: 1. Trained multiracial youth become junior counselors for
summer program staff. 2. Multiracial junior counselors would become counselors in subsequent summer employment. The diversity program objectives were also met:

1. Racially diverse youth will identify diversity through the *Coming Together, Race In Wisconsin* curriculum. 2. Racially diverse youth will identify stereotypes and discuss how to dispel them among summer program participants.

**MSCR Two Goals:**

*Quantitative Results*

Goal 1: Trained youth become multiracial junior counselors for summer program staff

88% of the youth trained in 2004 completed summer employment.

80% of the youth trained in 2005 completed summer employment.

<table>
<thead>
<tr>
<th></th>
<th># of youth</th>
<th>Black</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2004</strong></td>
<td>26</td>
<td>42%</td>
<td>46%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td><strong>2005</strong></td>
<td>25</td>
<td>40%</td>
<td>8%</td>
<td>12%</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th># of youth</th>
<th>Black</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2004</strong></td>
<td>23</td>
<td>42%</td>
<td>46%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td><strong>2005</strong></td>
<td>20</td>
<td>30%</td>
<td>5%</td>
<td>15%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Goal 2: Multiracial youth would become junior counselors in subsequent summer employment.

Fall of 2004: Three of the youth, two Black and one Asian, were requested to continue their employment with MSCR program in the fall of 2004. They were employed in high poverty housing projects where MSCR needed extra support.

Summer of 2005: All 23 (100%) of the youth from the 2004 training were hired in 2005. Twenty became senior counselors as high school graduates or in coming seniors in high school. Three requested they remain as junior counselors.

Qualitative Results

The value of the training in 2004 is borne out by comments of the adult summer counselors that Julie Koenke, MSCR program staff, shared with our CCP Youth Committee. The comments made by the adult summer counselors included:

“The junior counselors came prepared to deal with kids who are very different from each other.”

“They did an awesome job of getting kids who are segregated to relate to one another.”

“What a BIG help they were to our summer program-the way my junior counselor related to all kinds of kids made a difference in how the kids treated one another.”

The CCP youth committee received an honorable mention award from the total MSCR program. This is a competitive award that was presented at the MSCR 2004 annual awards banquet at the Lussier Heritage Center in Madison, WI. (Appendix D)
DIVERSITY TRAINING EVALUATION-2004

Described below are the diversity training evaluations from 2004, partner reflections and improvements for 2004, diversity training evaluation from 2005, and educator observations. The evaluation at the end of the diversity training provides evidence that the two program objectives were met in both 2004 and 2005.

In the first year, spring of 2004, 26 high school youth participated in the diversity trainings. The racial make up was 11 Black, 3 Hispanic, 12 Asian with 8 males and 18 females. At the conclusion of the diversity training, the youth were asked to indicate how useful the curriculum and case studies were for identifying diversity, stereotypes and dispelling stereotypes during their summer employment. In 2004, all 26 youth filled out the survey and 81% answered the question (Appendix E). Table 1 displays the results of the survey.

The youth responded favorably to the curriculum helping them identify diversity, stereotypes, and how to dispel stereotypes for their summer employment. From the answers to the question “how was the diversity training most useful”, 27% (7 out of 26) found viewing the videos the most useful while 42% (11 out of 26) shared that discussions were the most useful. Thirty one percent (8 out of 26) stated the case studies were the most useful during their summer employment. In summary, the youth found the curriculum, case studies, and discussions for identifying diversity, stereotypes and dispelling stereotypes useful during their summer employment.
Table 1. 2004 Diversity Training

How useful are the following content/exercises as a result of the Diversity Training for your summer employment?  n= 26

<table>
<thead>
<tr>
<th>Content/Exercise</th>
<th>Very Useful</th>
<th>Moderately Useful</th>
<th>Slightly Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of diversity from DVD clips</td>
<td>77%</td>
<td>8%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Identification of diversity from small group</td>
<td>96%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>discussion of clips</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of diversity from large group</td>
<td>73%</td>
<td>23%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>presentation of clips</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying stereotypes and how to dispel them from small group discussion</td>
<td>96%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying stereotypes and how to dispel them from large group discussion</td>
<td>73%</td>
<td>23%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

The youth then filled out an end-of-summer survey that reveals how they used the diversity training in their summer employment. (Appendix F) They answered one question and also shared situations where they used the diversity training in their summer employment. Of the 26 who went through the training, 23 completed summer employment. Seventy eight percent (18 of the 23) responded to the question and shared their situations.

Question:

How much did you use the diversity training in your summer employment? n=18

1 (5%)-1 2 (22%)-4 3 (39%)-7 4 (33%)-6

not at all little some totally
The situations they share reveal the diversity of their summer camps and more importantly the application of the diversity training by these racially diverse junior counselors with the children participants during their summer employment. These situations can be summarized into four categories:

1. Promoting the overall idea that we are not all the same (different foods, different appearance): 38% (7 out of 18).

2. The idea of diverse groups working together by making sure children were not excluded because of race, and encouraging the children to sit with those children different than themselves. Also giving attention to those with challenges of language or abilities: 44% (8 out of 18).

3. Accepting the diversity of children: 11% (2 out of 18).

4. Did not use 5%: (1 out of 18).

In conversations with four of the youth at an end of the summer celebration, the Dane County 4-H Youth Development Youth Educator asked how working with a diverse group of children affected their lives. Responses included:

Hispanic female youth: *I will never be the same after having this experience. I learned a lot about myself, working with kids, and how I really want to teach. I thought I did and now I know I do.*

Black male youth: *I can’t wait to begin working this fall. They have asked me to come back. I cooked these nutritional meals from different cultures and they really ate them. I was not even sure I would but I had to taste test in order to get them to and they did!*

Black female youth: *I learned so much because I had some kids that spoke Spanish. So each day I learned some words and they learned some words of my English. That really showed some of the other kids to also want to learn some Spanish words.*
Hmong female youth: *I took my lunch, which was Hmong food, with vegetables, noodles, and spices, and spring rolls. I brought extra to share and I think by the end of the summer everyone had some. I have younger brothers and sisters so it was pretty easy. Since I speak Hmong I could help with translation for those kids.*

These practices and solutions from their summer employment come from discussions at the diversity training where the youth talked about how to deal with issues. Introducing foods from different cultures was one idea that emerged. They covered the possibility of different languages and how they as junior counselors with the children could become more comfortable with a language different from their own. They also discussed how this job experience could help them discover if this kind of work – teaching in an informal recreation summer camp with diverse children- is a possible career path. From the training to the real life job experiences they learned to create opportunities like taste testing, leading songs, and learning words from a new language. They gained an even deeper perspective of other cultures and created education tools for work with diverse children in the future.

