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Empathy and self-acceptance: necessary qualities of a peer helper

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Empathy and self-acceptance:

Necessary qualities of a peer helper

by
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MINI-ABSTRACT

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May 1998

Dr. Roberta DiHoff and Dr. John Klanderman

Masters of Arts in School Psychology

This thesis is a study of the qualities of people who chose to be peer helpers. Levels of empathy and self-acceptance were measured using a psychological inventory, and the scores of 115 adolescent subjects (n=115) were compared. There was no significant difference between students choosing different electives. Ideas for future studies are discussed.

ABSTRACT

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Empathy and self-acceptance: Necessary qualities of a peer helper

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This thesis is a preliminary study of the qualities of people who chose to be peer helpers. A review of the literature on helping theories led to the conclusion that empathy and self-acceptance were necessary elements of a helper. This study hoped to lend support to this theory. The hypothesis's stated that students electing to take a peer helping training course would have different levels of empathy and self-acceptance than those in a cooking class. These qualities were measured using a psychological inventory, and the scores of 115 adolescent subjects (n=115) were compared. There was no significant difference between students choosing different electives. Implications of these findings are discussed, as well as formats for future studies.

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Chapter 1

The Problem

Over the past fifty years, there has been a great emphasis in developing

curriculum in schools that match student interests, incorporate subject matter expertise,

and address society's needs (Tyler, 1949). The philosophy of the essentialists has been

seen in such documents as the NJ Core Curriculum Standards (1996) and the Educate

American Act (Goals 2000, 1990). Both of these pieces of legislation call for the

development of workplace readiness skills, self-management, and responsible citizenship.

The progressives, taking a "whole child" and humanistic view, have developed

curriculum to address more affective objectives (Bambas 1996, Cohen 1991, Egan 1994).

The recent presidential call to community service challenged people to find a cause and

volunteer (Gerson, 1997; Rhor, 1997; Kummer, 1997; and Kohler, 1997). A recent

Gallup Poll, reported in The Grapevine (1997), revealed that in 1996-97, 59% of teens

surveyed had volunteered in some way. All this considered, a problem of finding the

perfect match between individual interests and volunteer training emerges. This was

higher than that of young adults (38%) and adults in general (49%). The 13.3 million

teens who volunteered, contributed 2,420,000 hours of service.

It is important to identify where individuals could find the most rewarding work,

work that is meeting the aforementioned personal needs and those of the society.

Institutions in the community that work for people with disabilities, church service

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groups, and crisis intervention organizations are only a few opportunities for those who want to serve (Union Organization of Social Services, 1997). Recently, research on volunteerism has been sparked, but not much data exists to help match up volunteers with service opportunities. The focus of this study was to describe the population of adolescents who volunteered to help peers with concerns and in crisis. Volunteers in this study were enrolled in a training course to develop their skills as "peer helpers". Traits of those that were in this peer helping program were sought, so future recruitment efforts could be geared towards those within the school population that possessed the identified qualities. The identification of those qualities could also help in screening out those whose desire to volunteer may best be fulfilled in a line of service other than peer helping. It could also help identify those who need remedial training to cultivate those qualities and fulfill the roles of peer helping.

Purpose

This study was a preliminary attempt to identify qualities of one type of volunteer, a peer helper. It was believed that since the demands of the role include working people through crisis using active listening and helping skills, qualities of professional counselors should be present in these paraprofessional volunteers. This study sought to identify those qualities of peer helpers that separate them from the general population. The literature was analyzed to find traits common for "helpers" in various theories. The review identified two traits, empathy and self-acceptance. Once these were identified, future studies could consider a screening devise that might be created to help identify future helpers from a population.

<u>Hypothesis</u>

This thesis hoped to lend support to the theory that students who select a peer helping elective have different levels of empathy (EM) and self-acceptance (SA). The first hypothesis was that students in a peer helping elective would score differently on a commercially available test of empathy than students in a cooking elective. Similarly, the second hypothesis was that students in a peer helping elective would score differently on a commercially available test of self-acceptance than students in a cooking elective.

<u>Theory</u>

The conceptualization of empathy and self-acceptance were chosen as characteristics to examine based on the following research. First Gough (1987) groups the following as both conceptually similar and statistically derived from empirical relations: empathy, self-acceptance, capacity for status, sociability, social presence, independence, and dominance. Together, these were interpreted as "interpersonal effectiveness, style, adequacy, and social poise." Second, these qualities were compared to those recommended for helpers in program manuals (Cohen, 1991, Sturkie & Phillips, 1994) and research on characteristics of those who worked well with people (Gough, 1987, Goleman, 1995, Ivey, Bradford-Ivey, and Simek-Morgan, 1997). Empathy and self-acceptance appeared on these lists the most often (see Table 1.1 and 1.2) and therfore chosen as two necessary qualities of a peer helper.

The Peer Helping Program in this study is a semester course team-taught by an English and Social Studies teacher in a suburban high school. Students elect to take this non-academic course (the grade is not factored into their overall grade point average) which meets 5 times a week, for forty-two minutes. The course teaches skills to students

Table 1.1 Recommended Characteristics of Volunteers Participating in Peer
Programs

Qualities of a Successful Mediator[1]

    Self Awareness and Acceptance
    Empathy (created via trust)
    Good Listener
    Neutral
    Professional
    Creative
    Persuasive
    Non-defense
    Patient
    Flexible

Qualities of a Peer Helper[2]

    Self-acceptance
    Empathy (expressed as sensitive to others)
    Responsible

[1] (Cohen, 1991)

[2] Sturkie, J., & Phillips, M. (1994). The peer helping training course. San Jose, CA: Resource Publications, Inc.

Table 1.2 Recommended Characteristics of Those Who Work Well with People				
High in Interpersonal Skills[1]	High in Emotional Intelligence[2]	Successful Counselors[3]	High in Inter & Intrarpersonal Intelligence[4]	Roger's Effective Therapist[5]
Self-acceptance Empathy Dominance Capacity for status Sociability Social presence independence	Self-Acceptance Empathy Management of emotions Motivational Social Skills	Self-acceptance[6] Empathy Respect & warmth Concreteness Immediacy	Self-Acceptance[7] Empathy[8]	Self-Acceptance[6] Empathic

[1] Gough, H. (1987). California Psychological Inventory administrators guide. Palo Alto: CA: Consulting Psychologists Press. In G.
Groth-Marnat, (1990). Handbook of Psychological Assessment (2nd ed.). (pp. 235-274). New York: Wiley-Interscience Publications.

[2] Goleman, D. (1995). Emotional intelligence: Why it matters more than IQ. New York: Bantam.

[3] Ivey, A., Bradford-Ivey, M, & Simek-Morgan, L. (1997). Counseling and psychotherapy: A Multicultural perspective (4th ed.).
Boston: Allyn and Bacon

[4] Armstrong, T. (1994). Multiple intelligences in the classroom. Alexadria, VA: Association of School Curriculum Development.

