

Culturally Responsive Activities

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• Activity: Anticipation/Reaction

Purpose: Pre-assessment and reflection

For scenarios when you have generated a list but want to see if participants can generate the same list of ideas, this activity can be fun and effective.

Give participants a prompt, such as, “What data needs to be considered to close the opportunity/access gaps?”

The presenter can have list items written on cards and turn them over as participants generate the ideas in “Family Feud” style.

For items that participants are not able to generate, turn the cards over one at a time to “reveal” each item, and ask participants why each of the items might be useful to look at when considering the opportunity/access gap.

This activity is something you can do with any group of people to help them recognize the similarities between people who may look different or come from a different background. The activity allows people to share about common experiences without having to talk about them out loud. The power of this activity is in the silence of the participants and their willingness to follow directions. Everyone, including the leader, should stand in a circle. The leader will read a number of “I” statements. As a statement is read that a participant agrees with, he or she should step forward, raise a hand, stop for a minute until everyone has responded, and then step back. The statements will progress from common and non-threatening to more serious and personal. At the end of the exercise, it is important to debrief and ask the participants what they learned from the activity about themselves and their peers.

“I” Statements (Participants should step forward if any statement is true for them):

- I am an only child.
- I have more than five siblings.
- I was raised in a rural area.
- I attended college outside of the state of Washington.
- I attended college on the west side of Washington.
- I have been teaching for less than three years.
- I have been teaching for more than 19 years.
- I am a parent.
- I have a relative who has suffered with some form of cancer.
- I have at least one pet.
- I have worked in another profession besides education.
- I have at least one parent who has passed away.
- I have a personal friend or relative who is serving abroad in the military.
- I have never been out of the country.
- I have traveled to more than five states.
- I know someone who has died from complications due to the AIDS virus.
- I am the first in my family to have earned a college degree.
- I have been married for more than twenty years.
- I have a learning disability.
- I plan to earn a doctorate degree someday.
- I worry about how the economy will impact me and/or my family.
- I own or am purchasing my own home.
- I have a child or children under the age of five.
- I think sometimes that I am not a very good teacher.
- I watch the news at least five times a week.
- I have plans to travel outside of the country this summer.
- I am still paying on student loans.
- I enjoy entertaining guests in my house.
- I don't like change.
- I am ready for a vacation.

Name of Strategy

Found Poetry – Good cooperative activity to do on tables, writing one word or phrase on each card or sentence strip to debrief/informally assess a discussion about a topic and key words that stand out from the discussion.

How GLAD Came to it:

UCI Writing Project

Why we do it:

- Reading and writing strategy.
- Scaffolds students’ writing of free form poetry.
- Helps students of all language abilities express themselves and their ideas.
- Gets students excited about writing and reading poetry.
- Gives students a chance to practice using new vocabulary and write in the descriptive mode.
- Is a low risk, safe way to practice composing language.
- Exposes children to descriptive, on-grade-level texts.

Key Points:

- Find a highly descriptive text.
- Teacher reads aloud.
- Students choral read with teacher.
- Teacher highlights the words that students feel create a strong image in their minds.
- Encouraging metacognition, teacher asks students why they select the words they select.
- Teacher highlights the words that students select.
- Teacher writes highlighted words on cards cut from sentence strips and puts the word cards into the bottom of a pocket chart.
- After several words are selected, teacher models creating a free form poem, placing the word cards in the pocket chart and reading the poem to the students.
- Teacher asks the students how the poem makes them feel.
- Students have a turn composing poems in the pocket chart.
- This can become a team or individual task.

Variations:

- Type up poems and compile into class book of “found poems.”
- Invite parents in to hear poems be read by students.
- This strengthens the connection between home and school and helps students see that parents have valuable insights and experiences that are tied back into classroom learning.