From observations at the end of the summer clearly the youth knew about stereotypes and their affect upon others as they went through the diversity training before summer employment. Yet this was the first time that they actively responded to stereotypes or worked at preventing stereotypes through their work as junior counselors.

**Partners Reflection –Improvements, 2004:**

In the fall of 2004, the CCP Youth Committee sat down with Julie Koenke and Diana Miller, youth program staff, of MSCR. This team reviewed partner reflections.
The decision was to extend the training to five weeks in 2005, and MSCR would lead a workshop on community/team building. No white youth were invited to participate in this first year, 2004, by request of MSCR. As an employer they wanted to train the maximum number of racially diverse youth. They told the CCP youth committee they would open up for 2005 this summer employment opportunity to white students. The Dane County 4-H Youth Development Educator wanted to add a youth leadership component. She approached a Hmong youth from summer of 2004 staff to lead activities during the diversity training.

To enhance community capacity building and diversity sharing experiences in the training, a cultural circle was added. The youth were also given a pledge card where each would commit to doing one action during the trainings and summer employment to dispel stereotypes. (See Appendix C) The commitment card served to move the youth from reflections and discussion to specific actions.

**DIVERSITY TRAINING EVALUATION - 2005**

In the second year, spring of 2005, 25 youth participated in the trainings. The racial make up was 10 Black, 3 Hispanic, 2 Asian, and 10 white youth with 5 male and 20 female. In 2005, 100% of the youth completed the survey and a question. (Appendix G). The survey results reveal that objectives 1 and 2 were achieved once again. Table 2 displays the results of the survey. The youth responded favorably to the curriculum and had a preference for small group discussion over large group discussion for viewing both the video clips and the case
studies. From the responses to the question, “How was the diversity training most useful?” Forty eight percent (12 out of 25) shared that discussions were most useful, 16% (4 out of 25) found viewing the videos most useful, 28% (7 out of 25) indicated the case studies were most useful, and 8% (2 out of 25) conveyed that all aspects of the training were useful.

During the small-group discussion of the video clips, youth actively questioned each other as to how they addressed racism in their respective schools, demonstrating substantial engagement with the topic. The curriculum including the case studies, and the discussion met the objectives of identifying diversity, stereotypes, and dispelling stereotypes during their summer employment.

Table 2. 2005 Diversity Training

How useful are the following content/exercises for your summer employment as a result of this diversity training? n=25

<table>
<thead>
<tr>
<th>Content/Exercise</th>
<th>Very Useful</th>
<th>Moderately Useful</th>
<th>Slightly Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of diversity from DVD clips</td>
<td>80%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of diversity from small group discussion of clips</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of diversity from large group presentation of clips</td>
<td>76%</td>
<td>16%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Identifying stereotypes and how to dispel them from case study small group discussion</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying stereotypes and how to dispel them from case study large group discussion</td>
<td>76%</td>
<td>24%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The youth in 2005 also filled out an end-of-summer survey, which reveals how they used the diversity training in their summer employment (Appendix H). Again they answered one question and also shared situations where they used the diversity training during their summer employment. Of the 25 who went through the training, 20 completed summer employment. Seventy percent (14 of the 20) responded to the question and 60% (12 out of 20) shared their situations.

Question:

How much did you use the diversity training in your summer employment? n=14

1 (7%)-1   2 (21%)-3   3 (0%)-4   4 (43%)-6   5 (29%)-4

Not at all  little  not sure  some  totally

The situations the youth describe are more personalized than the first year. They fall into three categories:

1. Team and community building, i.e., pointing out rules, trying activities for integration
2. Getting personally involved with the kids through various interactions
3. Observation and acceptance of why kids stereotype

In the second year, the closing ceremony after the diversity training and before the summer employment was a more formal graduation with parents and relatives attending. The youth received certificates of completion. The Dane County 4-H Youth Educator observations at the picnic lunch were exciting. Friendships were made between genders and across racial lines. Pictures and hugs took place. These youth began their summer employment already breaking through stereotypes and cultural diversity. For 2005, there was no end of summer
celebration as in 2004, so comments only came from the written responses of the end-of-summer evaluation.

**Partners Reflection - Improvements, 2005**

At the end-of-summer evaluation between the CCP Youth Committee and MSCR, their youth program staff suggested that the diversity training include poverty issues. Some of the junior counselors did not understand why children did not bring a lunch or have a swimsuit. The Dane County 4-H Youth Educator will explore a poverty simulation as a part of 2006 training on diversity. At the end of the summer, the MSCR youth program staff shared that some youth had already completed their summer work and were no longer available, resulting in fewer surveys being completed. The MSCR youth program staff also surmised that the time set was not the best for the closing meeting.

**EDUCATOR OBSERVATIONS**

Overall the training had a significant impact upon these junior leaders. From their discussion in both years during the training they shared what was happening in their respective schools. They shared the different ways their schools were attempting to address segregation and stereotypes. Each high school has a diversity week. From their discussion they learned activities were different among the four high schools in Madison. Since the diversity training was the first workshop in the first year and the second of the five in the second year, the Dane County 4-H Youth Development Educator discovered some mixing and mingling
activities were needed so they did not segregate during lunchtime. Among the four high schools represented the segregation still remained during lunch.

All the partners and MSCR discussed how the trainings were successful and yet fell a little short. A weakness continues with segregation by race and high schools. The CCP Youth Committee and MSCR plan on being more intentional when splitting into small groups in each of the trainings so the segregation does not happen.

A difference in the discussion occurred in the second year when white students were present. MSCR did the hiring and wanted for the first year only youth of color and expanded in the second year to include white students. In the first year after viewing the “Power of Illusion” clip the youth were clear about their struggles because of the color of their skin. In the second year the discussion centered around segregation even though struggles were lifted up. This educator continues to be amazed by the ability of these youth to talk with one another with frankness about diversity and especially racial diversity. They apply this ability to discuss and listen to one another to their summer camp experience and surely beyond to other areas of their life.

**IMPLICATIONS**

- The 4-H curriculum, *Coming Together, Race In Wisconsin* opened up discussion on a sensitive topic around stereotypes with racially diverse youth and is strongly linked to the success of their summer employment with racially diverse children.
The diversity training provided a safe environment where racially diverse youth listened and shared discussions about specific video clips and their own stories relating how their lives are affected by stereotypes. This increased their sensitivity in their summer employment.

The training led to youth sharing through discussions, with application not only to summer employment, but also to their friendships and school environment.

The diversity training made a difference in their lives as friendships formed and discussion occurred on how they would work on segregation.

