

Students for Change:

The Change Begins With Us



*Students for Change:
the change begins with us
A User's Guide*

by

Alberta Civil Liberties Research Centre

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STUDENTS FOR CHANGE DVD USER GUIDE

Purpose

The *Students for Change DVD* documents the process of creating a dynamic group of Junior High School Students who champion positive change in their school through their participation in the school's Diversity Council. These students in the Students for Change (SFC) Group at Dr. Gladys M Egbert Junior High School in Calgary, Alberta, Canada, were taught effective communication, problem-solving, conflict resolution, and leadership skills, along with the foundation for anti-racism education. The students came to understand how racism and discrimination operate. They learned about human rights and how to address incidents of racism and racial discrimination particularly, but also other forms of discrimination and harassment which might occur within their school environment and also outside of that environment.

The focus of this DVD is twofold:

First, it is intended for use as a **visual educational resource** by program facilitators of future Students for Change Groups, as it demonstrates the Program and Process

implemented at Dr. Gladys M. Egbert Junior High School. It shows the Dr. Gladys M. Egbert Junior High Students for Change Group:

- learning and using the communication, problem-solving, and moral reasoning skills in scenarios they developed,
- learning about racism and racial discrimination, and demonstrating how they would deal with such situations,
- learning about human rights,
- meeting with mentors/guest speakers, and
- talking about how participating in the SFC Group helped them to communicate and problem solve, particularly in conflict situations, and about how the personal changes that they made helped facilitate change in the behaviours of their peers.

Second, it is a **promotional** resource to help other schools which might be interested in starting their own Students for Change Groups and Diversity Councils to:

- see what is involved, and

- listen to comments by the Principal, Assistant Principal, and a few teachers on the behavioural changes they observed in the students in the Students for Change Group, and their impact on the School and School culture generally.

A Manual has been developed for use by future program facilitators. The manual contains the policies, processes, documents and other material developed for the project.

Background

Global issues of terrorism, political unrest and instability have introduced changes to the very fabric of our society, and into the consciousness of all Canadians leading to mistrust and increased racism directed at immigrant/refugee, visible minority and religious minority communities. These attitudes are taking a heavy toll in schools particularly those with a high immigrant/visible minority student population. These schools are seeing a significant rise in inter-cultural conflict. Many students report facing harassment and ostracism. They feel that often the staff and teachers are contributors to the problems and not solution providers through their lack of

awareness and analysis of the issues, their unwillingness to discuss racial discrimination and racism, and their inability to offer appropriate solutions.

A few years ago, episodes of inter-racial and intra-racial conflict in some schools in Calgary and other parts of the province of Alberta began to escalate, causing much concern among parents, students, school administrators and teachers. Key Calgary Board of Education Area III Personnel spearheaded meetings, which included CBE community liaison personnel and community representatives. The outcome of these meetings was the creation of the Students for Change Project which was piloted at Dr. Gladys M. Egbert Junior High School and which became the Students for Change Program.

The goal of the Students for Change Project was developed with a province wide focus—to address the issues faced by schools beyond those in Area III of the Calgary Board of Education. The goal was to promote and facilitate anti-racism education, at all levels of the formal education system; to ensure that every student in Alberta receives appropriate and effective anti-racism education and

support to address personal experiences of racism; and enhance safety in self-affirming and productive ways. The key objective of the project was to reduce racism and discrimination and their damaging effects on young lives by:

- reaching young people and their teachers in the schools with appropriate information, resources and support, before they develop and act out biased and exclusionary attitudes, and by
- giving those who need assistance, the support and resources they need through mentorship to deal with experiences of racism and discrimination.

It was determined that in addition to helping students deal with and respond to experiences of discrimination and racism, it would also be beneficial to educate them and their school community about human rights and responsibilities. This would help those who are, or may be, targets of discrimination, harassment and bullying because of their race, or other factors, to know that this kind of behaviour has been condemned. The message to those who discriminate is that this conduct is wrong and while they may not

change their attitudes, it is quite possible that some will at least change their conduct when they are aware of the possible consequences.

