

ALLY BUILDING ACTIVITY

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1. Define Allies

An ally is someone who actively supports and defends the rights and dignity of individuals from social groups other than their own, especially when these individuals are not present or otherwise able to represent themselves.

2. In pairs (same gender) share the following questions:

Women:

What do you wish men would understand about you and other women?

What do you wish men would never say or do again?

What do you wish men would do to be your ally?

If you were to expect men to be your allies, what would you want?

Men

What can you do to defend the rights of women?

How have you already been a good ally? Is there anything that gets in the way of that happening?

What stands in the way of your being an ally to women?

How can you overcome barriers to being an ally?

What is already good about your friendships with the other gender?

3. Speak Outs: 2 or 3 individuals from each group report on what they want from their allies.

4. Whole group process/discussion.

5. Closing: What's the next step in becoming a better ally?

ARCHIE BUNKER'S NEIGHBORHOOD

Submitted by: Jodi Lambdin
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Reference: Adapted from Robert M. Gonyea and Michelle Tanaka's Program "Archie Bunker's Neighborhood", University of San Francisco.

Please follow directions carefully!! React honestly and openly. Please try to be as time efficient as possible.

INSTRUCTIONS:

1. All members must stay within their designated area, except the elected representative who may go to the building authority.

2. Use the index cards and tape to "construct" the various buildings (houses, schools, churches, hospitals, parks, places of entertainment, etc.) in your ideal community.

3. Use your allotted funds to acquire the necessary building permits. Decide as a group which permits to apply for.

4. The rules are set by the director of the building authority, and will be strictly enforced by the sheriffs.

5. Prices for the building permits are posted. The permits must be purchased and posted prior to any form of construction.

6. The exercise will end with the sheriffs and the director of the building authority inspecting the communities, checking permits, and announcing which group has constructed the best community for themselves.

Purpose:

This activity is designed to give participants exposure to a simulated environment of prejudice. Participants, who have in many cases never been part of any minority group are asked to take on such a role. The extreme oppressiveness of the simulated activity soon becomes an emotionally frustrating experience for participants, who get very interested in the activity. The simulation is good ground work for discussion to follow.

Simulation:

Participants are divided into different groups upon entering the room. Cards are distributed for participants to wear to identify them with their particular group. Minority participants should be placed primarily in the group of white people though numbers may dictate that some may need to go into other groups. It is most important to try and place people in groups that they do not personally represent. Also two or three individuals need to be selected as sheriffs. These individuals need to be issued stars and signs with WHITE to wear as identification and toy guns as weapons.

Prior to anyone entering the room, the room should be divided such that each of the minority populations has about the same amount of floor space. The white population should have twice the floor space of any minority population member. The jail should occupy about half the amount of floor space of any minority population. All sections should be taped off on the floor to separate groups. The white section should be clearly bigger than the other sections. The jail should be sectioned off with chairs around the perimeter so criminals cannot escape.

Each group area should have a stack of index cards, masking tape or scotch tape and play money. Money should be distributed in the following amounts the white section should be given \$70,000 and all other groups should be given amounts between \$30,000 - \$34,000. An instruction sheet for the activity should also be placed in each group area. A sign should be posted by the table identifying the building authority's office and another sign posted citing the Permit prices for the building.

Permit Prices:

Apartment/Housing	\$ 10,000
Schools	\$ 5,000
Churches	\$ 2,500
Business Establishment	\$ 5,000
Park	\$ 5,000
Places of Entertainment	\$ 5,000
Hospitals	\$ 7,500

An additional sign should be posted identifying the city jail. Three facilitators should be present one to explain the activity, one as the building authority director and one as the secretary to the director.

As students enter they should be equally divided among the groups. All areas should be small except the white area so there should be a overcrowding sensation for the minority groups. The sheriffs should be instructed as to what their role is. Basically they should condone any actions the white groups do - being extremely helpful with these individuals. All other groups need to be closely monitored - they are not to be trusted. They need to remain in their section not stepping over any lines unless given permission to do so. Treat these groups stereotypically as society would. Asking for bribes from the minority groups before allowing them to go see the building authority for building permits is perfectly acceptable. If these individuals get unruly, as they often do, do not hesitate to place them in jail. At times some minority groups will try and join forces by removing tape from borders - this is not to be permitted as these groups may be even harder to control. You can allow the white group to do charity work by hiring other minority group members to do building for them or to allow them to take prisoners for early parole to help build for the white group. The sheriff should use their own discretion in monitoring the activities of the groups.