The tools the youth created for addressing diversity could be used in their other work. A further follow up study in another year might reveal such use of those tools.

The youth exemplified how the diversity training increased their ability to make a positive difference around diversity and stereotypes in the lives of their summer campers.

The experience of being a junior counselor can lead to personal growth, as evidenced by their belief that they could be a leader and that they did return for employment the next summer.
The 4-H curriculum *Coming Together, Race In Wisconsin* can meet the program needs of schools or youth-serving organizations working with diversity issues.

The 4-H curriculum *Coming Together, Race In Wisconsin* provides another opportunity to strengthen the relationship between UW-Extension, community youth, and community partner agencies.

The lesson plans are adaptable for diversity in any setting. A variety of video clips are available through current media to address geographic, economic, gender, abilities, etc. *Coming Together, Race In Wisconsin* has clips on abilities, rural/urban cultures, and religious diversity. Case studies can be adapted to reflect the stereotypes addressed by such video clips.

**REFERENCE LIST**

Madison Metropolitan School District (2005), Enrollment by school and ethnicity-Table 5 Retrieved November 3, 2005, from website [www.madison.k12.wi.us/re/t5.xls](http://www.madison.k12.wi.us/re/t5.xls)

Dane County Extension Office – March 13, 2004

Purpose
To identify the richness of diversity
To identify stereotypes and how to dispel them

Supplies
Newsprint     Post It Notes     Two pocket folder
Colored note cards     Pencils
Notebooks     Nametags
Worksheets     Case Studies

Step 1: Arrival 9:30–9:45 (Pahoua Thao & Sally Bowers)
Attendance Sheet signed with correct information
Note cards distributed for writing three items about themselves to share with three others. Share with three persons you do not know and have them sign your card.

Step 2: Set Ground Rules 9:45 – 10:00 – (Pahoua Thao)
Lead youth in creating ground rules for all to follow that will encourage a safe, honest, comfortable atmosphere for sharing. Example rules: We should avoid “put-downs”, let’s agree there’s no such thing as a dumb comment, and use “I” statements rather than speaking for someone else

Step 3: DO – (Video Experience) – 4-H Curriculum, Coming Together: Race in Wisconsin
10:00 – 10:05 - (Sally Bowers)
Facilitator or participant volunteer reads aloud the following general information on stereotypes and poses two questions to help participants focus on the topic.

“Stereotypes can be based on many things, including race, ethnicity, gender, age, economic status, sexual orientation, learning differences, physical ability, occupation and group association. Even ‘positive’ stereotypes can have a negative impact by fostering unfair expectations. Stereotypes most often are generated and perpetuated within families, among friends, and in mass media. However, any stereotype relies on a single premise: It is formed by making a judgment based on insufficient information.”
(Cultural Horizons of Wisconsin Teacher Guide, pg. 119)

1. What stereotypes do you identify in the video clip?
2. What do you observe as healthy ways to dispel/end stereotypes?
Step 3: Video Introduction and Viewing Process 10:05 – 10:50 (Sally Bowers)
Facilitator or a participant volunteer reads aloud the description of each clip before group watches it. Participants use the worksheet to make notes of any stereotypes they see in the clips or ideas they have on dispelling those stereotypes. Facilitator pauses video in between the clips to give everyone time to write.
2. Clip – *Special Olympics*

Step 4: SHARE 10:50 – 11:00 (Pahoua Thao)
Divide the larger group into smaller groups to share from their worksheets.
Transfer their ideas from worksheet and sharing to post it notes.
Bring to newsprint answers to the two questions.
Share with the larger group what is on your group’s post it notes.

Step 5: PROCESS 11:00 – 11:10 (Sally Bowers)
What is important to remember about stereotypes?
Where do these stereotypes come from?

Step 6: DO Case Studies 11:10 – 11:30 (Sally Bowers)
The facilitator forms two groups to discuss case studies from their summer employment:
List the stereotyping in the case study.
List ways to address the stereotype.

Step 7: Share responses 11:30 – 11:50 (Madison School Community Recreation staff)
Each group will share their responses from the case study.
Share other responses MSCR considers appropriate for the case study according to MSCR guidelines.

Step 8: Evaluation 11:50-Noon
Fill out the survey to help us know what went well and what needs improving.

Resources: 4-H Curriculum, *Coming Together: Race in Wisconsin* p. 15 - 19

Lesson Plan developed by Sally Bowers, Youth Development Educator,
University of Wisconsin – Dane County, January 2004
*University of Wisconsin, U.S. Department of Agriculture and Wisconsin counties cooperating, UW-Extension provides equal opportunities in employment and programming including Title IX and ADA.*
Appendix B

Case Studies for 2004/2005 Lesson Plans

#1 There are several children in camp who are Korean. These kids traditionally bring ethnic food for snack and lunch. Many of the other children make fun of the kids for their snacks and lunches. Many comments such as “yuck – they’re eating seaweed!” or “icky – what is that?” are heard by staff. This causes the Korean kids to sit with each other in a small corner of the shelter. How will you deal with both sides of this issue to get all the children to eat together without making fun?

#2 A child at camp is diagnosed with ODD (opposition defiance disorder). This child is prone to fits of rage and often needs to be restrained. Many times when these tantrums start, the camper is in the presence of the other children. The camper says inappropriate things and often throws things. The other children either do not want the camper around or they do not understand why this child gets to go off and be in the quiet room by him/herself. How can this child be successfully reintegrated into the group?
Appendix C
Lesson Plan 2005

Diversity

Dane County Extension office – April 9, 2005

Purpose
To identify the richness of diversity
To identify stereotypes and how to dispel them

Supplies
Newsprint     Post It Notes
Pencils      Case Studies
Notebooks     Worksheets
Markers, Arts Supplies

Step 1: Arrival/Identify culture 15 minutes (Pahoua Thao & Maxia Thao)
Attendance Sheet signed with correct information
Newsprint – Identify culture
Instruct the youth to divide the paper into 3 sections.
With art supplies, illustrate their culture with one-section foods, one section family
traditions/celebrations, and one section with hobbies/activities.

Step 2: Sharing cultural circle- 10 minutes (Pahoua Thao)
Youth will pair up with a person they do not know and share their cultural circle.

Step 3: Set Ground Rules 15 minutes (Pahoua Thao)
Lead youth in creating ground rules for all to follow that will encourage a safe, honest,
comfortable atmosphere for sharing. Example rules: We should avoid “put-downs”, let’s
agree there’s no such thing as a dumb comment, and use “I” statements rather than speaking
for someone else.