[5] Rogers, C. (1957). The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology, 21, 95-103.

[6] Self-acceptance is used here to represent the term "congruent, genuine, and authentic". In Rogerian terms, someone is congruent if
their self concept is consistent with the actual experiences in the world. It is then assumed that these terms operationally define
someone who has an accurate idea of who they are, and therefore "self accepting" (Weiten, 1995).

[7] self-acceptance for Gardner is access to ones own feelings and knowledge of ones on limits

[8] empathy for Gardner is the ability to discern and respond to the mood of others

via role plays, self-report inventories, discussions, guest speakers, handouts, and pre and post tests. Students complete the course and are evaluated by the teachers before becoming a certified peer helper in the school community. Students are expected to maintain helping logs of times when they use the helping skill so that they can continue to self-evaluate their competency level. There is also a leadership component to this course. Peer Helpers volunteer in a variety of "helping" settings, one of which is a crisis hotline where teens talk to teens using active listening and helping skills taught in the Peer Helping class. For a description of the course curriculum, see Appendix A.

Assumptions and Limitations

One limitation of this thesis was the scheduling of courses. Subjects in the peer helper course were those who could work it into their schedule. The course was only offered once a day, while those in the cooking elective had a choice of five times when they could take it. This may have prevented some "natural" peer helpers from taking the course. It also limited the total number of peer helpers to about one-fifth of the total number of cooking students. Another limitation was that the peer helping course was not open to freshman as in the cooking class.

The thesis also assumes that those enrolled in the course elected to be in the course. Just as the course may not have fit into a student's schedule, others may have had no other option but to take the course. Therefore, some of the students in the peer helping course may not have been natural helpers and not truly happy with their role.

As for the measures of empathy and self-acceptance, only questions pertaining to the traits of empathy and self-acceptance were used. It was assumed that the validity and

reliability of those questions would not change. Using these two scales alone raises some questions about reliability.

<u>Definitions</u>

The following were terms unique to this thesis that will help the reader understand some key concepts. Most are terms created for the peer helping course, and some are common words that are used in unique ways in this study.

- active listening- using the reflection of content, feeling, and verbalizing the implied to create a relationship between helpee and helper that is based on acknowledgement of the helpee's current state.

- helpee- the "client" of a helper (paraprofessional), in this study, usually a caller to a crisis line, or the individual seeking help in a person to person therapeutic relationship.

- helper- a paraprofessional (not licensed or certified) person serving in a role that helps another person (the helpee).

- microskills- are small units of a greater skill, i.e. active listening is a microskill of the helping skill .

- the helping skill- a five step process used in the Peer Helping course that is based on decisional counseling theory. The steps include: 1) stating your concern; 2) identifying the problem, 3)generating alternatives, 4) predicting the consequences, 5) finding out what the helpee is going to do, and 6) expressing support.

<u>Overview</u>

The qualities of empathy and self-acceptance were compared in a group of peer helping students and a group of cooking students using parts of a commercially available

test. After both groups completed the inventory the data was analyzed to see if there was

a difference. Differences found would lead to future studies and screens to help match

volunteers with opportunities.

Chapter 2

Literature Review

Matching volunteers to a role requires identifying the qualities possessed by that

group. No single cluster of characteristics has been identified as necessary in a person to

make them a successful helper (Parsons, 1995). Measuring helpers abilities in a formal

experiment is difficult (Stein & Michael, 1995). It might be that the variety of problems

and counseling styles requires a variety of counselor characteristics, however, a review of

training programs and research indicates both empathy and a level of self-acceptance are

common training objectives in various programs. Parsons (1995), for example,

hypothesizes those general characteristics in effective peer helpers including a sense of

self, facilitative attitudes and values, emotional objectivity, an investigative approach to

helping, and a desire to strive for competence. It is the focus of this chapter then, to

explore the literature currently available on peer helping programs, and then consider

why the traits of empathy and self-acceptance should be correlated with those seeking to

be peer helpers. This review of the literature on helping, covers research on peer helping

programs, and the qualities of empathy and self-acceptance.

Parsons (1995) and Robinson, Marrow, Kigin, and Linderman (1991) reported

that as we enter the twenty-first century, the demand for mental health help will be

greater than the supply of professionals. Paraprofessionals, or "peer helpers", will fill the

gap. Professional counselors have not produced data showing their effectiveness (Brammer, 1988). Recent changes in managed health care indicate that insurance companies are not willing to pay for therapy that does not have proof of success, and will require people to seek out paraprofessionals in lieu of more expensive doctoral level therapists. With this anticipated increase in the need for paraprofessional helpers, the identification of those in the general population who would be most effective in the role of helper will become a priority. Morrey's regression analysis (as cited in Latham, 1997) found empathy to be one listed as important in peer helping relationships. Self-acceptance is a necessary characteristic for the development of that empathy (Rogers, 1957).

Peer Helping Programs

The Framework. Brammer (1988) provides an outline of the types of helpers. He groups them as unstructured and structured. The unstructured helpers are friends, family, and community improvised supports that alleviate danger, suffering, and deprivation. These groups function in informal ways without employing specific microskills used in the more structured groups. The structured helpers include professionals, paraprofessionals, and volunteers; all of which will require more explanation.

Professional helpers are psychologists, ministers, social workers, and other certified counselors. Paraprofessionals are aides in mental health and rehabilitation centers, trained interviewers, and persons in correctional, educational, employment, and social agency settings. Volunteers are non-paid persons with short-term training in basic helping skills and agency orientation (Brammer, 1988). The similarities among these are

the microskills and skills taught. The microskills include active listening, leading, reflecting, summarizing, confronting, interpreting, and informing (Brammer, 1988).

A key component to the success of each of these is empathy and self-acceptance. Active listening requires that content and feeling be reflected to the helpee. Without the ability to see from the helpee's perspective (empathy), the helper will not be able to do this. Leading, along with reflecting, confronting, interpreting, and informing are more directive than active listening, but, without empathy, the helper may overlook the unique perspective the helpee has and therefore direct the helpee in a way that they are unwilling to pursue. Insistence on choices that the helpee does not see as viable options will eventually harm the therapeutic relationship, and lead to ineffective helping. Before you can see from another persons shoes without passing judgement, you need to see through your own shoes "nonjudgementally"- and that is self-acceptance.

Teen Peer Helping. Peer helping among teens deserves special attention because it is during adolescence that a teen's peers become the primary influence, not the parental figures (Schondel, 1995). Training teens as peer helpers becomes a worthwhile endeavor. Teens will be the first to hear of peers problems (Tanaka & Reid, 1997). Pranksy (1991) identified self-awareness and acceptance as important because it makes these helpers resistant to pressure from their peers. Peer helping programs are closely involved, or should be, with leadership skill development.