Youth of colour may experience many barriers. Some of the barriers they may experience are:

- Limited support systems;
- Identity, self-esteem, and belonging issues;
- Lack of resources (from a peer perspective);
- Lack of knowledge of the justice system (from a human rights perspective);
- Lack of resources/support/skills to address deep seated anger and frustration;
- Racism, discrimination, harassment and bullying;
- Lack of support and resources to facilitate and encourage High School completion;
- Limited support systems for students' basic needs, ESL needs, and/or special needs;
- Lack of positive peer supports, especially for immigrant students;
- Lack of culturally specific mentors, role models, and mediators (elders and peers);

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- Lack of knowledge of human rights and responsibilities;
- Lack of effective communication, conflict resolution, anger management and problem-solving skills;
- Lack of meaningful integration and sense of belonging, leading to feelings of social isolation;
- Cultural and generational clashes within families;
- Loss of identity or struggle to redefine identity in light of cross-cultural influences;
- High expectations to succeed by parents who often don't understand the educational/social demands faced by students;
- Lack of engagement by immigrant parents in the decision-making processes related to their child/children's school life;
- Challenges faced by school staffs in fully developing their understanding of cultural competency and the impact of such understanding in the learning environment;
- Lack of literacy skills and
- Failure to complete high school.

Many students in the School reported facing harassment, both verbal and physical, and ostracism from peers if they attempted to obtain adult assistance to deal with the problems. In many cases, students in the pilot program at Dr. Gladys M. Egbert Junior High School and those in the current program at another Junior High School expressed their feelings that staff and teachers contribute to problems and are unable to help effectively, because of lack of awareness and understanding of the issues. All of this, coupled with the challenges of just “being a teenager”, potentially leads immigrant/visible minority youth down a path of confrontation/conflict and at times, self-defeating or even criminal behaviour.

Revised Model for Program

In order to address the above-mentioned needs and to facilitate program and student success, it became necessary to conduct essential communication, problem-solving, and conflict resolution skills training for students selected for the program.

After discussions with the School Counsellor and assessing school incidents and student needs, a modified program was chosen to teach essential communication, problem-

solving, and conflict resolution skills for students selected for the program.

We consulted a skills training program (Goldstein, Glick & Gibbs, 1998) which is designed to alter the behavior of chronically aggressive youth. It consists of skills training - designed to teach a broad program of prosocial behavior, anger control training - a method for teaching youth how to modify their own responses to anger, and moral reasoning training - to help motivate youth to use the skills learned in the other components to assess and resolve moral dilemmas. We chose and modified this model to meet the needs of our students because it provided guidance on how to deal with skill development in school climates similar to the one in which we were working. Consistent with the program description, Students for Change program staff found that it encouraged skills development and performance, improved anger control, decreased the frequency of disruptive and disrespectful behaviors, and increased the frequency of productive behaviors. As illustrated in the DVD, students enjoyed demonstrating their skills learning through skits presenting real situations. Students in the Students for Change Program confirmed

that the effects of the program continue beyond the training environment, providing anecdotes of situations in which they were able to positively influence the behaviours of peers.

The skills taught centered on six areas: beginning social skills (e.g., listening); advanced social skills (e.g., following instructions); skills for dealing with feelings (e.g., dealing with someone else's anger); skill alternatives to aggression (e.g., using self-control; keeping out of fights); skills for dealing with stress (e.g., responding to persuasion and dealing with group pressure) and planning skills (e.g., making a decision) (Goldstein, Glick, & Gibbs, 1998).

Learning one skill often took several weeks. In tandem with skill building, workshops were conducted with the students on responding to discrimination and racism, and on human rights and responsibilities. Next, the group mentoring component began after mentorship training workshops were conducted with the mentors, most of whom were Senior High School students. Mentorship meetings between the mentors and the Students for Change group were held at Dr. Gladys M. Egbert Junior High School.

The final stage, the development of the School's Diversity Council, with an Advisory Committee, was left to the school to implement. The Council's purpose was to address particular occurrences of discrimination, to provide students with a resolution mechanism for dealing with discrimination within the student community, and to assist to promote a school environment that is welcoming, inclusive, accepting of all diverse students and free from aggression and violence. Council members would model appropriate communication and conflict resolution skills and be able to help other students develop those skills.

Goldstein, A. P., Glick, B. & Gibbs, J. C. (1998). *Aggression replacement training: A comprehensive intervention for aggressive youth*. Rev. Ed. Champaign, IL: Research Press.

SCRIPT/DIALOGUE FROM DVD

Aboriginal girl: What are you doing? Turning your back on your own people?

Aboriginal boy: She's not my people; I'm not like you guys.

Boy: Another homeless junkie. (Spits)
(Laughter in background)

Girl in hoodie: I'm going home.

Boy with Glasses: You can't, I won't let you, party just started.

Girl in hoodie: But my mom.

Boy: I don't like brown people.

Boy with glasses: Oh well my name's Mike.

Boy: Shut up. (Pushes boy with glasses)

Girl: Judd!

Boy: Audra, stay out of this.

Asian girl: Look, you think you can go around pushing people? You people are so stupid.
(Knocks papers out of other girl's hands)

Girl Host:

Teaching young people effective communication, problem solving and leadership skills along with a foundation for anti-racism education, sounds like a daunting task.