Step 4: DO – (Video Experience) – 4-H curriculum, Coming Together: Race in Wisconsin 5
minutes (Pahoua Thao)
Facilitator or participant volunteer reads aloud the following general information on
stereotypes and two questions to help participants focus on the topic.

“Stereotypes can be based on many things, including race, ethnicity, gender, age, economic
status, sexual orientation, learning differences, physical ability, occupation and group
association. Even ‘positive’ stereotypes can have a negative impact by fostering unfair
expectations. Stereotypes most often are generated and perpetuated within families, among
friends, and in mass media. However, any stereotype relies on a single premise: It is formed
by making a judgment based on insufficient information.”
1. What stereotypes do you identify in the video clip?
2. What do you observe as healthy ways to dispel/end stereotypes?

Step 5: Video Introduction and Viewing Process 45 minutes (Pahoua Thao)
Participant youth reads aloud the description of each clip before group watches it. Participants use the worksheet to make notes of any stereotypes they see in the clips or ideas they have on dispelling those stereotypes. Facilitator pauses video in between the clips to give everyone time to write.
4. Clip – Headscarves

Step 6: SHARE 20 minutes (Sally Bowers)
Divide the larger group into smaller group to share from their worksheets. Transfer their ideas from worksheet and sharing to post it notes. Bring to newsprint answers to the two questions. Share with the larger group what is on your group’s post it notes.

Step 7: PROCESS 10 minutes (Sally Bowers)
Large group: Where do you experience or know about stereotypes in school/socially/family?
Commitment:
On a post it and in your notebook, write down one commitment you are going to make personally to end stereotypes AND one commitment you will do this summer to model and help diversity as a junior leader.

Step 8: DO Case Studies 20 minutes (Maxia Thao)
The junior leader from last summer leads youth in examples of transition activities. The junior leader from last summer divides youth into two groups to discuss case studies from their summer employment. The youth will read the case study and instruct them to:
List the stereotyping in the case study
List ways to address the stereotype

Step 9: Share responses 15 minutes (Madison School Community Recreation staff)
Each group will share their responses from the case study. Share other responses MSCR considers appropriate for the case study according to MSCR guidelines.
The junior leader from last summer will share one or two of their experiences and how it was handled.

Step 10: Evaluation Survey 10 minutes
Fill out the survey

Resources: 4-H Curriculum, Coming Together: Race in Wisconsin p. 15 - 19
Appendix D
Award Letter

August 19, 2004

Sally Bowers
Campus Community Partnership
1 Fen Oak Ct
Madison, WI 53714

Dear Sally Bowers:

On behalf of the Madison School & Community Recreation staff and MSCR Citizens’ Advisory Committee, I am pleased to inform you that you’ve been nominated to receive an Honorable Mention. This is a well-deserved honor, and we look forward to appropriately recognizing your achievement at our Annual Awards Banquet on Tuesday, September 21 at the Lussier Family Heritage Center.

You will receive a complimentary dinner. Please return the portion of the enclosed banquet flyer to indicate your meal choice. Other guests will need to purchase their own tickets for the banquet. Let us know the names and addresses of any co-workers, relatives, or others to whom you’d like banquet reservations sent. Please call Nicole Graper at 204-3017 with any questions.

This is how the evening will proceed: 1) Please arrive at 6 pm. 2) Dinner will be served at 6:20 pm, and the recognition and awards program begins at about 7 pm; 3) Honorable Mentions will be introduced by the emcee 4) The program will end as close to 8:30 pm as possible.

Once again, congratulations!

Lucy Chaffin
Director

Enclosure
Appendix E

Evaluation of Diversity Training
2004
Dane County Extension 4-H

Please help us improve the effectiveness of our diversity training by taking a few minutes with this evaluation. Your feedback is valuable and greatly appreciated.

N=26

1. **Overall, how would you rate the diversity training? (Circle one)**

<table>
<thead>
<tr>
<th>Very Useful</th>
<th>Moderately Useful</th>
<th>Slightly Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

How useful are the following content/exercises for your summer employment as a result of this Diversity Training?

<table>
<thead>
<tr>
<th>Content/Exercise</th>
<th>Very Useful</th>
<th>Moderately Useful</th>
<th>Slightly Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of diversity from DVD clips</td>
<td>20</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Identification of stereotypes from small group discussion of clips</td>
<td>25</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of stereotypes from large group presentation from small group discussions.</td>
<td>19</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Identifying stereotypes and how to dispel them from case study small group discussion</td>
<td>25</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying stereotypes and how to dispel them from case study large group discussion</td>
<td>19</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

2. **Was the teaching/facilitating effective? Why or why not?**
   - Yes, good questions to help us think about stereotypes
   - Yes, listened to us talk
   - Directions were given out really good
   - Got everyone participating in the activities
   - You were great!
   - Listening to us
   - Made us feel comfortable to share how stereotypes affect us
• Did not judge us on our comments about diversity
• Let us say what we thought
• Everything seemed serious to remind that is also to have fun

3. How was the diversity training most useful to you?
• I like the diversity video it made me really think about a lot of stuff
• The best part about the content of the interactions was just us coming together and being able to agree on things.
• Case studies made it more real.
• Discussion of case studies
• Working and talking with each other, there was not disrespect today that I saw
• Diversity Video
• Diversity video with the stereotype clips
• I liked discussing stereotypes and their effects on others
• Watching the diversity video
• Discussion of diversity
• I learned a lot for summer employment from the case studies
• Case Studies
• Through case studies hearing how others would deal with stereotypes
• The situation of the Korean kids in the case studies
• Groups were fun
• The groups we broke down into
• The diversity video showed different stereotypes that are made and how we can improve them.
• I like to see how what we discuss affects what we do this summer. The case studies brought it all together
• Watching the video and discussing each clip with the group
• The group discussion helped us all to get to know each other better
• Summer employment became real through the case studies.

4. What suggestions do you have for improvement?
• Explain more
• No improvement
• More case studies
• Need to talk more about stereotypes individually as a group
• See more clips on diversity
• Have more fun activities
• The lights were too bright when the clips were on
• Decide on our own groups
• Get people to talk louder when in large group
• Explain to us in detail what to do when we go into groups
• Something active
• Different case studies
Appendix F

2004 End of Summer Survey
Campus Community Partners Training
(UW-Madison, MATC, Edgewood, Dane County Extension-4-H)
for summer employment with MSCR

Last spring you completed four trainings to equip you for summer employment with MSCR. We want to learn how these trainings were useful/helpful in your employment so we can improve for next year.