Approximately 4 individuals should be assigned to each group for the activity. The facilitator should have people read the instructions first. Then he/she should indicate that one person should be selected as the representative for the group to seek building permits. This person is the only individual that should leave the group's area (The white group would of course be given additional privileges in regards to this). The group should decide how they are going to build and then that individual proceeds to the building authority's office to secure a permit. People need to be aware that there may be

some obstacles to building at times. Explain that their task is to build the best community for their groups people. Then let them go to it.

As individuals proceed to the building authority's office sheriffs can secure bribes as can the office itself (processing fees) from minority groups. The secretary should always wait on white people first and minority groups later. Minorities should be asked to sit and wait and then should have to fill out the lengthy permit application. Whites probably would not need to fill the form out as they are known by the building authority director and have relatives in the mayors office. Credit can be easily extended to the white group for additional buildings as they have a credit history. Minority groups would not be allowed credit. Generally whites should be given a lot of freedom to build and minorities should have to work hard for their permits.

Allow the activity to continue until the white community is well established. Obviously the minority communities should be way behind in their community development.

Processing:

Allow 10-15 minutes for processing time of the activity. Some of the following questions could be asked:

- * Ask different individuals from the minority and the white groups to describe what the experience was like for them and the process they encountered. Ask the same of the sheriffs.
- * Ask the individual's how the activity made them feel.
- * Ask participants if this experience has any similarities to real life and if so how.
- * Ask participants what they are taking away from this activity.
- * Ask participants what they can do within their positions on campus to positively address issues of oppression.

CULTURAL PURSUIT

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Reference: The Regents of the University of California. Obtained from a session presented by Leonard Jones, Michigan State University, at GLACUHO '93.

Instructions:

1. Read your pursuit card and note mentally which ones you can answer.
2. Be prepared to sign your name and share what you know with others.
3. Each person may sign only one square on a sheet. Plan to circulate.

FIND SOMEONE WHO...(In the program's original form the sentences listed below arranged on a five by five bingo card.)

Has had his/her name mispronounced.

Knows what "Nisei" means.

Is from a mixed heritage/background.

Can speak more than one language.

Has been misunderstood by a person from a different culture.

Observes Yom Kippur.

Has had to overcome physical barriers in life.

Has experienced being stereotyped.

Knows what Rosa Parks did.

Has an "abuela".

Knows the Lord's Prayer.

Knows what an upside down pink triangle symbolizes.

Knows who Stephen Biko was.

Is an athlete.

Knows what a "pledge" is.

Shares the same academic interest.
Has traced their family lineage or heritage.
Knows the significance of eagle feathers.
Knows why the Irish immigrated to the US in the 1800's.
Knows the significance of Cinco de Mayo.
Is a first generation American
Can name the West Coast equivalent to Ellis Island.
Knows what "comparable worth" signifies.
Knows what "Juneteenth" is.
Knows what "Mahatma" is.

ANSWER KEY TO CULTURAL PURSUIT

Nisei

The term refers to second generation persons of Japanese heritage in the United States. The generation of their parents (i.e., the first generation in the US) is referred to as "Issei". Their children belong to the third generation and are referred to as "Sansei".

Yom Kippur

Jewish Day of Atonement. It is the most solemn holiday in the Jewish year. Falling on the tenth day after Rosh Hashanah, it is the culmination of ten days of repentance and preparation. On that day, all but the sick and children observe the rigid fast. The old rituals of sacrifice and scapegoat were replaced with prayer and penitence after the destruction of the Temple in AD 70. Services in the synagogue are central on this day, focusing on repentance and atonement.

Rosa Parks

She is a Black woman who refused to sit in the back of the bus in Montgomery, Alabama. This precipitated the year-long Montgomery Bus Boycott which was led by Martin Luther King, Jr.; it was his first event. This boycott became the first major event of the modern Civil Rights Movement.

Abuela

This is a Spanish word meaning "grandmother."