Empathy in teen programs poses some interesting questions. Research has attempted to define the stage of cognitive development when the ability to take on a different perspective allows for empathic characteristics to emerge. (Eisenberg, Carlo, Murphy, Van Court, 1995). Eisenberg et al.'s (1995) research indicates that prosocial

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reasoning and behavior, sympathy, and perspective taking were all necessary for the emergence of self reported, parental reported, and score reported empathy. Nonetheless, peer helping programs using adolescents, include activities and lessons that meet stated and implied "empathy building" objectives (Sturkie and Phillips, 1992, Sturkie and Gibson, 1993, Comprehensive Health Education, 1989; Pransky, 1991).

There are various models for training peer helpers (Gold & Powell, 1993). Most concentrate on teaching microskills that make up a general "skill" or process. Gold and Powell (1993) point out that all models use self-management and self-appraisals in the training, which is one form of self-acceptance and awareness. Linton (1993) states that the primary purpose of the peer helping course is participatory lessons that involve not only exposure and acquisition of microskills, but also the development of a sense of others (empathy), tied to the knowledge of self (self-acceptance).

The high school peer-helping elective, the Peer Helper Program (PHP), used in this experiment is a derivative of the Natural Helpers Program from Health Communications Inc. (1989). The course teaches students a six step helping skill that includes: 1) stating your concern; 2) identifying the problem, 3) exploring alternatives, 4) predicting consequences, 5) finding out what the person is going to do, and 6) expressing support. The first three weeks of the course are spent in retreat type activities that train the natural ability of these teens in the use of the helping skill. The rest of the semester is used for ongoing training topics. These topics are both defined by the program and identified by the students as special concerns within the school community. In the past, topics included cultural diversity, gossip, labels, stress, depression, drug abuse, sexuality, and AIDS. The program is both a semester course and an extra curricular organization.

Students receive a grade on a 4.0 scale, and 2.5 credits for taking the course, as well as community service points for maintaining active involvement with the program after the course. The course includes empathy building lessons based on active listening and self-acceptance. One major project after the initial retreat phase of the course is completed is the "self assignment." This requires that the students take an inventory of their personal characteristics and create a three dimensional representation of themselves for classroom display. Students relate how they are described in the project to the class once the product is created. Students self grade as well as peer grade most assignments. This encourages a continued awareness of self, and acceptance of self as agent of change and accomplishment. The teachers also grade the project, and the final grade is an average of these varied inputs.

Empathy

The first step in Parsons's (1995) version of the helping skill is building a relationship. The relationship needs to be a warm, with acceptance and understanding, flexibility and genuineness, and a facilitative attitude that allows the helper to see from another's perspective and viewpoint. Empathy is a necessary characteristic for this to happen. If the helpee does not feel comfortable, understood, and believe that the helper is trustworthy, the chance for any therapeutic processes occurring is not present. People high in empathy, according to Gough's (1968) definition, would be intuitive, perceptive, verbally fluent, with a wide range of interests, creative, spontaneous, able to use their imagination, animated, witty, interpersonally effective, independent, and flexible. Skills related to empathy include social skills, confidence, social presence, leadership, and extroversion.

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Carkhuff and Berenson (as cited in Brammer, 1988) established five tiers to rate the level of a helping characteristic based on the percentage of its use in transactions between helper and helpee. Level 1 is the lack of the helping characteristic. A level two designation is used when the characteristic is present only 10% of the time. Level three refers to the presence of a characteristic about 50% of the time, and is the least amount of the characteristic necessary to be effectively helping. Levels four and five, signify that a high level of the helping characteristic is evident 75-100% of the time. These levels can be applied to empathy and other characteristics. If someone is functioning on a level one in empathy, they are not able to be "in the person's shoes". They are unable to identify the helpee's thoughts or feelings. Rogers's "necessary characteristics" (1957) of respect, genuineness, concreteness, and warmth, will also not be conveyed at level 1, 2, and only will only begin coming across to the helpee at level 3. The higher the level of empathic functioning then, the better the chance those characteristics have of coming across in the helping relationship. Understanding and not passing judgement allows the helpee to feel at ease, and therefore more willing to share information and key issues.

Rogers's (1957) defines empathy as putting self aside to assume another's perspective. His research gave support to empathy as one variable out of twelve that counselors and students of various therapeutic perspectives rated as important for the "ideal" counselor. Early empathy in a helping situation was a good predictor of later success. He further goes on to say that empathy can only be accomplished successfully by someone who knows him or herself. This supports the second characteristic hypothesized to be important for peer helpers, self-acceptance.

<u>Self-Acceptance</u>

Berg & Strupp's, Kurtz & Frummin, and Taush, Bastine, Friese, & Sander (in Rogers, 1980) found that empathy is correlated with self-explorations and metacognitions. The better integrated or aware of her or himself, the higher the level of empathy they can attain. The more experienced the therapist is, the more empathic he or she can be. This is due in part, to the learning that accompanies experience. Parsons (1995) describes self-awareness and acceptance as key components for helpers. One criteria that is recommended by programs to help identify peer helpers in a population is to look for those who can help themselves (Tanaka & Reid, 1997). The knowledge of "self" helps identify the motivations, biases, and worldviews of the helper. Once these are identified, it is less likely that they may become obstacles or limits to the helping process. Brammer (1988), in his chapter on learning and thinking about peer helping, encourages the helpers to know themselves and what others say about them. A thorough knowledge of self also allows awareness of strengths and weaknesses, and therefore, constant improvement of the skills and microskills involved in helping situations. Brammer talks extensively about helper self-acceptance, and how this personal characteristic plays itself out in the helping situations.

Acceptance of self also allows acceptance of others (Parsons, 1995). Genuiness requires that the helper remove any facades in their transactions. The helper must also accept the roles they have. Accepting their ability to help is critical to the successful outcome of a helping situation. Without this acceptance of self, Parsons feels that there may be threats to the emotional objectivity of a helping situation, as would be the case

with professional helpers. Professionals avoid direct personal involvement, transference and the defense mechanism of identification (Parsons, 1995).

Objectivity is important to maintain, but the reality is that as instruments of change in helping situations, helpers do have an effect on helpees in some ways. Among the personal characteristics of the helper that should be considered to avoid unconscious influences are the following:

- *Awareness of self and values.* This helps avoid projecting values onto others.

- *Awareness of cultural experiences.* Personality is shaped by our cultural heritage (Weiten, 1995). Once again, the importance of knowing personal biases, values and beliefs, facilitates nonjudgmental attitudes in the helper. Since many of these influences may be below the level of awareness, introspection is required. This introspection may occur through the use of genograms, ecomaps, and worldviews (Ivey, Ivey, and Simek-Morgan, 1995).

- *Ability to analyze personal feelings.* The awareness of personal mood and feelings become important, as they need to be controlled, and also analyzed to see if they are important to the transactions of the helping situation. Often, a situation may frustrate a helper, and awareness of that can help the helper control, as well as perhaps use the frustration in a therapeutic way (Brammer, 1988). For example, in a phone intervention that does not seem to be helping, say to a helpee, "I am feeling frustrated, you seem to be asking for help, but unwilling to explore alternatives." This frustration may actually be a feeling that the helpee is unaware or may prompt some type of movement in what otherwise might be a stagnant situation.