The four trainings as a reminder were:

**Diversity** – racial/religious/gender with video activities on stereotypes, small group presentation, case study discussions for including others with explanation of MSCR policies

**Your personality profile** with survey according to colors and small group presentation

**Transitions**– case studies with small group role-play and after lunch with games/activities

**Interview and employer expectations**– role play of good/bad interviews, presentation of good work habits

**Group dynamics/community building**– activities for building relationships among others in a group; conflict personality style, skits dealing with conflict with ways to work through the conflict

---

**Diversity**

How much did you use the diversity training in your summer employment? Circle one n=18

<table>
<thead>
<tr>
<th></th>
<th>1 (I)</th>
<th>2 (4)</th>
<th>3 (7)</th>
<th>4 (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>not at all</td>
<td>little</td>
<td>some</td>
<td>totally</td>
</tr>
</tbody>
</table>

*In what situation/s this summer did you use the diversity training i.e., acceptance of differences, inclusion of everyone in activities, etc?*

- When we ask the kids to get into groups, they would go to someone they know so we would pair them up with someone else
- Seat kids in different spots, so kids can meet other kids. Keep in mind that kids should avoid speaking another language besides English.
- On the first day I had to accept the differences and respect them.
- There was one girl with a disability some made fun of her
- I didn’t use it a lot because there was no kids at my site and I just transfer to another site so I’m not sure yet.
- I use diversity when all the other kids are making fun, as in calling name at this Asian boy, calling him David Chan. I think he was offended by them, my partner (as in Charlie Chan) and I tell the other kids not to call each other name judging their race.
- When different racial groups wasn’t getting alone or when one racial group all sit together and let them no were all equal and it’s ok to spread out and talk to one another.
- When discussing the camp rule of being respectful by not excluding people who look different than you.
• I’ve always tried to accept differences of children.
• When we do activities they are always group activities. Never individual activities unless they are
drawing in there sketch books, games projects and shows are all done together as a group.
• I used the diversity trainings when a little girl was eating lunch and she had a pig tongue some of
the other campers started making fun of her and I told them that everyone enjoys different kinds
of foods.
• Inclusion of everyone in activities.
• There’s a boy at camp who’s slow in answering questions and stutters before he gets out what
he’s trying to say. I learned to accept his struggling and also tell kids not to make fun of him.
Another girl doesn’t speak English a lot and I speak to her in French to translate and have her
included in games.
• Within our groups we had kids who were in need of special attention but we had enough people
who were willing to deal with them. By knowing what to expect I could help the children solve
their problems.
• When a boy said, “Why are there so many black people?” I said that is inappropriate.
• While activities were ran/run
• I just started it and at my camp there were mostly Asian and black.
• I brought lunch from my Hmong culture & shared so children experience different foods.

**Personality Profile**

How often were you aware of using the personality profile colors (yellow, blue, orange,
green) in your summer employment? Circle one n=18

<table>
<thead>
<tr>
<th>1 (1)</th>
<th>2 (6)</th>
<th>3 (2)</th>
<th>4 (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>little</td>
<td>some</td>
<td>totally</td>
</tr>
</tbody>
</table>

*In what situation/s this summer did your color help you understand certain children/adults?*

• Kids would come ask me to explain what the activity is in detail to them so they would
understand and my color helped me do this.
• I was very nice to kids and staff.
• With a child with a different color than mine I use what I learned.
• The colors I don’t get along with I had hard times with children but I learned a way to cope with
them.
• There was a girl that just wouldn’t participate with the group and another girl that don’t like to
play sports.
• My color is blue, but I could say I’m kind of all in a little parts of the each colors. I use these
colors all the times to the kids. I help them to be organize, explanations of activities to both
children and adults. Also, I play games to make the games more fun to the kids.
• When a person would be shy or not talk or loud or hard to get alone with I would look at color
cards.
• It helped me to know how to handle different children and ways to approach them.
• I find that my color help me by getting to know kids more base on their interest or creativity.
• This kids was very hyper and loud and I knew right away he was an orange most of the time.
• Whenever a child is doing an art project and finishes very fast I understand that that is just their
personality.
• I was yellow but I didn’t have to use my color very much since there wasn’t a lot of kids at my program so we didn’t’ do much with organizing things.
• Some kids are very touch and like to be hugged or hold their hands a lot and I realized pretty quickly that they weren’t trying to be inappropriate or anything.
• That I had organization between the kids when we went on trips and doing other activities.
• Some people are quiet but some people were loud and sometimes green even bossy.
• At the beginning of the summer.

Transitions

How much did you use the training on transition in your summer employment i.e., games, songs, etc.? Circle one n=18

<table>
<thead>
<tr>
<th>1 (2)</th>
<th>2 (4)</th>
<th>3 (7)</th>
<th>4 (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>little</td>
<td>some</td>
<td>totally</td>
</tr>
</tbody>
</table>

What are some transition activities you used in summer employment?

• Have the kids walk in a unique way or sing a song while walking long walks.
• Have kids race up to get in line, count to 1-10 to get kids moving faster.
• I used it after we had big activities to quiet the kids down.
• Educated games to get them quiet, singing songs, using “if you can hear me clap your hands”
• I only get to use this once when a boy in my site didn’t want to stop playing water balloon fight so I have to bring out something else to play to make him stop.
• Sometimes, after each activity, if kids think that the game is unfair, or they have arguments, I would talk and deal with those kids. Telling them if they continue to have more problems, were not play any more games. These settle the kids down.
• Who Am I? Picture frames.
• I mostly used games such as “quick change” the “glob chase” in my summer employment.
• I would like to learn a lot more quick games from the training, maybe in a packet that I could use.
• Three of us at the camp are counselors and we have two art specialists and we have to always be ready for a transition activity either if they are done with there activity for the day we are the tellers or if they get done early with one of their activities we fill in or if they need more time to prepare their activity.
• I used my transition skills whenever we had to change from one activity to another. I also used it when it began to rain and we had to go into the shelter.
• Taking few minutes for break and staying in a corner since mine was a playground program.
• If we were playing a game, I sometimes sit down and the kids will follow and they’ll quiet down real quick and be ready to listen.
• Playing games - I just started my job.
• Only because our group was kind of loud and very outgoing. The only game we played in the halls is the “who can be the quietest?”
• Having the kids moving from class to class smoothly from transitions is great.
• Clapping
Interviews and employee expectations

How much did the training on interviews prepare you for your MSCR interviews?

n=18

<table>
<thead>
<tr>
<th></th>
<th>1 (I)</th>
<th>2</th>
<th>3 (4)</th>
<th>4 (13)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>not at all</td>
<td>little</td>
<td>some</td>
<td>totally</td>
</tr>
</tbody>
</table>

Name those work habits you used from the training to meet MSCR expectations.