Standards:

- Descriptive writing
- Making mental images (visualizing) to comprehend text
- Vocabulary development
- Students see selves as writers

• Activity: Home/School Connection

Name of Strategy:

Home School Connection

How GLAD Came to it:

Why we do it:

- To strengthen relationship between the family, student, and school.
- To reinforce content concepts so students can practice talking about them in their language of choice.
- Encourages communication because the task is general enough for most people to respond, though the task is classroom content related.
- Reinforces teamwork to work toward goal of all bringing it back while teacher remains flexible in allowing students to bring the Home/School connection back when ready.
- Differentiates instruction by allowing students to respond at their own level through a sketch or through a written response.
- Traditional homework doesn't provide assessment data since there are too many unknowns.

Key Coaching Points:

- Example Home/School Connection prompt – Make a list of words with someone in your home to describe Washington State.
- Example Home/School Connection prompt – When you go to the store, make a list of the items you select and how much each costs.
- Developed in target language(s) and home languages represented in the classroom.
- H. Cooper research in Educational Leadership – Homework has no correlation to student achievement in elementary school, only at high school level.
- Does not improve test scores (1995 Timss study showed that Japan & Germany outperformed U.S. on a test, though they are given less homework.)
- Myth- Calling homework into question dilutes curriculum and gives into student laziness.
- There's a large body of research that shows no benefits of traditional homework, since it causes arguments and punishes students for being poor. All that leads to poor attitude toward school.
- Should allow students to view parents in empowered position, highlighting what they do know and not what they don't know.
- The task should be relevant to students' lives.

Variations:

- Use sketching at the primary grades or a blank piece of paper to draw something around the topic.

Name of Strategy:

Interactive journal

How GLAD Came to it:

Gabrielle Rico

Why We Do It:

- Reading and Writing strategy
- To build connections with kids. Establishes communication and dialogue.
- Fight alienation.
- To reinforce the idea that writing is about communication.
- To give all students a voice.
- Informal assessment.
- Students are engaged in issues that are meaningful to them.
- At K-1 it's an opportunity to model guided writing.

Key Coaching Points:

- Students respond to an open question in a journal.
- Talk to the appropriateness in the content.
- Students get to write whatever they want to the teacher in their language of choice.
- The teacher needs to write back with real interest and focus on the message.
- It's not about correcting errors.
- Why unlined paper? It frees all children. (Lucy Calkins)
- Because of time constraints, writers' workshop usually replaces this as the year gets into full swing, but at the beginning of the year, it's done as often as possible.
- At K-1 do it during reading/writing choice time.
- Teacher models correct writing while corresponding with student.

Variations:

- Teacher visits students at desk to see what they wrote or sketched (K-1).
- Teacher writes response right at student's desk in front of the student.

Standards:

- Students write for different audiences and purposes.
- Students see themselves as writers.
- Students use knowledge of letter/sound correspondence to write.

• Activity: Numbered Heads Together

Name of Strategy:

Numbered Heads Together

How GLAD Came to it:

Spencer Kagan

Why we do it:

- Guided Oral Practice Strategy
- Foster habits of positive interdependence
- Provides opportunities to negotiate for meaning
- Ensures equal opportunities for sharing/class reporting
- Promotes student accountability & attention

Key Coaching Points:

- Used in conjunction with cooperative (heterogeneous) groups.
- Students are numbered 1-4.
- After students have had time to discuss in teams, teacher pulls a numbered Popsicle stick or spoon from a cup to decide who will report for the team.
- Beginning level language learners can be “twinned” with a more fluent student, who helps her/him to respond, but be careful not to let this continue for too long because it can lead to dependence/idea that the student is not capable.
- Give “think time” to students who don’t answer immediately.
- Students learn accountability to team because if student doesn’t respond, teacher asks students to put heads back together to generate the answer.
- The student with the number that was called ALWAYS reports the teams answer back to the teacher.

● Activity: Personal Inventory – Full Version

Please respond to the following questions in brief.