Lord's Prayer

Our Father who art in Heaven, hallowed be Thy name. Thy kingdom come, Thy will be done, on earth as it is in Heaven. Give us this day our daily bread and forgive us our trespasses as we forgive those who trespass against us. And lead us not into temptation but deliver us from evil. For Thine is the kingdom, the power and the glory forever. Amen.

Upside Down Pink Triangle

Currently it symbolizes gay and lesbian pride. During World War II, this symbol was used by the Nazis to label gay and lesbian prisoners in concentration camps for torture and extermination.

Stephen Biko

A South African Civil Rights leader who died in 1977. He led the Black Consciousness Movement in South Africa and died in prison. He has become a symbol for the struggle against apartheid.

Pledge

A person who is being initiated or "rushed" into the Greek system (i.e., a sorority or fraternity) or a secret society.

EMBRACING MULTICULTURALISM: TRASHING STEREOTYPES

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Goals:

- * To allow participants a chance to learn about someone else's cultural background.
- * To encourage individuals to develop a greater appreciation for cultural diversity, through open discussion on diversity issues.
- * To help participants work through and rid themselves of stereotyping.

Target Population: A residence hall living unit which has a mix of races.

Length of Program: At least one hour

Materials Needed: Newsprint and markers, handout on stereotypes, and a trash can.

Physical Setting: Comfortable and quiet environment for group discussion.

1. Start the program with an icebreaker to allow the group to warm up.
2. If there are more than 10 people break into smaller groups – 5-7 people is the optimal group size.
3. Have the group(s) brainstorm a list of stereotypes, both negative and positive, for the following groups: whites, blacks, Asians, Hispanics, international students. Write the lists on newsprint.
4. After the lists are complete, encourage participants to respond – do they feel – surprised, angry, puzzled, etc., about the items on the list? Facilitate discussion about the stereotypes.
5. Hand out the sheet on stereotypes. Explain how stereotypes are limiting and hurtful to everyone. Ask participants to give examples of ways in which they've been hurt, or seen others hurt, by stereotypes.

The Sheet on stereotyping includes the following statements:

- * Stereotyping/labeling is a very limiting method of making decisions or judgments. Even "positive" stereotypes can be hurtful.

- * We stunt our own potential for deeper and more meaningful relationships when we judge others based on little information.

- * When we learn to appreciate other people for their differences as well as similarities, we open ourselves up to new experiences, knowledge, and flexibility in interactions with others.

6. To end, have each participant take a piece of the stereotype-filled newsprint and tear it into pieces and throw it in the trash can. Explain how this is symbolic of their personal pledge to try to get rid of stereotypes in their community.

Notes to facilitators:

- If your group is all white, they probably won't be able to list stereotypes of themselves. Have them try, however, and use their struggle to point out that generally, white people do not have to worry about being victimized by stereotypes.
- If your group is mixed racially and the people of color list their stereotypes, white participants will probably be quite surprised to learn other groups' stereotypes of them. Encourage them to talk about their feelings – this can be very helpful to whites in understanding stereotypes.
- When listing stereotypes, two things might happen which hinder the effectiveness of this program. Either participants "get into it" too much, and start being inappropriate (slurs, laughing, etc.) or they don't talk at all because they're afraid of saying the wrong thing." Confront either of these behaviors by reminding participants of the program goals to learn more about others and rid themselves of stereotypes without hurting others.

THE GAME OF LIFE

Submitted by Karinda Rankin

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I got this game from Rick Gant at Student Affairs, the University of South Carolina. I have made the necessary forms and other props. if you would like copies, send me your requests.

The Purpose...

of the game of life is to illustrate the barriers and trials and tribulations that many individuals experience in the "game of life." Very little structure is given to the participants prior to the "game." It is important that the people assisting in the game stay true to their characters.

For approximately 75 participants...

Helpers Needed: Three Sheriffs, One Fate Fairy (optional), Two-Three Educational Consultants, One Grocery Store Clerk, Two Employment Agency Staff, Two Loan Service Administrators, One General Store Clerk, One Housing Administrator

Materials Needed...