- Being on time and respecting each other
- Always willing to help other staff, being able to make the children feel comfortable.
- I know what I need to do and what is expected of me.
- I didn’t have a second interview.
- Being patient with the kids
- I show up for work about 15 minutes before the real job actually starts, always stay positive, and encourage kids to participate.
- The interviews and employee expectations helped me a lot for my interview and what we should do or should not do for interview. Not only it helped for my MSCR but it also helped for my future interview.
- I show up to work on time. I try my best to always be upbeat and energetic.
- Dressed to impress; came in with a smile; introduced myself right away; was calm/kept a smile; sat up straight; listened to every question carefully so I could answer it correctly.
- I have always try to put 100% of my effort into my work this summer. I try to be pumped and going every day and learn as much as I could.
- Extra copy of my resume; arriving on time; making eye contact and rephrasing questions to show I was listening.
- Looking eye to eye; good listen; dress code; being on time; being prepared; know what type of questions to ask.
- I didn’t get interviewed the second times, but I think that with experience of the role-play and with the first interview, I personally think it is helpful to me in the future. I pick up so many good/bad tips that I should be doing and not should be doing.
- Even though I didn’t get interview for the MSCR interview, I helped me a lot because I can use it on any other jobs too. I learned some things that I don’t even know.
- Well most of the categories we went over I already know. Having confidence; staying focus.
- Be a hard work, all ways stay on track and keep up with the kids.
- Arrive early, know ahead of time where the interview is located, be yourself.
- Made eye contact and ask questions of the job.

Group dynamics/community building

How much did the training on conflict resolution prepare you for your summer employment?

n=18

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2 (3)</th>
<th>3 (7)</th>
<th>4 (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>not at all</td>
<td>little</td>
<td>some</td>
<td>totally</td>
</tr>
</tbody>
</table>

Name some conflict situations from your summer employment with children and/or adults and what were your solutions.
• When the kids argue about what they want to do I would ask one kid to do the others activity and then do the other activity later.
• When kids misbehave, give them 1st warning then 2nd warning and lastly time out.
• When a kid was disrespecting the group I pull them to the side and talked to them.
• Different types of children have to get different attention from staff. Being active with kids.
• There was this two boy that wanted to be the doctor when we were playing doctor dodgeball and they’re on the same team. So I told them that we’ll play two game where they both will be doctor. They were about to cry before I said that.
• One of the conflicts that I had with the students at my site is when this little boy had so many problems with the other students. One day after a game we play he was hurting this girl and I have to talk to the little boy. I wasn’t yelling but ask him lots of questions. It help me so much to prepare.
• When a child don’t wanna do a activity; when a child having a hard day.
• Children fighting - letting them talk it out and separation. Upset parents - finding out problem and trying to come to an agreement.
• I haven’t been in much of a conflict with children, but I find it useful.
• I have not ran into any conflicts with my employees but I have encountered a few with my campers and I knew right away how to resolve these conflicts b/c of this training, conflicts dealt with behavior, attention, hyperness/loudness, talking back, poking or pushing.
• A little boy got into a fight with another child and he punched him. I pulled them off to the side and asked them both why they were upset at each other, then I asked them different ways they could have confronted each other with the situation.
• When the kid is having hard time with the activity you talk to the kids and see what they like best and compromise.
• A kid didn’t want to play a game of kickball because he didn’t get to kick first. Thus, I talked to him by himself and if he chose not to participate, then he had to sit out by himself. He came back and played the game.
• A little boy was going around saying a little girl was annoying and I heard him and I pulled him aside and told him that he need to keep negative comments to himself.
• We had a student who thought everyone was picking on him but really he was the troublemaker. So me, him and one of our TRA’s had a long talk. Afterwards he was ok but we let him sit in the office with out director until he as calm enough to go back to our group.
• Kids hitting kids that has happened a lot.
• Getting a child to calm down after everyone else is quiet by talking to them individually.
• Some kids just don’t want to play and the kids wouldn’t let go of you. They don’t listen to ya.

List other topics beyond those you received this past Spring that would better prepare you/others for this kind of summer employment.
• Behavior management
• Creativity. Be creative. Disciple. Know when to play and when not to.
• Maybe more training on different kinds of kids. For example, kids that are inappropriate in touching others.
• Some ideas for games and activities.
• Special needs kids.
• I got it all from my training and that was that.
• Other topics are: helping smaller students; watch out more of the students and sort of prepared in case of student conflicts
• One thing they could do for one of the training days get some actually training with kids.
• When kids are fighting
• None, really. All training was good!
• All of the training was good. It gave me a sense of what to expect from the summer employment how to deal with kids and such.

Additional comments:
• Also for the training they shouldn’t have them all over the place. It’s hard to travel around Madison.
• Thanks for everything. I really enjoyed being a junior leader. Your staff and speaker were very nice. I believe that this program is a very good idea.
• This was try a fun and exciting experience and I would love to do it again.
• Thank you so much for this opportunity!
• All of 4 training helped us a lot not only for the MSCR but also for other jobs and in the real world.
• Awesome trainings! Keep it going!
• Thank you.
• Thanks for the help.

Would you be willing to volunteer as a participant in a youth/adult partnership with the trainings in the Winter/Spring of 2005? Yes (13) No (5)

If yes which ones – circle
Diversity  Personality Profile  Interviews/Employee Expectations
(7)  (8)  (6)
Transitions  Behavior dynamics
(6)  (6)
Your contact information:  Name ________________________________
Address ________________________________
Phone/E-mail ________________________________

THANK YOU!!
Appendix G

Evaluation of Diversity Training

2005

Dane County Extension 4-H

Please help us improve the effectiveness of our diversity training by taking a few minutes with this evaluation. Your feedback is valuable and greatly appreciated. n=25

2. Overall, how would you rate the diversity training? (circle one)

   Very Useful   Moderately Useful   Slightly Useful   Not Useful
   20           4               1

   Comments:

How useful are the following content/exercises for your summer employment as a result of this Diversity training?