1. What was the name of a song or band that was popular when you were in high school?
2. What made this song popular? What does it say about what was important to your generation?
3. How do people in your family share important information and stories?
4. How do members of your family share the “rules” of your family with regular visitors to your home (e.g. – In our family we don’t share anything personal with outsiders; in our family we always wash our own dishes when we visit the grandparents, etc.)?
5. Describe your family’s favorite way to spend free-time/vacation time.
6. If your house was burning down, what 3 items would you try to save? Why?
7. What activities made you happiest as a child?
8. What experience(s) made you sad or angry?
9. Think about your childhood. Describe the most common ways adults in your life communicated in public?
10. Describe how members of your family dealt with conflict.
11. Describe the belief system (or lack thereof) that is practiced by members of your family.

• Activity: Personal Inventory — Full Version, CONTINUED FROM PAGE 8

12. How do the members of your family relate to the following members of the community (write down the first word or phrase that comes to mind when you think about each group):
- a. The police
 - b. Educators
 - c. Religious figures
 - d. The wealthy
 - e. The homeless
 - f. The elderly
13. How valuable is it to most of the members of your family to be on time to
- | | | | |
|------------------|---------------|--------|----------------|
| a. Family events | not important | unsure | very important |
| b. Work | not important | unsure | very important |
| c. Dates | not important | unsure | very important |
14. Describe the level of noise you were used to in your home as a child and what is comfortable for you in your home as an adult. (e.g. – television and/or radio always on; not much talking)
15. Describe the foods that are most commonly prepared in your home/your family’s home for special occasions.
16. Which holidays (if any) are celebrated by most members of your family? Do you have a favorite?
17. Describe the relationship between you and your neighbors/neighborhood (both currently and as a child).
18. Which has more value in your family, if a choice had to be made – making money or having a career that makes a difference?
19. Which material objects or ideas were most important to your parent(s)?
20. Do you believe your family placed greater value on gathering “stuff” or building relationships?

• Activity: Personal Inventory – Short Version

There are 10 statements below. Consider how MOST teachers you know would respond to each statement. If you think MOST teachers would agree with the statement, write TRUE. If you believe MOST teachers would disagree, write FALSE.

1. I like to share information about what is going on in my life outside of school.
2. Music is very important in my life, and I can tell you several singers or bands I listen to on a regular basis.
3. My family goes on vacation outside of this area at least once a year.
4. I grew up in a two-parent home.
5. Conflict does not bother me.
6. I have respect for those in authority, even if I don't like their personalities.
7. Being on time is a demonstration of respect.
8. It is a sign that a teacher is good if students are usually working quietly.
9. Having a job that makes a difference in people's lives is more important than having a job that makes a lot of money.
10. Knowing how to teach a subject well is more important than knowing how to connect with students.

There are 10 statements below. Consider how MOST students you know would respond to each statement – TRUE or FALSE. As a group, determine which statements would be TRUE for most students and which would be FALSE.

1. I like to share information about what is going on in my life outside of school.
2. Music is very important in my life, and I can tell you several singers or bands I listen to on a regular basis.
3. My family goes on vacation outside of this area at least once a year.
4. I grew up in a two-parent home.
5. Conflict does not bother me.
6. I have respect for those in authority, even if I don't like their personalities.
7. Being on time is a demonstration of respect.
8. It is a sign that a teacher is good if students are usually working quietly.
9. Having a job that makes a difference in people's lives is more important than having a job that makes a lot of money.
10. Knowing how to teach a subject well is more important than knowing how to connect with students.

Name of Strategy:

Picture File Cards: Use picture file cards to ask groups to find pictures that to their group represents culture and to their group does not represent culture. They show their picture cards to the whole group and explain why their picture represents culture and why their other picture does not represent culture TO THEIR GROUP.