CODED name tags

Fate Cards

Money Chips or Cards

Diplomas: Remedial, High School, Bachelors, Graduate

House Cards: trailer, apartment, house, mansion, shelter

Application for Employment: English and Gibberish

Application for Loan: English and Gibberish

Employment Cards

Money: 25, 50, 100, 500, 1000

Sheriff Badges

Fate Fairy Badge

Food Cards

Signage: Jail, Bank, Employment Center, Grocery Store, General, Educational Institution, Sorry we're closed signs

Helpers Information

Name Tags: Their Real Name

Underlined names represent Gay or Lesbian = 10%

A = Upper Class (10%)

B = Upper Middle Class (15%)

C = Middle Class (25%)

D = Lower Class (30%)

E = Poverty (20%)

Y = Female (50%)

X = Male (50%)

P = Person of Color (30%)

W = Caucasian

I = Illiterate or Foreign Language Skills Only (10% of D's 15% of E's)

Note:

All the Important Letters will be in **BOLD/CAPITAL LETTERS** in the **BOTTOM, RIGHT CORNER** of the NAME TAG. The rest of the numbers, small letters are gibberish.

It is important that participants be treated as their letters indicate. For example, if a Susan name tag letters read: AXE; She'll be called "sir" (the X indicates she is a he!), She will be afforded all the luxuries of an upper class person (note the A), and she will not experience subtle discrimination due to her color (W = White). On the other hand Bill is a EYPI = A poor, woman of color who is illiterate or speaks only a foreign language. Obviously Bill will receive different treatment! Helpers must be quick to note the letters and thus status of the participants in order to treat them, charge them accordingly!!

FOOD:

Each participant who requests FOOD should get one card or chip.

Cost -

A = Free

B = 25

C = 25

D = 50 or food stamps

E = food stamps only

BANK:

People come to the bank for loans. There is an application to fill out. There is a second application for people with an "I". This application is in gibberish; thus they won't be able to read it. Before giving an "I" a gibberish application for a loan, see if they have a high school diploma. If yes, give them a regular form. If no, give them a gibberish form. Send "I's" back to EDUCATION when they realize they can't read the gibberish form.

A = Give them a loan for 2,000 (when they come to repay it write the interest off for free!) Help them fill out their application. ETC. Easy Money!!

B = They can have a \$1,000 loan at 1% interest

C = They can have a \$500 loan at 5% interest

D = They can have a \$100 loan at 10% interest

E = They cannot get a loan. Tell them to get a better job or go back to school.

EMPLOYMENT AGENCY

A = Professional Positions

B = White Collar Labor

C = Blue Collar

D = Factory/ Service Professions

E = Temporary Jobs, but limited jobs available

I = unless they have a diploma, they should be sent back to school. If they have a diploma, treat them as a D or an E.

EMPLOYMENT CONTINUED:

In general, men get better jobs than women, etc. The hierarchy is class, sex, then color. There is a master sheet of job openings. Participants have to fill out an application. Note: "I's" have to fill out a gibberish application unless they have at least a remedial diploma. This will remind you to send them back to school.

Fill out an Employment Card for the participants once you give them a job. Give them their first month pay as an advance. If a B, C, or D, increases their education, they can come back for a "better job" and pay advance.

SHERIFF/JAIL

I's and E's seem to spend a lot of time in here for loitering, disturbing the peace, etc... They stay in for 5 minute stints, but can be let out and put back in if they are trouble makers. Sheriff's control the jail!!!!

Police folks can take any D, E's money at any time and send them to jail. Police can befriend one person, one time if that person has a similar trait as the sheriff.

HOUSING AUTHORITY

According to the outline below, give the participants the appropriate housing card. There will be points in time when people without a housing card are penalized (jail, money, or shelter time)

Mansions:

A for \$1,000

B for \$2,000

C, D, E are not an option

House:

A not an option unless losing money and need to sell mansion

B for \$1,000

C for \$2,000

D, E are not options

Apartment:

A, B are not an option unless losing money and need to sell one of the above

C \$250

D \$500

E not an option

Trailer

A, B, C, not an option

D \$150

E \$250

Homeless Shelter E if not enough money and want to wait 10 minutes in "time out" at the shelter. At least they'll have a housing card.

EDUCATION:

This area will always have lines. Diplomas are given out according to class and time.

A = Taken immediately to front of the line. Given a Graduate Degree with no wait and for \$250

B = Waits in line, but gets a Bachelors Degree with no time out and for \$250

C = Waits in line, is offered a Bachelors Degree for \$250 and 10 minutes wait. If they do not want to wait or pay that amount, they can settle for a High School Diploma for \$50 and no wait.