<table>
<thead>
<tr>
<th>Content/Exercise</th>
<th>Very Useful</th>
<th>Moderately Useful</th>
<th>Slightly Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of diversity from DVD clips</td>
<td>20</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of stereotypes from small group discussion of clips</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of stereotypes from large group presentation from small group discussions</td>
<td>19</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Identifying stereotypes and how to dispel them from small group discussion of case studies</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying stereotypes and how to dispel them from large group discussion of case studies</td>
<td>19</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

5. Was the teaching/facilitating effective? Why or why not?
   • Yes, because they work
   • Yes, it helped to put stereotypes into real life situations
   • Yes, you taught me a lot
   • Yes, it kept my attention and introduced new ideas
   • Yes because they listened to our questions and what we will be going through soon
• Yes, because I learned a lot of different ways to deal with things.
• Yes, because I feel as a group we listened well and understood what each other were sharing
• Yes, the led the discussions well and were enthusiastic
• Yes, because we covered a lot about what we will need for this summer
• Yes, you are doing an awesome job with a diverse group like us on a difficult topic

6. How was the diversity training most useful to you?
• Small group discussions
• Comments from everyone helped me to learn more about diversity and its challenges where I will work this summer
• The clip about a girl becoming Muslim to feel what it was like
• Comments about racial, ethnic background showed me diversity of thinking
• I learned a lot from discussing how we would handle the situations you gave us from the case studies
• The large group discussing about the clips and stereotypes opened my eyes as to what other kids are doing at their different high schools
• Case studies
• The video clips are good to share for the class as a training
• The reactions to groups and partners in the small group discussions really brought out diversity
• Interactions with each other on difficult topics…know each other opinions/learning from each other. You guys were great!
• Case studies brought out really good ideas
• Small Groups were fun
• The case studies were excellent
• Stereotyping in the world today
• Sharing how I would handle situations this summer from the case studies
• In group discussion we shared with each other our ideas
• Everyone participated in the activities so we heard different opinions
• Case studies taught me a lot.
• I really can use what I learned from the case studies
• Directions were given out really good
• The best part about coming here today is to see the different people here and learning the different ideas from everybody else.
• I learned interacting with different cultures was fabulous. How I really enjoyed myself and look forward to summer. Thanks for your time
• Video clips helped me to see better how other people feel when judged
• I can use all of this, this summer
• Video clips were awesome!

7. What suggestions do you have for improvement?
• None
• Have smaller groups
• None- it was great!
• More time to talk about what we are doing in our individual schools to work on our stereotypes
• None – keep up the good work
• None, it’s fine how it is
• Nothing
• Need to talk more about stereotypes individually as a group
• Make people feel comfortable so they won’t be so shy to talk in the big group
• I don’t have any
• I think that everything was good and nothing needs improved.
• More time in small groups talking as easier for some of us to talk there
• This needed no improvements. This was great and I enjoyed myself a lot and is very interesting to me.
• No improvement
Appendix H

2005 End of summer
Campus Community Partners Training
(UW-Madison, MATC, Edgewood, Dane County Extension)
for summer employment with MSCR

Last spring you completed 5 trainings to equip you for summer employment with MSCR. We want to learn how these trainings were useful/helpful in your employment so we can improve for next year.

Five trainings as a reminder were:

- **Community building** - games and activities for getting to know each other for the first time
- **Diversity** - racial/religious/gender with video activities on stereotypes, small group presentation, case study discussions for including others with explanation of MSCR policies & your personality profile with survey according to colors & small group presentation
- **Interview & employer expectations** - role play of good/bad interviews, presentation of good work habits
- **Group dynamics** - activities for building relationships among others in a group; roles in a group; leadership in a group with diverse roles
- **Conflict Management** - communication skills in conflict; role-play with game show

### Community Building

How much did you continue to relate to other junior leaders during the summer employment through MSCR?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2 (1)</th>
<th>3</th>
<th>4 (7)</th>
<th>5 (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>little</td>
<td>not sure</td>
<td>some</td>
<td>totally</td>
<td></td>
</tr>
</tbody>
</table>

### Diversity-

How much did you use the diversity training in your summer employment? - Circle one n=14

<table>
<thead>
<tr>
<th></th>
<th>1 (1)</th>
<th>2 (3)</th>
<th>3</th>
<th>4 (6)</th>
<th>5 (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>little</td>
<td>not sure</td>
<td>some</td>
<td>totally</td>
<td></td>
</tr>
</tbody>
</table>

In what situation/s this summer did you use the diversity training i.e. acceptance of differences, inclusion of everyone in activities, etc.

- Inclusion of children w/ disabilities in activities, treating kids of all different races equally.
- Explaining why certain name calling dealing with gender/race is not okay.
- Including everybody in activities and getting everybody to accept each other and get along.
• At my location, there are a lot of Latino & Hmong students. On the 1st day I was asked in Spanish which country I was from. When I told the Latino students that I was born here and that I am Jewish they were very surprised. They let me join their “clubhouse” despite the fact that I am a white girl and staff member. They taught me more Spanish and we try to speak it a lot. One of the Hmong girls gave me a nickname in Hmong and taught me a new word everyday.

• I used the diversity training by showing all the children that they were the same. I also showed them how they should not focus on how different they are, but how they are the same.

• Because many of my kids would use a lot of stereotypes they’ve heard because of their background.

• The girls all had their own groups separated by race. I tried getting some of them to try and talk and to hang with ones different than them.

• I have had to explain the MSCR rules to some of the kids when they break them.

• My camp has very diverse campers, so in all activities I used the training to make sure to include everyone.

• Trying to get everyone to participate in activities & understanding their differences was a lot easier.

• When students made fun of different races. African American girl said that all mix people have to have black in them, students fighting. Made them feel like they belonged.

• I used community building by interacting a lot & playing with the kids. I figured out what kind of personalities each kid had and interacted with them in a way that would be best. I worked very hard at being a good role model.

Personality Profile
How often were you aware of using the personality profile colors (yellow, blue, orange, green) in your summer employment? Circle one  n=14

<table>
<thead>
<tr>
<th></th>
<th>1(4)</th>
<th>2 (2)</th>
<th>3 (1)</th>
<th>4 (4)</th>
<th>5 (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>little</td>
<td>not sure</td>
<td>some</td>
<td>totally</td>
<td></td>
</tr>
</tbody>
</table>

In what situation/s this summer did your color help you understand certain children/adults?
Some kids were very shy so it helped me realize I didn’t have to force them to participate in activities.

• Certain counselors are better at dealing with different situations.

• I understood that everybody is different and if they aren’t as involved they might be more if somebody who is self reliant instead of needing to be with other people all the time and things like that.

• I did not really apply colors to children but it did help me with other staff members.

• I used the color training because it showed me how the kids can change from one color to a different color. Some of the children also had my color, which was shy and independent.

• I could look at a kid before I know them and how they act and see what their personality might be like.

• I haven’t even thought about what color some of the students are or staff.

• I never specifically thought of the colors, but discussing differences in personality helped me deal with all the kids.
• Certain kids were a lot more confrontational & others didn’t want to participate, the personalities & the solutions we discussed helped me a lot.
• When some of the children wanted to work alone and at their own speed.
• When a teacher keep getting upset at students instead of trying to understand. I jumped in and let them both cool down and talked to the students.
• It helped a lot but some people were harder to read but it didn’t affect the relationship I had with them.