How GLAD Came to it:

Marcia Brechtel

Why we do it:

- Guided Oral Practice strategy
- Build background
- Provide comprehensible input
- Motivate students...ignite interest, spur discussion, encourage personal connections
- Practice reading & writing strategies: classify, categorize, evaluate, question, descriptions, listing, labeling, predicting, inferring, summarizing
- Supports visual learners

Key Coaching Points:

- Use colorful, high-interest & emotion-provoking photographs...*National Geographic*, Google advanced image search
- Keep unit-specific sets hidden until teaching the unit, but also have a generic set in the writing center
- Use in a variety of ways:
 - ◆ open & closed sorts
 - ◆ list, group, label (hi-cap activity)
 - ◆ discussion starters
 - ◆ stimulate writing
 - ◆ exploration reports
 - ◆ observation charts
 - ◆ reading groups
 - ◆ add to graphic organizers and chants
- Laminate them and mark on the back ones to be used with certain activities (expert groups, graphic organizers, chants, etc.)
- When starting a new unit, pass out magazines to students and have them cut out as many pictures as possible that fit the topic/parameters that you give
- Two sided pictures do not have to be backed with paper so that both sides of picture can be used and paper can be saved

Variations:

- Realia is the best first option

• Activity: Pictorial Input Chart and Comparative Input Chart

Name of Strategy:

Pictorial Input Chart and Comparative Input Chart

How GLAD Came to it:

Marcia Brechtel, Linaea Haley

Why We Do It:

- Input strategy
- Comprehensible input, brain imprinting, high academic level concepts and vocabulary, teach organizational structures (chunking information)
- During the review, builds confidence in students in relation to the new language and concepts
- Visual reference of key unit information and vocabulary on the wall during the entire unit
- Using different colors for different chunks makes use of visual patterning for more retention of information
- It's a non-linear graphic organizer that also aids comprehension

Key Coaching Points:

- Input part of a lesson/unit.
- Direct instruction of information by teacher.
- Do ghost sketching in pencil.
- Do it on butcher paper, not whiteboard or overhead, and do not laminate because this way students take more ownership and add to it.
- Bring students close while presenting for maximum brain imprinting and management. The teacher traces over the pencil with marker, chunking the information to help students track and organize information on the chart.
- Use 10/2 to process information after each chunk.
- Teacher changes marker color after each chunk.
- Try to keep it in same part of room during the unit where it was first presented because it has such strong imprinting on students' brains.
- This pictorial may start looking different for different classes as the unit goes on, depending on what the students add, etc.
- Teacher reviews on subsequent days, going through entire input chart again while students post reading-level appropriate word cards (as possible) on the chart.
- Some pictorials may not be finished in one day.

Variations:

- Comparative input chart- Use this chart to compare/contrast two components of the unit, for example in a unit on germs, one side of the chart could present information on bacteria and the other side on viruses.
- Present both sides, one category at a time to really show the similarities and differences between the two things that are being compared.

Standards:

- Acquire new vocabulary
- Drawing and label scientific diagrams
- Categorize information
- Identify main ideas and supporting details
- Compare and contrast information

• Activity: Process Grid Stage of Language Acquisition

STAGE	DESCRIPTOR	CULTURAL IMPLICATIONS FOR THE CLASSROOM
Pre-production or Comprehension Stage (The Silent Period)	<ul style="list-style-type: none"> Engagement in active listening in the target language. The learner is working hard to make sense of the new language by observing its speakers. During this period the learner tries to understand but does not yet speak. This initial stage may last for a few months. 	

STAGE	DESCRIPTOR	CULTURAL IMPLICATIONS FOR THE CLASSROOM
Early Production Stage	<ul style="list-style-type: none"> Single words and short phrases are produced. 	

STAGE	DESCRIPTOR	CULTURAL IMPLICATIONS FOR THE CLASSROOM
Speech Emergence Stage	<ul style="list-style-type: none"> Meanings are communicated while language forms still demonstrate lack of full proficiency. 	