For D's and E's the office may close down for a few minutes to build up lines once a D or E finally makes it to the front of the line.

D= Waits in line, is offered a High School Diploma for \$50 and a 10 minute wait or can choose to get a remedial degree for \$25, no wait.

E= Must wait 10 minutes for Remedial Education Diploma and pays \$25.

Everyone except A's can come back for further education once they receive a degree. They must wait in line and pay the price for the next highest degree (including time waiting).

FATE CARDS:

The Fate Fairy (or Sheriff) will go around the room giving out good luck or hard luck cards at random. There are weather, money, honors, tragedies, etc. in the fate cards. Participant must abide by the card given to him/her.

GENERAL STORE (OPTIONAL):

Items may be purchased (or traded in for 1/4 the value in times of tragedy and over spending!). Cards are given for items purchased (cars, boats, clothes, music, etc.).

ROAMER (OPTIONAL):

The roamer walks around trying to convince people to buy drugs, etc. for money. If a participant gives in to this easy money, they may have to pay for it later if a sheriff catches them.

MISCELLANEOUS:

* Hand out starting money with name tags to avoid obviously "reading" name tags as you hand out money. For example, you might have money in stacks so you can easily grab according to social status, or paper clip correct amount of starting money to each name tag in advance.

* If participants revolt or protest, they should be imprisoned.

* If someone gets an idea that they want to VOLUNTEER to help someone else better their situation, they can providing they pay the price for the person (ie.: the cost of a high school diploma for an I) and spend the time needed with the other participant. For example, a Graduate School participant may want to help a Remedial Student get their High School Diploma. The Graduate Student pays the price for the other person's degree and then sits with the Remedial Student during the ten minute wait. Then the Remedial Student can get the high school diploma without the wait in line or paying the cost. This rule is not spelled out. Participants can be creative. But recipients can only jump one level at a time and there has to be a mutual wait !

* Room set up "map" is available from Karinda for your information.

PROCESSING:

After about an hour...Break up into smaller groups to answer:

- 1) How did you feel about the game of life?
- 2) Did you see any stereotypical behavior occurring?
- 3) How did it feel to be the "helper" playing roles with or against the participants?
- 4) How does this game mimic life? What's different?
- 5) What made you frustrated? What made you happy to see?
- 6) Go through each class letter...ask how each felt to have their privileges or weaknesses.
- 7) What larger issues seemed to be at work?
- 8) Did this change anyone's perspective on the "real game of Life?"
- 9) Others?

Assemble back into the larger group. Does any one have any further comments or processing points?

Tips:

–usher affluent people to front of the line

–put off low income and minority people

–act rushed and disinterested in your job

–close your table occasionally for breaks (put up a sign)

–watch for people getting too personal, but also be sure to be tough on those who illicit that type of response –if someone in your line is rude to you, (using judgment) you can be rude in return or better yet just call the police over and tell the officer that "this person is creating problems" It's a tricky balance, use discretion, but always stay in character.

–be more sympathetic to participants in roles that are your identities. (i.e. if you are a minority and so are they, be nicer to them)

–ALWAYS watch their faces very, very carefully to see how they are taking all of this. OVERKILL IS FAR MORE DANGEROUS THAN UNDERKILL. Be Careful! The game is meant to teach and role-play but NOT to really hurt someone. Be sensitive to this balance.

GENDER BENDER

Submitted by: Karinda Rankin

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Reference: Written by Sonja Humbarger, Geoff Milewski, and Steve Tennant.

Goals: To increase awareness of issues that affect women by asking participants to think as if they were members of the opposite sex.

Description:

The nature of Gender Bender is to reverse roles and test your ability to think like a member of the opposite sex. Gender Bender is not designed to create competition between the sexes; there is always a male and female winner. Any number of people can play, as long as there are at least two men and women in the game. The game does not require a formal setting.