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Someone high in self-acceptance would be described in the following way, according to the Gough (1968): outgoing, talkative, ambitious, and assertive.

Summary

There are many reasons for the anticipated demand for paraprofessional help. Regardless of the reasons however, it is important to begin looking for characteristics of effective helpers. Research to date has failed to identify any one quality that is necessary in all cases, however, peer training programs share two common objectives. These peer training programs encourage the development of empathy and a sense of self-acceptance (accepting the limits, biases, and roles one plays in helping situations). Theoretical models of training, teens and otherwise, considers empathy and self-acceptance as two characteristics to develop in volunteers. Goleman's (1995) research on emotional intelligence addresses the area of empathy. Emotional intelligence is the key to maintaining emotional control, even in stressful situations, like crisis intervention. Goleman states that empathy builds on self-awareness. Gardner (in Armstrong, 1994) hypothesizes a theory of multiple intelligence and includes inter and intrapersonal intelligence. Intrapersonal skills (including self-acceptance) are important to the development of interpersonal skills because, the helper must know themselves before they can hope to gain insight into others (empathy). With this in mind then empathy is a key component to successful helping, and self-acceptance is a key to developing the ability to empathize.

Chapter 3

Methods

Design and Hypothesis

This study described two groups. This experiment hypothesized that students

who selected a peer helping course elective, would have different levels of self-

acceptance and empathy than those in other electives. The subjects surveyed were either

in a peer helping course or a cooking course. The level of empathy and self-acceptance

(the dependent variables) were measured by means of the empathy and self-acceptance

subscales of a commercially available test. The tests used were subscales of a larger test

of personality. It was chosen as a measure for identifying these characteristics in subjects

since studies found it high in predictive validity (McAllister, 1988; Magargee, 1972).

The measures also received favorable reviews from Anastasi (1982).

Subjects

One hundred and fifteen subject (n = 115) were used in this experiment. Twenty -

five subjects (n=25) enrolled in a peer helping program became the peer helping group

(PHP). There were 3 men and 22 women. Ninety subjects (n=90) were members of a

cooking class elective (CKG group) in the same high school. The school was an upper-

middle class suburban high school. There were 43 men and 47 women (see Table 3.1).

Students enrolled in both elective classes were excluded from this study.

The age range for both groups was from 14 to 18. The average age in the PHP group was 15.92 years. The average age in the CKG group was 15.72 years. There were 4 seniors, 9 juniors, and 12 sophomores in the PHP group. There were 21 seniors, 14 juniors, 33 sophomores, and 22 freshman in the CKG group (see Table 3.1).

The racial breakdown of the subjects was as follows: 92 Caucasians, ten Asians, six African-Americans, and five Latinos. The peer helping course had 22 Caucasians, one African-American, one Asian, and one student who did not identify his/her race. The cooking class had 70 Caucasians, five African-Americans, nine Asians, and all five Latinos in the study.

Both of these electives contain students from different academic tracks. In this school, there are four tracks. The Advanced Placement (AP) track allows students to earn college credits for their high school courses and is the most rigorous. The Accelerated Track (A) is for honors level research. The regular (R) level is for average students. The modified (M) level is for students requiring more help in academic courses. For this study, a subject was labeled with a track based on the designation of a majority of their courses. For example, if a student was enrolled in six courses, and four were A level, and two were R level, the student was counted as an A level student. The break down of students enrolled in these two courses can be found in Table 3.2. and Table 3.2. Subjects were asked to complete the survey on a voluntary basis.

Apparatus

The researcher adapted a commercially published questionnaire, chosen for its high reliability and validity. It was similar to the Minnesota Multiphasic Personality Inventory (MMPI) in style, but normed to a general population.

Table 3.1 Course Enrollment Demographics- Age and Gender

Course	age	Gender
Peer Helping Program (PHP)	15.92 Years	F=22 M=3
Cooking Elective (CKG)	15.72 years	F=47 M=43
Summary	15.82 years	F=69 M= 46

Table 3.2 Course Enrollment Demographics- Level and Track

Course	# by grade level	# by track
Peer Helping Program (PHP)	9th - 0 10th - 12 11th - 9 12th - 4	AP – 1 A - 14 R - 10 M - 0
Cooking Elective (CKG)	9th - 22 10th - 33 11th - 14 12th - 21	AP - 7 A - 41 R -10 M -5
Summary	9th - 22 10th - 45 11th - 23 12th -25	AP -8 A -55 R -47 M -5

The original measure had 20 subscales totaling 462 true/false questions. Results are reported in standard t scores (mean = 50, SD = 10). Overall the original version of the test has a reliability of .70. The two scales used in this study, empathy (EM) and self-acceptance (SA), have an internal consistency of .58 and .52 respectively. There were 38 empathy questions and 28 self-acceptance statements, for a total of 66 questions. One question was used twice, since in the original version, it was used to count for both empathy and self-acceptance. For both EM and SA, a very high score was a T of over 70. A high score was between 55 and 70. A low score was between 35 and 45, and a very low score was under 35. Average scores were between 45 and 55

Procedures

The inventories were administered to subjects in a forty-two minute period during their peer helping or cooking class. It was administered to the whole class. Students were asked to answer demographic information. Next, they read the statements and decideD if each was true or false about them. The data was collected and analyzed using a 2-tailed t-test. A MANOVA was used to check for possible interaction effects on the parametric data (age and number of electives). A Mann-Whitney U and Wilcoxon Rank Sum W Test was RUN on the non-parametric data (gender and track) to check for interactions.

Chapter 4

Results

The purpose of this study was to identify differences between students choosing

one of two electives. It was hypothesized that there would be a difference in the students'

level of empathy and self-acceptance in a group electing to take a cooking class when

compared to those taking a class geared towards peer helping.

Empathy

It was hypothesized that there would be a difference between empathy in the

CKG and PHP groups. A comparison of means using the two tailed t-test revealed no

significance between students who chose peer helping and those who chose cooking with

regards to their level of empathy ($t_{115}=0.15$, $p>.05$). Table 4.1 contains the means for

each group.

Self-acceptance

It was hypothesized that there would be a difference between self-acceptance in

the CKG and PHP groups. A comparison of means using the two tailed t-test revealed no

significance between students who chose peer helping and those who chose cooking with

regard to their level of self-acceptance ($t_{115}=1.74$, $p>.05$). Table 4.2 contains the results

for this measure.

Interaction Effects

MANOVAs were run on the parametric variables gathered in the study to check for interaction effects. There was no significant interaction between self-acceptance (F $_{3,98}$=1.15, p>.05) or empathy (F $_{3,98}$=0.65, p>.05) when considering the number of electives (see Table 4.3). There was no significant interaction between self-acceptance (F $_{4,98}$=1.77, p>.05) or empathy (F $_{4,98}$=0.60, p>.05) when considering age (see Table 4.4). There was no significant interaction between self-acceptance (F $_{7,98}$=0.88, p>.05) or empathy (F $_{7,98}$=1.50, p>.05) when considering the number of electives the subjects chose (see Table 4.5).