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Boy Host:

But a dynamic group of Junior High School Students championed positive change in their schools through a Students for Change program.

Music

Text up:

Students 4 Change

Change Yourself

Before

You Change

You Can Change

the World

S4C

Students for Change

Boy Host:

This video follows these students as they take part in the school's Students for Change Group at Dr. Gladys M. Egbert Junior High School in Calgary, Alberta, Canada.

Girl Host:

Through the program, they learned to understand how racism and discrimination operate, and how to address incidents of racism and racial discrimination with effective communication and problem solving skills.

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Rick Patterson, Principal

Dr. Gladys M. Egbert Jr. High:

I think I would tell Junior High Principals that if they have the opportunity to have the Students for Change group in their school, that they should jump at that opportunity (remote click) because it provides kids (text up: Student Developed Skits) with, uh, the vehicle by which to use some really great skills and conflict resolution, in peer mediation and understanding concepts around racism, and towards valuing and having tolerance for the diverse nature of our school.

Asian girl: Yah but his family works at a convenience store.

Girl Host: (Students 4 Change text in Background)

Over the past several years, episodes of inter-racial and intra-racial conflict in some schools in Calgary and other parts of the province of Alberta have been escalating, causing much concern among parents, students, school administrators and teachers.

Linda McKay-Panos, B.Ed., J.D., LL.M.
Alberta Civil Liberties Research Centre:

Students for Change Project started, when the Area III office of the Calgary Board of Education came out to the community, indicating they were quite concerned about some issues of racism, experienced by students. There were concerns that, some of the act acting out that the students, the violence and so on that was being experienced, was a result of racism and so they came to the community and, the community responded with a meeting and we talked about ways that we could address these situations, and that was the beginnings of the concept of us going out into a school and developing a group mentoring and anti-racism education project.

Boy Host:

It was determined the goals of this project would promote and facilitate anti-racism education, at all levels of the formal education system by:

Reaching young people and their teachers in schools with appropriate information, resources and support. (TEXT: Reaching young people and teachers with information, resources and support.)

Helping students learn to deal with and respond to experiences of discrimination and

racism productively. (TEXT Help students respond to discrimination and racism productively.)

And by helping teachers to create inclusive classrooms through Teacher In-Services and an Anti-Racism Resource Kit. (TEXT: Create inclusive classrooms through Teacher In-Services and an Anti-Racism Resource Kit.)

Brenda Johnston

Facilitator, Students for Change:

The teachers needed to understand how maybe racism might be happening in the classroom and be able to identify it and work with the students through it. So we did quite a few In-services for the teachers and through those In-services, we came to realize and the teachers came to realize that they would like some classroom support around the project. So what they wanted us to do was come into their classrooms and help them do some exercises with the students and show them what we were teaching them to do.

Krista Demassi

Teacher, Dr. Egbert Jr. High:

I think if anything, it gives us just a common language to talk about these issues that everyone now knows. Things like what is your

ethnic background? What is your religion? Even just those differences have become more clear to the students. And also just sharing of each other's culture and being proud of it and it's not something that's private or that you hide. It's something that can come out in the open, it can be celebrated. And people are interested in, you know, learning about themselves and learning about other cultures and it's maybe given people more understanding.

Group singing:

R-E-S-P-E-C-T, find out what it means to me.

R-E-S-P-E-C-T...mumbles, ha ha...

Jan Matthews

Counsellor, Dr. Egbert Jr. High:

What I see the Students for Change group has done for its participants, has created a forum for these students to get together, on their own terms and speak about their own experiences within the context of social change at their level, and what that has done, is provided them with, a lot more confidence and a lot more of the tools that they could use to think about changing their own environment.

Girl Host:

Another aspect of the Students for Change program was to educate all students about human rights and responsibilities. This would help targets and potential targets of discrimination, harassment or bullying because of their race, or other factors, to know that this kind of behavior has been condemned.

Linda McKay-Panos:

The way that we approach that in general at the Centre is to teach people what their rights are, what the human rights are, and the and the purpose of that is two-fold; it shows them that our society (TEXT: Student Developed Skits) values those rights and believes that they're important and that they should expect, you know, a certain level of respect and um and anti-discrimination in their lives, but it also tells them how we expect them to behave as well, and what their responsibilities are as citizens of our country.

Blonde man: We've been friends for a long time. I know you; you don't want to do anything you would regret.

Boy: Everything's fine. Right guys?

Boy Host:

A group mentorship program was developed too, where students could safely discuss experiences of racism and discrimination with adults and older students who would reinforce and support productive ways of dealing with such incidents. The mentors would also be role models in developing and maintaining respectful relationships. The group mentoring was left to School Officials to implement.