Suppose You Were a Man

1. You are in an unfamiliar part of town, trying to find a place you've never been to before. Do you
 - a. stop and ask for directions
 - b. buy a map
 - c. keep on looking, because you're bound to find it eventually
2. You buy Playboy mainly for
 - a. the articles
 - b. the jokes
 - c. the pictures
3. You've been promoted ahead of a woman who is better qualified than you. How do you feel?
 - a. lucky
 - b. guilty
 - c. smug
4. You've just washed your hands when you find there are no towels in the bathroom. What do you do?
 - a. dry them on your pants
 - b. shake them dry
 - c. dry them on the curtains
5. A woman scores higher than you on an IQ test. What do you say?
 - a. "So, what else is new?"
 - b. "What a stupid test."
 - c. "You lucked out."
6. On a city street, an attractive woman walks past you. What do you look at?
 - a. her eyes
 - b. her bust
 - c. her legs

Suppose You Were a Woman

1. What goes on last?
 - a. eye shadow
 - b. lipstick
 - c. blusher
2. At a party, a very beautiful woman comes on to your boyfriend. What do you do?
 - a. let him deal with it
 - b. drag him away
 - c. show her your claws
3. What do you do better than most men?
 - a. make decisions
 - b. drive a car

- c. handle physical pain
- 4. Which would you rather be complimented on?
 - a. your looks
 - b. your brains
 - c. your cooking
- 5. Which did you do first when you were young?
 - a. neck with a boy
 - b. wear make-up
 - c. smoke a cigarette
- 6. The driver ahead of you suddenly cuts you off. You
 - a. curse under your breath
 - b. shrug it off
 - c. cut him off the first chance you get while giving him an obscene gesture

JEOPARDY

Submitted by: Jodi Lambdin
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ABLEISM - First Round

100 points - This actress won an Oscar for Best Actress for "The Color Purple" and a Grammy for Best Comedy Album in 1985. She also has a learning disability.

- a. Oprah Winfrey
- b. Suzanne Fritz
- c. Whoopi Goldberg *
- d. Whitney Houston

200 points - This famous inventor was deaf from the age of twelve. He is credited with more than twenty-five inventions.

- a. Eli Whitney
- b. Charles Goodyear
- c. Thomas Edison *
- d. Benjamin Franklin

300 points - This great composer not only had a learning disability but he was also biracial. He was deaf when he composed his ninth symphony.

- a. Bach
- b. Beethoven *
- c. Mozart
- d. Mendelssohn

400 points - This person was diagnosed as "mentally retarded" as a child and did not speak until he was four years old.

- a. Albert Einstein *
- b. Sir Isaac Newton
- c. Thomas Edison
- d. Sigmund Freud

500 points - He is one of Hollywood's leading actors. He also has a learning disability and learns his lines by listening to the on tape instead of reading them.

- a. Mel Gibson
- b. Tom Cruise *
- c. Clint Eastwood
- d. Harrison Ford

CONTEMPORARY ISSUES

100 points - According to the National Safety Council, an average of sixty-nine people a day are shot to death with handguns in the United States. Of these shootings, this percent is done by family members or friends.

- a. 25%
- b. 33%
- c. 50%
- d. 75% *

200 points - The effects of these synthetic stimulant drugs resemble those of cocaine but are much longer lasting.

- a. depressants
- b. barbiturates
- c. amphetamines *
- d. hallucinogens

300 points - This eating disorder is also known as the binge/purge syndrome. Obsessed by both eating and staying thin, the person with this disorder often binges then vomits.

- a. anorexia nervosa
- b. bulimia nervosa *
- c. chronic dieting
- d. obesity

400 points - Some of the most prominent symptoms of this eating disorder include the following: 20% or more weight loss, periods of activity and unrelenting exercise, self-induced vomiting or excessive use of diet pills and/or laxatives, and a distorted body image.

- a. anorexia nervosa *
- b. bulimia nervosa
- c. chronic dieting
- d. obesity

500 points - It is estimated that this percent of people who are anorexic come from white upper-class families.

- a. 25%
- b. 50%
- c. 70%
- d. 85% *

HETEROSEXISM

100 points - This legendary tennis star has won more Wimbledon Championships than any other woman. She is also a lesbian.

- a. Billie Jean King
- b. Chris Everett
- c. Stephi Graf
- d. Martina Navratilova *

200 points - This derogatory term was created during a time when witches were burned at the stake, and when they would run out of wood they would gather up men thought to have engaged in homosexual behavior and throw them into the fires to keep the fire fueled. This was the term used to describe these men.