The results of the non-parametric variables were calculated using the Mann-Whitney U and Wilcoxon Rank Sum W Test. The only interaction effect found was between the gender of the students in CKG and PHP groups (U =710.00, p<.01). There were significantly more females (88% in the PHP and 52% in the CKG) in the peer helping class (See Table 4.6). Tables 4.7, 4.8, and 4.9 contain the results of the Mann-Whitney U and Wilcoxon Rank Sum W Test on grade by elective, race by elective, and academic track by elective. None of these achieved significance.

Summary

No statistical significance was found between groups in terms of empathy or self-acceptance. There was a statistical difference between the number of females in the CKG and PHP groups. Beyond that, no other interaction effect was found.

Table 4.1 <u>Empathy by Group</u>

Group	Number	Mean	SD	t-test	Sig. 2-tailed
CKG	90	51.12	8.26	1.74	0.88
PHP	23	51.40	7.62		

Table 4.2 <u>Self-Acceptance by Group</u>

Group	Number	Mean	SD	t-test	Sig. 2-tailed
CKG	90	48.96	11.49	0.15	.09
PHP	23	53.40	10.61		

Table 4.3 <u>Test for Significance of Number of Electives Within the Group</u>

Variable	Mean # of electives	F	Significance
SA	1.72	1.15	.33
EM	1.49	.65	.59

Results derived from a Univariate F test with (3,98) D. F.

Table 4.4 <u>Effects by Age</u>

Variable	Mean Age	F	Significance
SA	15.72	1.77	.14
EM	15.92	.60	.66

Results derived from a Univariate F test with (4,98) D. F.

Table 4.5 <u>Effects by Number of Electives</u>

Variable	Mean # of Elective	F	Significance
SA	1.4	.88	.52
EM	1.7	1.50	.18

Results derived from a Univariate F test with (7,98) D. F.

Table 4.6 <u>Differences in Groups by Gender</u>

Group	# of males	# of females	Number	% of Females	U	W	2-tailed P
CKG	43	47	90	52	710.00	1035.00	.001
PHP	3	22	25	88			

Results derived from Mann-Whitney U and Wiscoxon Sum W Test

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Table 4.7 <u>Differences in Groups by Grade Level</u>

Group	Median Grade	U	W	2-tailed P
CKG	10	912.00	1663.00	.13
PHP	10			

Results derived from Mann-Whitney U and Wiscoxon Sum W Test

Table 4.8 <u>Differences in Groups by Race</u>

Group	Number by race	U	W	2-tailed P
CKG	Caucasian- 70 Asians- 9 African American- 5 Latinos- 5	903.50	1179.50	.17
PHP	Caucasian- 22 Asians- 1 African American- 1 Latinos- 0			

Results derived from Mann-Whitney U and Wilcoxon Sum W Test

Table 4.9 <u>Differences in Groups by Academic Tracking</u>

Group	Number By Class	U	W	2-tailed P
CKG	AP- 7 A-41 R-37 M-5	1053.50	1378.50	.59
PHP	AP-1 A-14 R- 10 M- 0			

Results derived from Mann-Whitney U and Wiscoxon Sum W Test

Chapter 5

Summary and Conclusions

Summary

This study attempted to identify qualities of students who elected to take a course in "peer helping". The experiment was conducted to identify differences between students in two electives in a public high school. The electives were chosen to make the populations similar in all respects except for the actual choice of electives. a cooking was chosen to compare to the peer helping class. The dependent variables tested, empathy and self-acceptance, were chosen after a thorough review of the literature indicated that these two qualities were at the heart of what most theories of helping require in a successful counselor.

The peer helping group was compared to a cooking elective offered in the school. The cooking class was chosen because there were similar student populations in terms of the number of male and female students, grade level, level of academic tracking, number of electives chosen in a term, and ethnicity.

There were two hypothesis. The first was that students in a peer helping elective, would have different scores in terms of self-acceptance than those in the cooking elective. The second hypothesis was that there would be different levels of empathy in the peer helping elective than in the cooking.

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Conclusions

After administering a commercially available test of empathy and self-acceptance, a 2 tailed-t test revealed that there was not a significant difference between the two groups. Contrary to the experiment's hypothesis, there was no difference between the self-acceptance and empathy levels of the students electing to take the peer helping course, and those electing to take the cooking class. Instead, the null hypothesis was accepted for both cases. A MANOVA did reveal a significant difference between the genders in the two groups. It appears that the peer helping course attracts a larger percentage of females than males, while the cooking class attracts almost the same number of males and females. This finding needs to be analyzed further to see if there are implications for future research.

Discussion

The research did not find a quality unique to peer helpers to help identify prospective students for a course in high school geared towards helping. This should not be interpreted as meaning that there is no difference. Future studies should consider some of the limitations and findings of this study to further examine correlation's between peer helpers and other students. As for the significant difference in percentages of females and males, the question that should be asked is, what is the draw of the peer helping course that makes females more likely to take it than males? It may be that females are more attuned to emotional issues than males, or that males are not interested, or perhaps, find "helping roles" as counter to their stereotyped gender roles. It is possible that helpers with different qualities are necessary to deal with an equally diverse

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population of helpees. Given this, it may not be possible to identify any single trait or groups of traits that will be necessary in helpers without also considering the qualities and needs of the helpee. Future research may want to consider the match of counselor qualities and helpee needs.

Implications for future Research

A future study may seek to use the same procedure, but with a more reliable measure of empathy and self-acceptance. Another variation might include choosing a different elective, or perhaps comparing those in the peer helping elective to various other students. For example, one might compare those in the peer helping class to those in physical education, since it is a required course. Using a cooking class may have been too limiting.

Still another option might be to look for other qualities of a peer helper. Some of these that turned up in the literature review include being non-judgmental, sincere, honest, caring, warm, etc. These were conceptualized in this study to be factors in self-acceptance and empathy, but that conceptualization may be in error.

Another important aspect to consider would be if empathy and self-acceptance were qualities of good peer helpers as opposed to those electing to be in a peer helping course. In this study, the entire class of self-selected peer helpers was used as a group to compare with the cooking classes. In future studies, separating those in the peer helping class that are thought to be good at the peer helping skill may be compared to those who do not employ the skill well. They could also be compared to those in other electives like cooking, or against the general population of students not involved with peer helping.

Although the null hypothesis was accepted here, there are numerous implications for future studies. The need to match students interests with abilities is important for a successful educational program. Without such a match, student motivation may suffer in not only the course, but in other non-related areas of their schooling. The search for identifying successful helpers and therapist has been on-going, and still needs to be researched, using more sensitive measures, and perhaps better controls within the experimental design itself.