Girl 1:

Like they think it's a cool and want to follow your steps and stuff. And like when I was in elementary and grade 7, like I couldn't like...

Girl in Background: Yah

Girl 1 continues: I couldn't stand up for people. I just used to like watch people get bullied and stuff. But now like ah like I'm not afraid to anymore.

Girl Host:

And finally there was the creation of a School Diversity Council, which would address particular instances of discrimination, provide students with a resolution mechanism for dealing with discrimination within the student

community, and assist to promote a school environment that is welcoming and inclusive. Council members would model appropriate communication and conflict resolution skills and be able to help other students develop those skills.

TEXT: Model for Program

Boy Host:

After discussions with the School Counsellor and assessing school incidents and student needs, a modified program was chosen to teach essential communication, problem-solving, and conflict resolution skills for students selected for the program.

It's designed to teach a broad curriculum of prosocial skills or positive behaviours. The skills focus on six areas: (TEXT Beginning Social Skills) beginning social skills like listening, (TEXT Advanced Social Skills) advanced social skills like following instructions; (TEXT Emotional Skills) skills for dealing with feelings or dealing with someone else's anger; (TEXT Aggression Alternatives) skill alternatives to aggression like using self-control and keeping out of fights; (TEXT Skills for Dealing with Stress) skills for dealing with stress like responding to persuasion and dealing with group pressure and (TEXT

Planning Skills) planning skills like making a decision.

Brenda Johnston:

Can anybody tell me what they think racism means? (Faint: Connor)

Boy Host:

It was identified that students selected for the program by the school had high needs in all skill areas. Once skill training began, it was discovered that learning one skill and being able to use that skill effectively can often take several weeks.

Girl Host:

Concurrently with the skill building, training was held on human rights and responsibilities, and understanding and responding to discrimination and racism.

Girl:

Being mean to a person of a different color.

Pamela Dos Ramos

Co-ordinator, Students for Change:

That's part of the definition.

Boy Host:

The final stage of the Students for Change project, the development of the School Diversity Council with an Advisory Committee, was also left to the School Officials to implement.

Girl Host:

To begin the Project, a general Information Session was held for Grade 7 students interested in participating. Students indicated their interests, or were recommended by teachers and interviewed and selected by Project Staff.

Boy Host:

Training Sessions were held during the school day with students missing two class periods. Students accepted the responsibility to check with their teachers and to complete missed assignments. They enjoyed the training sessions, particularly creating and performing skits, which demonstrated their skills learning.

Girl: No but I would like to mention that I don't like the way I've been treated by you tonight.

Stephanie

Former Dr. Egbert student:

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I joined the Students for Change group in Grade 9. I already knew most of the skills we were being taught but what I didn't know was the formal process for using them. Several of us who joined the Students for Change Group were already a part of a Leadership Group in the School and therefore we were expected to play a leadership role in the SFC Group as well.

We created skits on topics like Listening, Asking a Question; and Advanced Social skills like Following Instructions and Dealing with Someone Else's Anger. We also demonstrated Moral Reasoning and a complex use of skills, like Making a Decision, Standing up for your Rights and Apologizing. The whole experience was helpful and rewarding.

Boy Host: (TEXT Students for Change in Background)

The merits of the program are extensive. Take advantage of this DVD and accompanying manual to design your own Students for Change groups and Diversity Councils. Like the Students for Change group at Dr. Egbert Junior High, your school can:

(TEXT Moral Reasoning Skills)

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Learn and use moral reasoning skills in scenarios they develop, or you may decide to use another effective communication and problem solving training program.

Girl Host:

(TEXT Racial Discrimination)

Learn about racism and racial discrimination, and demonstrate how they can deal with such situations.

Boy Host:

(TEXT Human Rights)

Learn about Human Rights.

Girl Host:

(TEXT Mentors and Guest Speakers)

Meet with mentors, guest speakers, and,

Boy Host:

(TEXT Problem Solving Skills)

And talk about how participating in the Students for Change Group helps students to problem solve, particularly in conflict situations.

Girl:

What we said at world conference is that we can change ourselves. We have to change

ourselves before we change the world
because...

Michael Streeter

Teacher, Dr. Egbert Jr. High:

We've developed some real leaders at the school through this program. People who are able to step up into a social confrontation and really help resolve the issues that are showing up. Where 3 years ago would have really led to a, not necessarily a violent conflict, but a conflict of words and I think now we have a lot more leaders in the school, who really willing to step up and take a stand and re, mediate between those people.

Shauna Loseth

Teacher, Dr. Egbert Jr. High:

They're a little more confident to stand up for what they believe in. I've seen students actually come to each other's defense, at times when it comes to those tricky issues about, you know, someone accusing another about being racist or anything like that.