- a. queers
- b. faggots *
- c. hot rods
- d. dykes

The definition of faggot is a bundle of sticks. These men would be thrown into the fire as a faggot to keep the fire burning.

300 points - National Coming Out Day is a time when gays, lesbians, and bisexuals are encouraged to tell others about their sexual orientation and who they are. It is celebrated every year on this day.

- a. January 1
- b. March 5
- c. July 9
- d. October 11 *

400 points - During 1948-1953 this study was conducted regarding sexuality in America. It opened the door to the Homophile Movement when the study said that a large percent of the population had sexual experiences with same sex partners, and many considered themselves exclusively homosexual.

The study was conducted by:

- a. Dr. Ruth Westheimer
- b. Dr. Joyce Brothers
- c. Dr. Alfred Kinsey *
- d. Dr. Maura Cullen

500 points - Percent of men who have engaged in some type of homosexual relationship between the ages of 20 - 24.

- a. 10%
- b. 15%
- c. 20%
- d. 30% *

JEWISH OPPRESSION

100 points - Name of the book used by Jews.

- a. Torah *
- b. Bible
- c. Koran
- d. Dead Sea Scrolls

200 points - This major religious ritual for a Jewish boy marks his assumption of the religious responsibilities of an adult.

- a. bat mitzvah
- b. bar mitzvah *
- c. bris
- d. confirmation

300 points - Name of the Jewish New Year.

- a. Hanukkah
- b. Yom Kippur
- c. Rosh Hashanah *
- d. Passover

400 points - He refused an invitation to run for election as the President of Israel. Instead he remained at Princeton University, continuing his studies in physics.

- a. Jonas Salk
- b. Albert Einstein *
- c. Sigmund Freud
- d. Bela Schick

500 points - This set of laws was instituted in 1935 (Nazi Germany) and deprived Jews of citizenship, forbid intermarriages, and forbid the employment by Jews of German domestics under the age of 45. It led to the re-ghettoization of Jews, and incarceration of Jews in camps.

- a. Communist Manifesto
- b. The Third Reich
- c. Hitler's Laws
- d. Nuremberg Laws *

RACISM

100 points - A major college first instituted primarily to educate Native Americans.

- a. Harvard
- b. Brown
- c. Yale
- d. Dartmouth *

200 points - An internationally known writer who co-authored the Autobiography of Malcolm X. His book Roots documents his ancestry back to Africa.

- a. James Baldwin
- b. Alex Haley *
- c. Victor DeAngelo
- d. Cornell West

300 points - A disciple of Dr. Martin Luther King, Jr., this man became director of Operation Breadbasket in 1966, and founded Operation PUSH in 1971. This activist has made contributions to the advancement of civil and equal rights.

- a. Ralph Abernathy
- b. Andrew Young
- c. Marcus Garvey

d. Jesse Jackson *

400 points - This baseball hall-of-famer led the Pittsburgh Pirates to a championship. He was killed in a plane crash as he was bringing relief supplies to earth quake-stricken Niagara.

- a. Lefty Gomez
- b. Tony Perez
- c. Roberto Clemente *
- d. Tony Conigliaro

500 points - A spokesperson for the Black Muslim separatist philosophy, giving militant and brilliant voice to the anger and frustration of the Black masses. On February 21, 1965, he was assassinated.

- a. Malcolm Little
- b. Malcolm X
- c. El-Hajj Malik El-Shabazz
- d. All of the above *

Born Malcolm Little, changed his name to Malcolm X as a Muslim, after his pilgrimage to Mecca, changed his name to El-Hajj Malik El-Shabazz.

SEXISM

100 points - The projected percent of the work force in the US that will be women and other minorities by 1995.

- a. 25%
- b. 40%
- c. 60%
- d. 75% *

200 points - Founder of Ms. Magazine and an activist for the women's movement.

- a. Gloria Steinem *
- b. Molly Yard
- c. Barbara DeAngelo
- d. Helen Gurly Brown

300 points - Approximate percentage of rapists who know their victims

- a. 35%
- b. 58%
- c. 78% *
- d. 89%

400 points - Percent of 60,000 women surveyed who said if they could do it all over again, they would not choose the same spouse.