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Appendix A

<u>The Peer Helping Program Curriculum</u>

The Peer Helping Program
Curriculum Plan
Cherry Hill HS East

Table of Contents[1]

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[1] This version of the curriculum is abridged for the thesis. The full version Cherry Hill' s Peer Helping curriculum is available from Mr. William Sharp, c/o Cherry Hill High School East, Social Studies Department, 1750 Kresson Road, Cherry Hill, NJ 08002

Rationale

The Peer Helping Program (PHP) is based on the idea that peers, especially teens, are the first to hear about another peer's problems. Some teens are "natural helpers"- those that peers identify as good people to come to when they are upset. This course formally trains and sharpens the abilities of the students. The basic knowledge of what to do when a friend needs help will allow the "helper" to act and make effective decisions. This course teaches the importance of being non-judgmental and sincere as well as the importance of empathy in helping. These skills have been identified as important in developing emotional intelligence (Goleman, 1995), and as parts of the interpersonal and intrapersonal intelligence's in multiple intelligence theory (Armstrong, 1995). The course builds the qualities of being non-judgmental, sincere, and empathetic on the foundation of self-acceptance.

Program Philosophy

The PHP developed from a program that was started in Washington state called Natural Helpers® (Comprehensive Health Education, 1989). A student in a high school committed suicide. As people started comparing notes afterwards, they discovered that many of the signs of a potential suicide were present, for example, discussions and references to suicide by the student. No one was familiar with these signs. The school developed a curriculum in which the primary goal was to train peers to be good listeners and help their friends in time of need. Cherry Hill purchased this curriculum and it was brought to the school as an after school club with the hopes of it becoming a course (Linton, 1993).

The Peer Helper Program did become a course in the Fall of 1996. The philosophy is built on the Natural Helpers program, and after school club, but expands it to areas outside of suicide and the helping skill. Three principles are key to the program: 1) the belief that the proactive approach is better than a reactive approach; 2) dealing with problems while they are still small is more beneficial than waiting until they are large and brought to the schools attention in the form of discipline problems and lost instructional time, and 3) students should feel empowered and have an accurate perception of their self-efficacy.

Education Trends

As seen in the curriculum design, The Peer Helping Program (PHP) addresses major objectives of The Educate America Act (Goals 2000). The course also addresses State Core Curriculum Standards (See pages 13-14).

Peer helping also has the goal of producing "good citizens" that are active leaders in work, home, and community. The 1997 Presidential call to community service has challenged people to find a cause and volunteer (Gerson, 1997; Rhor, 1997; Kummer, 1997; and Kohler, 1997). A recent Gallup Poll reported in The Grapevine (Malli, 1997) revealed that in 1996-97, 59% of teens surveyed had volunteered. This is higher than that

of young adults (38%) and adults in general (49%). The 13.3 million teens who volunteered, contributed 2,420,000 hours of service. With the current interest in volunteerism, it is important for school to help produce citizens with skills that they can use for both their own betterment, and for the benefit of the populations that they serve. Community institutions, helping people with disabilities, church service groups, and crisis intervention organizations are only a few opportunities for those who want to serve (Union Organization of Social Services, 1997).

Overview of The Peer Helping Program
Brief description of the course

The Peer Helping course teaches students a six step helping skill that includes: 1) stating your concern; 2) identifying the problem, 3) exploring alternatives, 4) predicting consequences, 5) finding out what the person is going to do, and 6) expressing support. The first three weeks of the course are spent in retreat type activities that train the natural ability of these teens in the use of the helping skill. The rest of the semester is used for on going training topics. These topics are both defined by the program and identified by the students as special concerns within the school community. In the past, topics included cultural diversity, gossip, labels, stress, depression, drug abuse, sexuality, and AIDS. The program is both a semester course and an extra curricular organization. Students receive a grade on a 4.0 scale, 2.5 credits for taking the course, as well as community service points for maintaining active involvement with the program after the course. The course includes a leadership component, that requires students to compete various self-assessments and track the development of empathy and active listening skills, both necessary to be effective role models among their peers and in their community.

The Peer Helping Program is a team taught semester course in the category of interdisciplinary electives. Students elect to take this non-academic course (the grade is not factored into their overall grade point average) which meets 5 times a week, for forty-two minutes. The course teaches skills to students via many methods such as role-plays, self-report inventories, discussions, guest speakers, and handouts. Students complete the course and are self and teacher evaluated before becoming certified peer helpers in the school community. Students are expected to maintain helping logs of times when they use the skill so that they can continue to self-evaluate their competency level. There is also a leadership component to this course. Peer Helpers volunteer in a variety of "helping" settings, one of which is the CONTACT TeenLine, a "warm line" where teens talk to teens using active listening and helping skills taught in the Peer Helping class. The Peer Helping Program is modeled after the Natural Helpers Program (Comprehensive Education Inc., 1989), with its various "phases" that that become a semester long class, as opposed to a weekend retreat.

Phase One: Retreat Training. The PHP starts with a retreat. A retreat means going back or getting away from something. Think of this part of the course as a retreat from the average school day. Students will be engaging in various tasks that will help

them become comfortable in the class. This will involve many "icebreakers" that are to facilitate learning each others names, interests, backgrounds, and perspectives that are brought to the course. Students will learn the ground rules, and begin building trust so that future discussions can be honest and open. Students should feel safe to say anything, since there will be no put downs, and they can agree to disagree on any topic.

Besides learning about others in the class, students will be learning about themselves. There will be various chances for students to "introspect" (look into themselves) and verbalize personal values and beliefs. The discovery of limits will be important, and students will formalize personal goals for the course. At the conclusion of the retreat, students will be responsible for creating a three-dimension representation of themselves, called a self-box (See the Brief Review of the Evaluation System).

Another major component to the retreat is learning the steps and application of the helping skill. A heavy emphasis is placed on active listening- something everyone needs to learn. By the end of the retreat, peer helpers will be familiar with role-plays, and will have had the chance to use the helping skill in a comfortable practice environment.

Phase Two: On Going Training. On going training takes up the rest of the semester. Issues faced in the community are discussed at length. Information is provided that individuals collect and use to create a workbook of resources. The topics are used as themes in role-plays with the helping skill. The final part includes a proactive community outreach element, where students turn the information presented in class into a project that helps spread a message they have determined is important for peers to know.

Phase Three: Post-Course Work & Leadership Component. After completing the course and receiving peer helper certification, students will be asked to keep the skill fresh by attending after school "on going training". Meetings will be held where they can discuss the use of the skill. Various conferences for youth leaders are held in which graduates of the program will qualify to attend. Newsletter and memos also help keep previous peer helpers in touch with the group, and vice versa.

In addition, volunteer opportunities are made available. A commitment of four hours per month is expected to maintain involvement in the Peer Helping Program, and necessary to keep the active listening skill fresh.

Target Population:
Grade: 10th, 11th, and 12th
Level: All levels.

The course works best when there is a representative sample of the general school population enrolled. Guidance counselors as well as building principles and instructors should be aware of the population and work on making it as diverse as possible. Working with peers that are not of the same clique, helps the adolescents de-center and develop better empathy and self-acceptance, both qualities thought to be part of a sucessful peer helper (see Appendix A).