Michael Nelson,

Ass't Principal, Dr. Egbert Jr. High:

When I look specifically at the students that have participated in Students for Change group, and the work that they've

accomplished with their facilitators, I see that our students now have better perspective on what it is to be a leader. And I really look at our students and recognize that they understand that there's followership and there's leadership and what those qualities mean about having self confidence in yourself, having empathy for others and working with students when they're in conflict, whether that's a cultural conflict or a peer conflict. And they really see themselves as leaders and that growth and maturity has been really amazing.

Boy Host:

If your school is seeing more episodes of racial conflict, discrimination and harassment, try these programs. They can provide appropriate solutions around these issues to administrators, parents and students.

Girl Host:

Remember, everyone benefits in a safe and healthy environment.

Girl:

Ever since I joined this group it made me realize that everything wasn't always about me and that bullying isn't cool at all, it's just stupid.

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Boy:

With my new skills, I got my friends together and after an hour or so of talking we all came out as friends. As you can see even I, who's usually too shy, can do something and stand up to problems.

Girl:

I learned how to talk to people if I had a problem with them or something they said or did, instead of yelling at them and embarrassing them.

Boy:

Since I joined the Students for Change program it has taught me how everyone is different and that's what makes us all special. It's also showed me how I could change so much from one little action.

Girl:

One thing I know for sure is that joining this group has changed my attitude and some other people's too. It also gave me different perspectives and made me think twice about the stuff I say and I do.

Video Production Information

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Skits

Stolen Test Answers Skit

Text:

Skills Being Demonstrated:

Moral Reasoning.

Girl Host: Moral Reasoning is thinking about your morals and values and using your conscience to decide how to act in a difficult situation.

Teacher: there's no talking in detention. Now I'm going to get my coffee, remember no talking. Clean the desks while I'm gone.

Girl: yes ma'am

Boy: yeah. Hey check this out

Girl: what is it?

Boy: I think it's the answer key for tomorrow unit final. I'm going to take it.

Girl: you're going to steal it?

Boy: it's not stealing, I'm just going to borrow it, if I give it back, she wouldn't know the difference.

Girl: but it's cheating.

Boy: so it's worth to get a pass and I really don't want to go to summer school.

Girl: whatever just don't get caught ok?

Boy: ok.

Girl host: Evan knows that cheating is wrong, but he also knows that he needs the passing mark. Is it ok to do something wrong if you know that doing the right thing can lead to unwanted consequences? What do you think?

Girl: hey, did you get the answers memorized.

Boy: yeah, this is going to be piece of cake.

Teacher: oh and bad jobs on the desks yesterday.

Bell rings.

Teacher: Evan can I talk to you for a minute.

Boy: Yes.

Teacher: good job on the test today, I knew you had it in you to do well.

Boy: well, well I studied really hard, so I... I would get a good mark and thank you. Thank you.

Girl host: Moral reasoning isn't just about doing the right thing. Moral Reasoning also includes owning up to your mistakes when you do something wrong.

Teacher: Evan did you forget something?

Boy: n-n, no, I'm sorry, I cheated on the test, that's why I got so good mark. Yesterday when I was in detention I found the answer key, on your desk and I really don't want to go to summer school, we have plan so, so I kind of took it and memorized the answers.

Teacher: oh. Well, what you did was wrong but since you admitted that you cheated I think we can work something out tomorrow after school. You'll re take the test but this time you'll write out every formula and do all the calculations for each question and I'll

have to call your mother for this so make sure you study.

Boy: ok thank you.

Culture Essay Skit Not Listening in Class, Assignment Not Done

Text:

Skills Being Demonstrated:
Listening, Starting a Conversation,
Having a Conversation/Asking for Help

(Kids talking)

Teacher: all right class settle down, settle down. 'Kay, today we are starting a new project.

Boy 1 (white shirt): well is it about trig, trigonometry?

Teacher: no we are going to be learning about our culture.

Girl 1 (brown shirt): our culture?

Teacher: yes, we're going to be learning about our culture and our ethnic background. These booklets will tell you all you need to know about your project. You'll have 2 weeks to work on it. Your homework tonight is to read through these booklets and find out about, as much about your culture as you can. And

then, I want you to see, how you can start your project. All right, I'm going to leave you to your work now, and please get to work.

Girl host: Two weeks later at the end of the class...

Teacher: all right class, it's been a very very good hard work for these last two weeks, k. and I'm pleased to tell you that in two days' time, we're going to be presenting these, to the class.

Girl 2 (blue shirt): what?

Teacher: is there a problem Miss Prasad?