STAGE	DESCRIPTOR	CULTURAL IMPLICATIONS FOR THE CLASSROOM
Intermediate Fluency	<ul style="list-style-type: none"> Both meaning and form are approaching age-appropriate levels, yet growth is still required in specific areas (e.g., lexicon, syntax, pragmatic, overall fluency). 	

STAGE	DESCRIPTOR	CULTURAL IMPLICATIONS FOR THE CLASSROOM
Age-Appropriate Fluency	<ul style="list-style-type: none"> Both meaning and form are age appropriate. 	

• Activity: Raise Your Hand If...

This activity is very useful when you are getting to know new people, or if you want students to get to know each other. The activity is particularly useful for groups in which you have a diversity of kinds of people – loud, quiet, English-speaking, non-English speaking. The statements can be adapted to your needs and could even serve as a formative assessment for a content area. Be creative! Have students get into a circle. Tell them it is very important that NO ONE speak during this activity. Students should respond to statements that are true about themselves by taking one step into the circle and raising a hand.

Raise your hand if...

- ...you have ever had a pet.
- ...you live in a house.
- ...you are an only child.
- ...you have lived in the same city for at least 5 years.
- ...you have lost a family member or a family friend to some form of cancer.
- ...you lived as a child with both your natural mother and father.
- ...you know someone who is an alcoholic.
- ...you planned as a middle school student to go to college after you graduated from high school.
- ...you have traveled outside of this state for a vacation.
- ...you have ever played on a sports team.
- ...you have at least one living grandparent.
- ...you have ever lived out in the country.
- ...you have ever traveled outside the country.
- ...you have more than 3 siblings.
- ...you know someone with the AIDS virus.
- ...you have been to see a movie in the last 3 weeks.
- ...you have ever been to the principal's office.
- ...you have ever met someone famous.
- ...you worked a minimum-wage job at any point after high school.
- ...you have read a book in the last two months.

• Activity: “Rayford’s Song” — Lawson Inada

Rayford’s song was Rayford’s song,
but it was not his alone, to own.

He had it, though, and kept it to himself
as we rowed-rowed-rowed the boat
through English country gardens
with all the whispering hope
we could muster, along with occasional
choruses of *funiculi-funicula!*

Weren’t we a cheery lot—
coming ‘round the mountain
with Susanna, banjos on our knees,
rompin’ through the leaves
of the third-grade music textbook.

Then Rayford Butler raised his hand.
For the first time, actually,
in all the weeks he had been in class,
and for the only time before he’d leave.
Yes, quiet Rayford, silent Rayford,
little Rayford, dark Rayford--
always in the same overalls--
that Rayford, Rayford Butler, raised his hand:

“Miss Gordon, ma’am—
we always singing your songs.
Could I sing one of my own?”

Pause. We looked at one another;
we looked at Rayford Butler;
we looked up at Miss Gordon, who said:

“Well, I suppose so, Rayford—
if you insist. Go ahead.
Just one song. Make it short.”

And Rayford Butler stood up very straight,
and in his high voice, sang:

*“Suh-whing ah-loooow,
suh-wheet ah-charr-eee-oohh,
ah-comin’ for to carr-eee
mee ah-hooooome...”*

Pause. Classroom, school, schoolyard,
neighborhood, the whole world
focusing on that one song, one voice
which had a light to it, making even
Miss Gordon’s white hair shine
in the glory of it, glowing
in the radiance of the song.

Pause. Rayford Butler sat down.
And while the rest of us
may have been spellbound,
on Miss Gordon’s face
was something like a smile,
or perhaps a frown:

“Very good, Rayford.
However, I must correct you:
the word is ‘chariot.’
‘Chariot.’ There is no
such thing as a ‘chario.’
Do you understand me?”

“But Miss Gordon...”|

“I said ‘chariot, chariot.’
Can you pronounce that for me?”

“Yes, Miss Gordon. Chariot.”