**Interviews & employee expectations**

How much did the training on interviews prepare you for your MSCR interviews? n=14

<table>
<thead>
<tr>
<th></th>
<th>1 (1)</th>
<th>2 (1)</th>
<th>3</th>
<th>4 (5)</th>
<th>5 (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>little</td>
<td>not sure</td>
<td>some</td>
<td>totally</td>
<td></td>
</tr>
</tbody>
</table>

• Name those work habits you used from the training to meet MSCR expectations.
• Being on time, communication with supervisor.
• Being open to the different ideas of each counselor and the kids. Being helpful in situations you usually don’t participate in.
• It was good for showing how to behave and what to do to have a good interview and what not to do. Being on time and following all the rules of the program and doing what I’m supposed to do.
• Whenever anything came up I let my employer know ASAP. For example, I had an apt. scheduled for August 15th to get my tonsils out. I went in early on the next day in July and let them know.
• The work habits that I used was to be on time always when going to work. I also used the work habit to call supervisor on day you will be gone or late. I also used the work habit to always try to help and understand the kids.
• I told them about past experiences and my traits. I told them if I’ve had experience with kids because that’s always a plus. I let them know how motivated and some not all, good qualities about me.
• Conflict resolution.
• I use a lot of the transition methods we learned and some of the games.
• Always be on time, communicate with your supervisor, stay focused, dress appropriately, follow supervisors instructions.
• Being on time, having a resume, how to dress.
• Coming on time.
• Never interrupt and listen carefully what the question is.

**Group dynamics**

How much did the training on roles in a group prepare you for your summer employment? n=14

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3 (2)</th>
<th>4 (6)</th>
<th>5 (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>little</td>
<td>not sure</td>
<td>some</td>
<td>totally</td>
<td></td>
</tr>
</tbody>
</table>
Name some group dynamics of different roles you were a part of with children and/or adults during your summer employment.

- A lot of troublemakers, some shy kids.
- Being there to comfort a child or just to be someone they can relate to.
- Sometimes I’ve been with some kids and some are doing good and others are not doing what they are supposed to and things like that and so I have to help with them and try to keep everything still going good.
- I was able to build very strong relationships with almost everyone at my site.
- The different roles that I was part of was trying to understand the children & getting to know the things they go through. I also tried to do what the other leaders were doing and that made me feel like a real leader.
- Sometimes I would have to act as if I were a student so that they could relate to me and talk to me more. And when the other counselors were gone I had to play a “bigger” leader role, not just a junior leader.
- It helped me work in a group.
- It helped me learn that I need to be a leader in the group and let the kids know that I am an adult.
- Teambuilding activities, I played the role of the leader. Staff meetings I played the role of the less experienced person.
- It helped me get the kids to participate more and help them find a friend.
- I was aware of the behavior and was prepared for it.
- How to work with the kids by myself, start activities.
- Every kid is different to handle.

**Conflict Management**

How much did the training on conflict management prepare you for your summer employment? n=14

<table>
<thead>
<tr>
<th>1 not at all</th>
<th>2 little</th>
<th>3 not sure</th>
<th>4 some</th>
<th>5 totally</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 (1)</td>
<td>3 (1)</td>
<td>4 (7)</td>
<td>5 (5)</td>
</tr>
</tbody>
</table>

Name some conflict situations and your participation towards managing that conflict

- Kids name calling & being rude to each other. I discussed why they should be respectful & had them apologize. 1 kid always cried if he lost a game or had a problem – I helped give him more self-confidence & helped him realize that sometimes everyone loses. I helped a group of girls who were all mad at each other talk things out and forgive each other.
- Certain kids did not want to participate in group activities. I tried to show them how the activities could be fun.
- When kids are playing & another kid is interfering so I had to talk to the kid and get her to stop and all that so the other kids could keep doing what they were trying to do.
- One day a kid brought firecrackers to the park. One of the older staff members immediately started yelling at him. The kid was scared and didn’t want to listen. I told him to just go hear him out and maybe he would learn something. I assured the kid that he would not be in big
trouble if he just cooperated. The kid went and listened to how dangerous the firecrackers
could be and he never brought them again.

- What I did to solve the conflict was I would have both children take time to think about what
they did. I have them both explain and they would also write apology letters. Then everything
would be okay.
- Well, at my site many students hit and cuss at students and staff. One kid hit me and I just
had to let him know that what he was doing was getting him nowhere even though I wanted
to hit him because 4th graders know better, but I was being me and kept cool and talked to
him.
- These girls would pick on this little boy and I would tell them why they shouldn’t do that.
- I have dealt with a lot of conflicts with different children and the training helped me learn
different ways to handle different situations.
- A kid got furious and started attacking another and I was able to stop him and calm him down
using words and restraint.
- I thought that talking calmly to the kids & explaining why what they did was wrong helped in
a lot of the situations.
- I was very helpful to the children when they had problems because I think I always know
what to do and they liked how I handled the situations.
- How to pull kids away and keep the others occupied.
- A kid was angry for not being able to set next to me and listened and talked to him but at the
same time I tried not to single him out. I realized a certain child was acting up on purpose to
get my attention and I let the other leader deal with it.

List other topics beyond those you received this past Spring that would better prepare
you/others for this kind of summer employment.

- More training on conflict resolution (dealing with whining kids, making kids listen to you,
dealing with fighting kids, etc)
- I wish we had spent time focusing on how to deal with older kids.
- I think working on ways to help with kids who are mad or crying during training will help
prepare us better for camp.
- More on Anger/Anger Management
- In the 1st week of training we learned more about the camps and dealing with the kids, but I
think it might help to teach more quick games to play when you have down time at the jr.
leader training.
- When kids are totally out of control with staff and is hitting them.
- Videos on what actually happens in a day of the summer program. Take an inside look.

Additional comments:
- I love my job and can’t wait to work the fall (hopefully)!
- I had a great summer.
- I really enjoyed my job and learned a lot on how to present myself and how to react and
handle problems for different types of kids. I felt like this is the best experience so far in my
life because I not only did I learn a lot about taking care of kids, I learned a lot about myself.
Would you be willing to volunteer as a participant in a youth/adult partnership with the trainings in the spring of 2006? Yes  No

If yes which ones – circle
Diversity  Personality Profile  Interviews/Employee Expectations

Behavior dynamics  Group dynamics

Your contact information: Name ________________________________

                                Address ________________________________

                                Phone/E-mail ________________________________

THANK YOU!!