Girl 2: ah no

Teacher: that's what I thought. All right, so we're going to present these in two days. All right, please keep up the hard work.

Girl host: Bell rings, Sophie and her friends meet in the hallway.

Boy 1: oh how are you?

Sophie Girl 2: horrible.

Girl 1: why?

Sophie Girl 2: cause my culture project is due in two days and I haven't even started yet.

Girl 1: well you can really talk to Mr. M about an extension.

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Sophie Girl 2: yah I know but I'm so scared of him. He's so strict and all.

Boy 1: well you have to face your fears soon or else it'll be too late.

Girl 1: most of the culture project's worth 30% of your final grade.

Sophie Girl 2: oh yeah I guess you guys are right. Well I guess I'll go talk to him right now.

Boy 1: good choice.

Sophie Girl 2: yeah. Well bye.

Boy 1: bye.

Girl 1: and good luck.

Boy 1: you're going to need it.

Girl host: So far in the story you have seen that Sophie was not following instructions. When you are following instructions you should be listening to the instructions and nodding your head to show that you understand what is being said. Also ask questions when the person is done. Also when Mr. M was giving instructions he was showing clearly what you should do. He showed that when you're speaking, you must speak clearly and make sure that everyone is paying attention. Also when Sophie was doodling on her binder, she was not listening at all. When you are listening, you are looking at the person who is talking and nodding to

show that you are paying attention. Let's continue with our story.

Sophie Girl 2: um, Mr. M, is it a good time to talk?

Teacher: ah just give me one second. 'K, what would you like to talk about?

Sophie Girl 2: um it's about my culture project.

Teacher: uh do you have any last minute questions about it?

Sophie Girl 2: actually I haven't started yet.

Teacher: What?

Sophie Girl 2: yeah, cause that day you were handing out the papers, I was doodling on my binder and not listening.

Teacher: I was wondering what you were doing.

Sophie Girl 2: yah and then when you guys worked on them in class, I kind of left and skipped.

Teacher: how'd you find out that we were working on them in class then?

Sophie Girl 2: cause John told me.

Teacher: ah...

Sophie Girl 2: yah so what can I do?

Teacher: well, you will be given time to finish your culture project.

Sophie Girl 2: ok.

Teacher: you'll be given a week and a half.

Sophie Girl 2: ok.

Teacher: and there you will also have to attend homework hotel for a week and you'll be docked late marks.

Sophie Girl 2: ok I guess that seems fair.

Teacher: ok

Sophie Girl 2: ok well bye.

Teacher: Bye

Girl host: Sophie made a bold choice when she chose to talk to Mr. M and even though she was afraid. When she talked to Mr. M, she showed a great example of asking for help. She made sure that Mr. M was listening and told him exactly what she needed help with. Also before she asked for help, she started a conversation. When she starts the conversation, she first made sure that it was a good time to talk. She then started to talk and stayed on one topic. She also used the skill "having a conversation". What she did when she used this skill, was maintain a conversation and stay on topic.

Discriminating against Connor Skit Exclusion/Rejection/Discrimination

Text:

Skills Being Demonstrated:
Dealing with Discrimination,

Expressing Hurt Feelings, Apologizing

Teacher: ok kids, please get into groups of two and begin work on your project.

Connor: um Mrs. D,

Teacher: yes?

Connor: do you think it's ok if I go into a group of 3?

Teacher: sure you can have a group of 3.

(Connor: thank you) Go right ahead.

Connor: thanks.

Connor: hey, can I work with you guys?

Girl 1 (blonde): uh, no.

Girl 2 (brunette): yeah ew, you're a boy, never.

Connor: you guys want to be partners with me?

Girls: laugh

Girl 3 (white headband): what do you think?

Girl 4 (braces): hell no buddy. You're ugly and different if you know what I mean.

Connor: mind if I work with you guys?

Boy 2: yeah go ahead.

Boy 3: yeah we don't mind. We don't...doesn't matter if you're different. Everybody's different, that's what makes us all special.

Connor: thanks guys. Just one sec. I'll be back in a second.

Connor: um, I have an announcement to make to the class; do you think it's all right if I make it?

Teacher: sure, I think I know what it's about anyway, go right ahead.

Connor: thanks.

Connor: hey guys, um, today I went to the 3 groups and only one of them accepted me, the other two rejected me. This made me feel very sad, and angry inside, and even embarrassed. So next time think about why you're just discriminating against someone, not just because they're different.

Girl 3/Host: When apologizing to someone you have to decide if it would be best for you to apologize for something that you did, you might have hurt someone's feelings or made a mistake, and that's when you should probably apologize to the person you hurt. Also when apologizing, think of different ways to apologize and make your apology.