“Very good, Rayford.
Now, class, before we return
to our book, would anyone else
care to sing a song of their own?”

Our songs, our songs, were there—
on tips of tongues, but stuck
in throats--songs of love,
fun, animals, and valor, songs
of other lands, in other languages,
but they just wouldn’t come out.
Where did our voices go?

Rayford’s song was Rayford’s song,
but it was not his alone, to own.

“Well, then, class—
let’s turn our books to
Old Black Joe.”

Name of Strategy:

Social Skills T-Graph

How GLAD Came to it:

Dee Dishon model of cooperative learning

Why we do it:

- Guided Oral Practice Strategy
- Helps students develop habits of positive interdependence
- Teaches & encourages collaboration
- Promotes cross-cultural respect
- Recognize positive behaviors

Key Coaching Points:

- Yellow paper to make it stand out
- First make a web at the top of the paper; “What is ___? What does it mean to be ___?”...this serves as a diagnostic tool for the teacher
- Role-play when students need more support
- Next elicit from students what it looks like; “What will I **see**?”...color 1
- Then elicit from students what it sounds like; “What will I **hear**?”...color 2
- Statements are made in the **positive**
- Reread together after written
- Used with team points for cooperative group management
- Teams **earn** points only for behaviors listed on the T-chart...explicit link
- Teams “earn” points, the teacher doesn’t “give” them
- Directly follow with a team activity so students can practice and earn points immediately
- Process/add to during the unit...catch students in the moment...color 3
- Once per week (or more if needed) teams complete **oral and written evaluation**
 - ♦ Orally, each team identifies 1 skill/behavior from T-chart they are doing well (teacher puts a star next to it on chart with team colors)
 - ♦ Orally, each team identifies 1 skill/behavior to work on (teacher writes team color next to goal)
 - ♦ On written evaluation, teams write down what they are doing well and what they need to work on. At the end of team tasks, students sign the paper vowing that they did their best to meet the goal.
- Use a new skill at the beginning of each new unit (6-8 weeks on same skill)

• Activity: Social Skills T-Graph, CONTINUED FROM PAGE 16

- Bonnie Rozelle suggests using no more than 6 different social skills per year
 - ♦ cooperation/team work
 - ♦ responsibility
 - ♦ compassion
 - ♦ empathy
 - ♦ flexibility
 - ♦ persistence
 - ♦ integrity
 - ♦ perseverance
 - ♦ dependability
 - ♦ attentive listening
 - ♦ caring
- It's an opportunity to teach writing conventions (quotation marks)

Variations:

- Add sketches for primary
- Practice same skill school-wide
- Have teams choose a skill to practice and designate own points (self-assessment)
- Use “team scouts” during team tasks

• Activity: Teaching Social vs. Academic Language

Project one greeting card at a time using a document camera. Have participants decide whether each greeting card is an example of informal language or formal language and explain why.

• Activity: Social vs. Academic Language Graphic Organizers

Name of Strategy:

Social vs. Academic Language Graphic Organizers

To show a comparison of social vs. academic language, model a t-chart graphic organizer or a comparative input chart.

Why We Do It:

- Input strategy
- Organize and categorize information
- Comprehensible input, brain imprinting, high academic level concepts and vocabulary, teach organizational structures (chunking information)
- During the review, builds confidence in students in relation to the new language and concepts
- Exposes students to high level academic language and content so that they have multiple exposures over the course of several units to reach grade level expectations (ex. World map, mastering continents and oceans, etc.)