GOALS
The following are the goals of the Peer Helping Program, but they should be seen as work in progress, changing with student interests, community needs, and advances in the subjects (Tylers needs).

- Goal 1: Students should develop the following skills aid in helping peers:
  - The Helping Skill
  - The Negotation Skill
  - The Refusal Skill
  - The Self-Help Skill
- Goal 2: Students should become familiar with local community helper, and how to give information and referals
- Goal 3: Students should develop leadership skills and apply helping skills in these roles to make efficient team efforts
- Goal 4: Students should be familiar with myths and truths concerning the following issues:
  - Sucide
  - Lonliness
  - Loss and Bereavement
  - Aids and STIs
  - Drug/Alcohol Use and Abuse
  - Depression
  - Self Esteem
  - Stress
  - Labeling and Gossip
  - Cultural Diversity
  - Sexuality
  - Eating Disorders
  - Others as determined by the students, community, and subject field

Brief Overview of the Evaluation System

Self-reports and peer evaluations of products are also components of the course that help determine the extent to which the objectives are achieved. The reliance on peer and self-evaluations are an integral part of the course, encourages a development of self-awareness, and acceptance of self as agent of change and accomplishment. Teachers also take part in the evaluation process, considering growth and development, class participation, and extent to which assignments meet objectives. The final grade for the course is an average of these varied inputs.

Role Plays. The information presented to students help empower them to make healthy choices in their lives, and the role plays provide chances to practice those skills.

Leadership Roles. The community outreach component, where students engage in canvassing, cross aged teaching, and working in community organizations such as local crisis hotlines, evaluate how students meet this goal. Records of involvement and leadership roles in clubs and organizations quantify these aspects of the leadership development objectives.

Logs. Peer helpers turn in bimonthly logs. These logs record the nature of any helping situation that the teens engage in over the week. These logs help instructors gage 1) the types of problems peer helpers are addressing so course instruction can address them; 2) the skill development (the log requires a self-evaluation of skill utilization); and 3) the number and type of referrals and resources given to helpees by helpers.

Products. Products are some project that the students create after completing a series of on-going unit topics. The product needs to have a specific objective, and should meet the proactive objectives of this course. (See Appendix B for examples of possible projects).

One major project after the initial retreat phase of the course is completed is the "self assignment". This requires that the students take an inventory of their personal characteristics and create a three dimensional representation of themselves for classroom display. Students relate how they are described in the project to the class once the product is created.

Implementation Plan

The program can be replicated through an initial simultaneous training of school personnel and students. The trainers could come from the original group of Natural Helpers who periodically conduct weekend retreats across the country, or could be from other programs with similar philosophies. Finally, anyone versed in "helping skills" and active listening could help. The Natural Helpers curriculum is also marketed under that name, and available for schools to purchase. The school personnel should be willing to team teach this course, therefore raising some budgetary concerns. Initial peer helpers in the school could be selected by their peers in the school community through a survey of the "people that others go to for help", or an assessment in the student body of those who find themselves to be their friends "helpers". The course is currently, self-selected, and any future replications of the course will probably follow a similar evolution, from recruitment, to self-selection. Further considerations will need to be made when the course enrollment exceeds the current seating available. Some possible ways of screening for students may be the use of entrance prerequisites (grade level, recommendations from teachers, interviews, etc.) or applications.

Lesson Plan
Peer Helper Program

Lesson: Introduction to Active Listening

Rationale The course teaches a 6 step helping skill, much of is hinged on the use of active listening. This microskill is revisited in most future lessons.

Performance Objectives:
Students will be able to:
1. compare and contrast passive and active listening
2. list the benefits of active listening
3. use active listening skill throughout the steps of the helping skill

Materials
CD player
Slow Dance Music
Listening Skits from Sturkie
Situation Cards

Procedure
This lesson is to help students see the benefits of active listening. The opening activity will help them get on task and energized, the skits will help them then develop a sense of what active listening is and what the "results" of active listening will be, and then the culminating activity will get them a chance to put the skill to use in a peer helping situation.

Chalk Board: Welcome to the PHP! Listen Up!

Introduction: "Today we are going to give you chance to dance. Instead of watching one another though, we want to you see what else is happening on the dance floor. So, find a partner, Turn around. Link your arms together. Don't decide on who is going to lead, just dance. Ready go."
PLAY THE MUSIC. Let it go for about 2 minutes. Stop and ask "What was that like." Accept all answers. Then say, well dancing is a very often an intimate thing, one on one. The dancers read each other, and LISTEN to the subtle signals passes between one another. It is a synchronous relation. When there is no communication between the two.... this is what you get. The same thing applies to people when they are communicating with one another. There are signals sent, and in the case of a helping situation, you really need to listen to one another to know the signals...."

Development: " Stay seated in a Fish Bowl around the "dance floor" HAVE THE VOLUNTEERS READ THE ACTIVE AND PASSIVE SCRIPTS. ASK THE STUDENTS TO IDENTIFY THE TWO TYPES, AND COMPILE A LIST OF TRAITS FOR EACH KIND OF LISTENING.

Culminating Activity: "Now we want you to try it. In small groups of 4 where you are sitting. Take turns in pairs being listeners and talkers. Talk about anything you want, or use one of our situation cards. The other pair in your group, should be watching and listening for the signs of ACTIVE listening. When everyone has finished, make a "checklist" of things to do when active listening. Tomorrow, we will compare lists.

Assessment/Follow Up
Group discussion tomorrow comparing the list, and the formation of a checklist for future role plays and practice using active listening.
Other lessons on Active listening will focus on Caring Confrontations, and the use of Listening in each step of the helping skill.

<u>**Lesson:**</u> <u>Cultural Identity Formation</u>

Rationale. I wanted my students to understand what a culture is in the broadest sense of the term and then be able to write their worldview. I have used the *Writing Your Worldview* assignment before, but this project continues to evolve. Students find it very difficult to understand what I am asking for on this project. I think that the ability to critically evaluate how one views the world can be very massive, and for adolescents, who tend to be very egocentric (according to David Elkind), the problem really centers on the ability to de-center. The following is the outline of the lesson plan that I used and had pretty good results. This assignment can be used at any place in a unit, to help students understand that people view the world differently, and that knowing how both themselves and others view the world, can help them understand one another.

Performance Objectives:
Students will be able to:
1. define the terms culture, ethnicity, and race
2. compose a list of cultures and subcultures
3. appraise both the overt and covert (subtle) ways that groups maintain power
4. analyze how their family shapes who they are today

Materials
Newsprint and markers for the students to brainstorm with when in group
Writing Your Worldview Assignment

Procedures
Chalkboard task: "Give three examples of a culture."

Introduction: Solicit the answers to the chalkboard question to generate a list that includes at least all of the following ideas: religion, ethnicity, age, physical issues, trauma, language, affectional orientation, gender, and socioeconomic status.