Girl 2: Connor.

Connor: yeah.

Girl 2: I'm sorry. I'm pretty sure I speak for the rest of us. You were right; we're all different that's what makes us special.

Girl 3: yeah no kidding. Like no one deserves to get discriminated against.

Girl 1: also now that you've told us this, I think that we're all going to start thinking before we speak.

Girl 4: yah straight so forgive us?

Connor: mmm

Impressing Bree Skit Acting Up in Class to Impress Classmate

Text:

Skills Being Demonstrated:

Dealing with Someone's Anger, Listening

Girl host: One of the skills we learned is dealing with other people's anger. Another skill is listening. The people in this skit must remember two skills and their steps. Dealing with someone's anger has these steps: First listening to the person, second, understanding their feelings and if you can

deal with their anger. Listening is made up of 4 steps: first look at the person, second, think about what they said, third wait for your turn to speak, and fourth, say what you want to say.

In this skit a teacher is having a problem because a student is not listening to him. A student becomes angry and yells at the teacher to be quiet. The teacher must now listen to the student and calm him down.

Skit:

Boy: oh, this is so boring, why do we have to have math class.

Girl: trust me I know, it's not like we're going to use it in real life.

Teacher: keep quiet, do your work, open your textbook.

Boy: this is stupid.

Girl: yeah.

Teacher: excuse me, just do your work.

Boy: and by the way, what does R stand for? Reaalll Sstupid?

Girl: (laughs) awesome.

Teacher: excuse me, you do your work. You come out the hallway with me.

Boy: fine

Teacher: explain yourself young man.

Boy: I don't have to explain anything to you.

Teacher: but you are one of my excellent student, what happened to you today?

Boy: why do you care?

Teacher: because you're messing up my class.

Boy: I was showing off.

Teacher: to who?

Boy: Hannah.

Teacher: the girl who is agreeing with you?

Boy: yeah.

Teacher: well that doesn't give you any excuse to be rude or anything.

Boy: yeah I figured so.

Teacher: an hour (of) DT.

Boy: Fine.

Moral Reasoning Skit **Stealing to Gain Acceptance into Group**

Text:

Skills Being Demonstrated:

Moral Reasoning

Boy host: The skill we are using in this play is Moral Reasoning. Moral Reasoning is when you think about your values, and your morals. It is also about using your conscience to decide what is right. If doing the right things

could lead to unwanted consequences, it is up to you to decide.

Girl 1 (blue hoodie): damn you all, look at all these good chocolate bars they look so good.

Girl 2 (Grey hoodie): we should take one.

Girl 3 (brown t shirt): even better we could make the new guy take one.

Girl 1: oh my gosh, yeah Shane.

Boy: yeah Kavita?

Girl 1: um, you want to be one of our friends right?

Boy: well yeah.

Girl 1: well and you have to steal a chocolate bar.

Boy: well I don't know.

Girl 1: come on just take one.

Boy (conscience): well should I take one? Is it fair to the owner? Do I really have to impress these guys? Cause I know that's not what I do.

Boy speaking: well you know I have the money, we could we could just buy one. We don't have to take one and it's not very fair to the shop owner.

Girl 1: wow I knew you were a momma's boy.

Girl 3: get out of here loser.

Boy: well you know if you guys are always going to be stealing and stuff then I don't think I want to be your friend.

Girl 1: wow

Boy: I'm just going to go.

Girl 2: you guys know what, he's like, right, this is wrong. See you guys. Bye.

Party Curfew Skit **Going to a Party & Breaking a Curfew**

Text:

Skills Being Demonstrated:

Responding to Persuasion, Convincing Others,
Getting Ready for a Difficult Conversation

Girl host: Our second skit demonstrates the skills responding to persuasion, convincing others, and getting ready for a difficult conversation. The first skill, responding to persuasion has four steps. First listening to others ideas, second deciding what you think, third, com... comparing what you think to the other person's ideas and fourth deciding which idea's better.

Our second skill convincing others has five steps. First deciding if you want to convince someone, second, tell the person your idea, third ask the person what they think of your

idea, fourth, tell them why your idea is a good one, and fifth, ask the other person to make up their mind.

Our final skill is getting ready for a difficult conversation, which has six steps. One, think about how you feel. Two, think about the other person...how the other person feels. Three, think about a way you could say what you need to. Four, think about what the other person might say. Five think about the other things that might happen and six, choose the best approach.

In this skit, Jay wants to go to a party but it's just past her curfew. If she does go, she'll have to deal with her angry mother.

Jay: noooo, the party's an hour after my curfew.

Boy: man, this is going to be the best party ever.

Jay: thanks.

Boy2: yeah just come to the party.