Key Coaching Points:

- Time line, World map, and 6 Animal Kingdoms are 3 “Big Picture” Graphic Organizers used by GLAD.
- Start with global “big picture” first (world map, timeline, 6 kingdoms), because it gives students a real world context, how what we’re studying fits into the bigger picture of the world.
- Do ghost sketching in pencil.
- Do it on butcher paper, not whiteboard or overhead because this way students take more ownership and add to it.
- Bring students close while presenting for maximum brain imprinting and for management of whole group.
- Chunk the information in categories and color code chunks (words associated with the chunks) to help students track and organize information on the chart.
- Use picture file cards or mini-pictorials linked to main points so that context is clear and information is comprehensible to students.
- Use 10/2 to process information after each chunk.
- Teacher reviews on subsequent days, going through entire input chart again while students post reading-level appropriate word cards (as possible) on the chart.
- Students have multiple exposures to information as input is given in more details as the unit progresses.
- Try to keep it in same part of room during the unit where it was first presented because it has such strong imprinting on students’ brains.
- This pictorial may start looking different for different classes as the unit goes on, depending on what the students add, etc.
- Always keep cross cultural respect and sensitivity in mind when selecting information and picture file cards for Graphic Organizers, not just representing the dominant culture.

• Activity: Social vs. Academic Language Graphic Organizers, CONTINUED FROM PAGE 19

Variations:

- “Big Picture” graphic organizers are not limited to those listed above.

Standards:

- Timeline- sequencing, modeling expository text structures (chronological, cause and effect, problem/solution)
- World map- World geography, modeling expository text structures
- 6 Kingdoms- Categorizing by properties

• Activity: Take a Step Forward

For this activity you must imagine your life in the k-12 system. This activity can be done first on paper and then represented physically or, if you have a large enough space, you could have people make a line across the gym and take a step forward for every statement that is true for them. The former is less intrusive and allows people to opt out of the physical representation piece. The latter is particularly powerful if you are doing the activity with students. Please be sure to leave ample time to debrief after the activity, and be sure you allow people to opt out of the physical portion if they feel uncomfortable.

1. You know your family cares about you and what happens to you.
2. You feel comfortable getting advice from your parents/guardians.
3. There are at least 3 adults who care about what happens to you.
4. You feel safe and comfortable at your school, in your home and in your community.
5. Your parents make sure you do some homework every night.
6. You feel like most of the people in your community want you to be successful.
7. You serve in your community at least 20 hours a year.
8. Your parents/guardians have rules for you that they enforce.
9. Your school and teachers have clear rules and consequences.
10. There are adults in your life that you would consider role models.
11. Your friends believe it is important to do well in school.
12. Your parents and your teachers believe you can do well in school.
13. You have taken music, theater or art lessons.
14. You have been on a sports team.
15. You and/or your family attend a religious/spiritual event at least twice a year.
16. You spend most evenings at home, unless you are working on a project or attending a practice/club.
17. Doing well in school is important to you.
18. You have pride in your school.
19. You read at least 3 hours a week outside of school.
20. It is important for you to help other people.
21. You believe in something and are willing to stand up for those beliefs.
22. You tell the truth, even when there may be consequences.
23. You know how to plan ahead and make wise choices.
24. You are sensitive to others and know how to make friends.
25. You are comfortable with people from different cultural/ethnic backgrounds.
26. You are able to resist negative peer pressure and dangerous situations.
27. You seek to resolve conflict in non-violent ways.
28. You believe you have control over what happens to you.
29. You have high self-esteem.
30. You have hope for your future.

For more information go to <http://www.search-institute.org/developmental-assets>

• Activity: Valuing Differences

Give participants blank index cards. Have participants write the following items on their cards:

1. Something most people in this room know about you.
2. Something some people in this room may know about you.
3. Something that no one in this room knows about you.

Collect the cards. Randomly select a card. Ask all participants to stand up. Read item number 1 from the card. Ask all participants to whom number 1 doesn't apply to sit down. For example, if number 1 says, "I'm a woman," then all men participants sit down. Read item number 2, and all those to whom it doesn't apply sit down. Read number 3. Normally there is only one person still standing, the individual who wrote the card. Feel free to ask the individual more information about their item number 3, the unique trait or idea that they have.