Development: Instead of presenting the theories that exist on how we form cultural identities, have the students break into groups of 5. The group is to answer the following question:
How does a culture maintain its power?

Students should for about 10 minutes in groups, and then individual groups present the methods.
Check the attached notes for a complete list of with examples. The teacher usually needs to add some so that students begin to see beyond the overt methods.

Culmination: Students are asked to think about how their culture affects their life. This leads up to the homework assignment.

Give the following terms and their definitions:
Culture- learned behaviors, traditions, and way of life created by a group of people
Ethnic group- a group of people with characteristics in common that distinguishes them from most other people of the same society
Race- a group of people who share some physical features, such as skin color or eye shape.

Race is not culture ("Latino race" is incorrect). Race is not ethnicity "(Dutch race" is incorrect). Race is not a nationality ("the German race" is incorrect). Race is not determined by language (the "English speaking race" is incorrect). Race is harder and harder to define with the rapidly increasing blurring of lines and variations of the human race.

Assign the Ecomap/Worldview Assignment

Assessment: Students participation in class discussion, group work, ecomap/genogram assignment, and the test at the end of the chapter.

What are the ways in which ethnic groups: a) try to **sustain their ethnicity**, and b) counter efforts to absorb them into the mass culture?

Ways they maintain power	*Examples*
Symbols	the clenched fist, the X, cross, car decorations, i.e. flags, dash board items, bumper stickers
Rites	shunning done by the Amish to one who has broken with tradition, initiations, baptisms, penance, first holy communion, confirmation, bar/bah mitzvah, the Indian thread ceremony, covenants, history, rules and regulations
Foods	specialty grocery stores to cater to populations, i.e. Korean store
Arts	special invitations, and exhibits, i.e. Central American Arts
Apparel	Uniforms, baggy pants, chains, hair style
Speech	Media's spotlighting of certain aspects of certain groups in TV, radio, and print; rallies, books, films, graffiti,
Financing	Nepotism in jobs, red line loans to high risks, "good old boys network", its not what you know, but who you know
Politics	the post-civil war idea that you need to own land to vote kept blacks out of the election process, Johnson-

	Reed Act and other immigration policies, blacklisting/balling, getting National Holidays, i.e. MLK Day in January
Organizations	Youth groups, social and members only clubs
Parades	March on Washington, Million Man March, AIDS walk, MS Walk, Flag Days
Camps	Chinese internment in W.W.II, slaves on plantations, Jewish Summer Camps, NJ Elks Associations Conferences on Peer Leadership
Education	Excluding groups from access (women, slaves), English taught as primary language in schools, civil service tests for jobs and military assignments, but not at the highest levels, segregation-separate but equal?, high costs, Chinese Schools
Models	Expressing racist attitudes around your children, media, myths, stereotypes
Physical Violence	Rodney King Beatings, police brutality, hate groups
Scapegoating	Blaming blacks and Hispanics for crimes
Eugenics	the idea of the Aryan perfect race, cranium size and intelligence, skin color and correlates to intelligence
Neighborhoods	like back in the old country
fear	Fight among self, hate groups

Models, stereotypes, myths, stories, and many of the ideas above are ways in which these ideas are learned. Most of the true learning in covert. Emphasis is usually made on acceptable behaviors which latently teach values, structure (as there are the leaders and followers) and rewards for meeting the demands of the culture.

<u>**Lesson:** Defining your worldview.</u>

Rationale This is a lesson plan that I developed to use in the future when I assign a worldview paper. This is a way of defining who they are, and how "their views of the world around them" play a part in their role of helpers.

Performance Objectives:
Students will be able to:
1. define the term worldview
2. analyze how they see the world
3. compare and contrast the various strengths and limitations of their own worldview and those of others.

Materials:
Worldview Assignment Handout   overhead projector
Globe   "Walking in another mans shoes..." overhead
Plain white paper

Procedures:
Chalk Board Task- Have students say what is meant by "viewing the world through rose colored glasses."

> **Introduction:** Get the answers from the CBT, and then ask what might make somewhere have "rose colored" glasses. Tell the class that today we are going to begin thinking about HOW we see the world, and WHERE those views might have come from

> **Development:** Have the students stand in a big circle, facing in, with the globe in the center of the floor. Have students take a sheet of white lined papers and fold it in half. They are to draw what they see on the globe, territories or states, bodies of water, and geographic landmasses as discernible from their viewpoint of the globe. Now, everyone is to identify a person standing across from them, viewing the opposite side of the globe. On the second half of the paper, students are to draw what they think the other person is seeing.

> **Closure:** Have the students compare the drawings with one another. Notice the flaws and ask "how could they have done better?" Accept all answers but emphasize the importance of going and standing in that person's shoes for a while. Show the overhead "Walking in another mans shoes." This also helps bring out the idea of engaging in the activities of other cultures to get a sense of how they see the world.

Assessment: Students participation and discussion can be used to evaluate the activity. The written worldview is also a good way to assess the effectiveness of this activity in meetings its goals.

Follow up: Sharing the worldviews in small or large groups. Comparing and contrasting worldviews where appropriate.

Sample Quotes you can use to help stir up discussion...

No man is an island, entire of itself. –*John Donne*

Never judge another person until you have walked a mile in their moccasins. –*Native American Indian Proverb*

Here is the most inclusive list of questions that I have found to help think about worldviews. Take a culture and think about how members of that culture might answer these questions.

In reference to the culture in question, what or how do they:

1. feel about the strengths and limitations of their own group?
2. think other groups feel about them?
3. judge others' viewpoints about their group?
4. show their attitudes towards others within their group?
5. express feelings of pleasure, pain, fear, insecurity, anger?
6. express their religious, esthetics, and artistic tendencies?
7. orient themselves in time? to past, present, future?
8. orient themselves in space and territory?
9. communicate verbally, non-verbally, body language, gestures, touching?
10. structure, order, or organize their lives?
11. believe the roles of men and women should be?
12. believe to be the appropriate roles for parents, adults, and children?
13. believe appropriate roles for boys and girls?
14. believe constitute the more serious behavior problems?
15. believe are the best ways to enforce behaviors?
16. believe are the activities that provide solid family-feeling? sustain family?
17. feel their responsibilities to the aged?
18. believe are the goals of a "good life"? what is success?
19. believe are the ways in which success is best achieved?
20. believe that ways are that best cope with frustration?
21. balance the individualistic vs., family orientation in life?
22. balance the rational vs. intuitive approaches to knowing?
23. balance the competitive vs. the cooperative approach to life?
24. balance concerns for personal dignity vs., accomplishment?
25. balance the unemotional vs. the emotional part to life?
26. valance the ability to live with uncertainty vs. the need for certainty?
27. balance a trusting, optimistic vs. doubting, pessimistic approach?
28. balance structured relationships vs. loosely structured?
29. balance needs for permanence, stability vs. change, mobility, transience?
30. balance the need for spiritual vs. material indices of well-being?