Jay: but you guys know my mom, she'll get super mad.

Boy2: your mom won't even notice you're gone.

Jay: but...

Boy 1: she won't notice.

Jay: well, I guess...fine I'll go but just for a little while.

Girl Host: Jay decided to go to the party but now she has a problem. Her friends won't let her go home early.

Jay: Alex.

Alex, Boy1: this is awesome.

Jay: Alex.

Alex: what?

Jay: Alex!

Alex: what?

Jay: I'm going home.

Alex: you can't I won't let you. The party just started.

Jay: but my mom....

Um well ok, but just a little while and you know how my mom's going to react.

Girl host: Now Jay is going home to find her mother waiting. Now they have to figure out what is going to happen because Jay went over her curfew.

Jay: ah, I can't do it. Ooo, she's going to kill me. I knew I shouldn't have done this. She's going to give me the worst possible punishment, I know it. Well...I ... ahhh, I just know it, I'm not going to be able to leave my

house ever again. Well I'm going to have to go in there sometime...oh...

Jay: Mom

Mom: where have you been?

Jay: a party, I'm sorry I just...I

Mom: your curfew was midnight.

Jay: well it is but mom it was a huge party.

Mom: I don't care how huge it was, I care about you being home, on time.

Jay: but mom, my friends they...

Mom: did they tie you to a chair and make you stay?

Jay: no.

Mom: then you're grounded.

Jay: I'm...

Mom: two weeks.

Jay: fine I guess I do deserve that.

Mom: go to bed. Goodnight.

Jay: night.

Racism Skit

Confronting Subtle Racism in Restaurant Service

Text:

Skills Being Demonstrated:

Making a Decision

Standing up for your Rights, Apologizing

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Girl host: In this skit we'll be showing you racism in a subtle way and how to react and deal with it. The skills we will be using are: making a decision, standing up for your rights, and apologizing. The skills need to be shown by understanding how to decide what you're going to say, reconsidering the consequences and preparing for the reply you might get.

Skit:

Hostess Girl: hi how may I help you?

Girl 1, Sara: we have a reservation.

Hostess: ah, names?

Girl 1 Sara: Sara and Taylor.

Hostess: right this way.

Hostess/Server: is there anything I can get you to start with?

Girl 1 Sara: um I'll have a coke.

Hostess/Server: ok

Hostess/Server: and for you?

Girl 2 Taylor: I'll have a coke too please.

Hostess/Server: ok

Girl 2 Taylor: so Sara did you notice the new guy in biology yesterday?

Sara: Ethan, he's cute isn't he?

Taylor: yeah

Sara: you should ask him out.

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Taylor: I don't think Lizzie would like that too much. I seen her flirting with him all class yesterday.

Sara: just because she flirts with somebody doesn't mean he belongs to her; you shouldn't let that bother you.

Taylor: yeah you're right. Maybe I will try talking to him tomorrow.

Hostess/Server: here are your drinks. Are you ready to order?

Sara: um yes I'll have the special.

Hostess/Server: 'k

Hostess/Server: and for you?

Taylor: I'll have the soup please.

Hostess/Server: ok.

Sara: did you notice how she treated you?

Taylor: yeah but it happens so often I don't really notice it anymore.

Sara: you shouldn't let people treat you like that for no reason.

Taylor: it doesn't really bother me anyways.

Sara: yes it does, you shouldn't let people treat you like that. Maybe you should talk to her about it.

Taylor: yeah maybe I will when she gets back.

Girl host: Now both characters need to make a decision. Sara has to choose if she wants to

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be an ally. An ally is someone who can help someone who's being discriminated against.

Hostess/Server: while you're waiting, is there anything else I can get for you?

Taylor: no but I would like to mention that I don't like the way I've been treated by you tonight.

Hostess/Server: what do you mean, I haven't noticed anything.

Taylor: well when you look at me, you're not really looking at me. And when you do, you give me dirty looks, and when you're talking to me, your tone changes and you seem very rude.

Sara: I noticed it too.

Hostess/Server: well...

Girl host: Now this is where apologizing comes in. The waitress must take control of the situation and apologize, but it's up to Taylor to forgive her or not.

Hostess/Server: I guess I didn't really notice it. I'm sorry, I should have been treating my customers better. I mean I hope you don't think it's because of the way you look. Will you forgive me?

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Taylor: I'll forgive you but hopefully next time you don't treat your customers like you treated me today.

Hostess/Server: of course, of course, is there anything else I can get for you two?

Girl: no we're good.

Hostess/Server: ok

Sara: I'm really proud of you Taylor. That was brave.

Taylor: I'm glad you suggested it. Thanks.

Sara: no problem.

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