- a. 10%
- b. 38% *
- c. 49%
- d. 72%

500 points - After more than a decade of affirmative action, the amount a woman earns to every dollar that a man earns.

- a. \$ 0.59
- b. \$ 0.69 *
- c. \$ 0.79
- d. \$ 0.89

Double Jeopardy Round

ABLEISM

200 points - "The Americans With Disabilities Act" was passed in this year.

- a. 1963
- b. 1976
- c. 1985

d. 1990 *

400 points - Dyslexia, dyscalculia, and dysgraphia are all commonly related to this type of disability.

- a. mobility
- b. learning *
- c. auditory
- d. visual

Dyslexia is difficulty with reading, dyscalculia is difficulty with math, and dysgraphia is difficulty with written expression.

600 points - Percentage that people who have hearing impairments and rely on speech reading (lip-reading) to correctly interpret the words spoken.

- a. 15%
- b. 40% *
- c. 75%
- d. 90%

800 points - He is the author of the best-selling book entitled A Brief History of Time, and creator of the "Big Bang Theory". He also tells of his experience with Lou Gehrig's disease.

- a. Steven Hawkins *
- b. John Naisbitt
- c. Howard M. Halpern
- d. Isaac Asimov

1000 points - Estimated percent of US Presidents having a disability.

- a. 25%
- b. 33%
- c. 50%
- d. 66% *

CONTEMPORARY ISSUES

200 points - Name the world's fastest growing religion.

- a. Catholicism
- b. Judaism
- c. Islam (Muslim) *
- d. Buddhism

400 points - Identify the case which legalized abortion in 1973 and is currently the source of controversy for many who would like to have that decision reversed.

- a. Brown vs. the Board of Education
- b. Breeders vs. Procreation
- c. Roe vs. Wade *
- d. Parks vs. Missouri St. Hospital

600 points - After smoking marijuana, a residual amount of it remains in the body for this length of time.

- a. 12-48 hours
- b. 1 week
- c. 2 to 3 weeks *
- d. 2 to 3 months

800 points - This term is appropriate when referring to someone who has AIDS.

- a. AIDS victim
- b. AIDS patient
- c. Person with AIDS (PWA) *
- d. Person of AIDS virus

1000 points - Only three presidents in the history of the United States have vetoed civil rights legislation. Two of them are Presidents Bush and Reagan; name the third.

- a. Herbert Hoover
- b. Andrew Johnson *
- c. Richard Nixon

d. Bill Clinton

HETEROSEXISM

200 points - This year symbolically marks the beginning of the gay, lesbian, and bisexual rights movement in the United States.

- a. 1959
- b. 1969 *
- c. 1979
- d. 1989

400 points - This symbol was used during Nazi Germany to identify homosexuals.

- a. the letter "Q"
- b. a yellow star
- c. a pink triangle *
- d. a red cross

600 points - There are still many states where gay and lesbian acts are illegal. In this particular state, the sentence is 15 years for the first time offenders and life for repeat offenders.

- a. Michigan *
- b. Texas
- c. Wisconsin
- d. Ohio

800 points - Name of the gay bar where riots broke out as a result of police harassment and brutality. It is recognized as the birthplace of the current gay, lesbian, and bisexual rights movement.

- a. The Castro - San Francisco, CA
- b. The Stonewall Inn - Greenwich Village, NY *
- c. Gays Way - Key West, FL
- d. Blue Tides - Los Angeles, CA

1000 points - The Archdiocese of San Francisco created a task force which reported in 1983 that this percent of Roman Catholic priests, nuns, and brothers have homosexual orientations.

- a. 5%
- b. 12%
- c. 23%
- d. 30% *

JEWISH OPPRESSION

200 points - Referred to as the Day of Atonement, it is a day of assessing one's past sins and committing oneself to future betterment's. It is also a day of fasting.

- a. Passover
- b. Rosh Hashanah
- c. Yom Kippur *
- d. Passover

400 points - Born in Massachusetts in 1918, this American musician became the permanent conductor of the New York Philharmonic Orchestra. His compositions include many symphonies as well as the music to "West Side Story".

- a. Arthur Fielder
- b. Leonard Bernstein *
- c. Arthur Rubenstein
- d. John Williams

600 points - The Maccabean Revolt (167 BCE) led to an independent Jewish state and is commemorated on this holiday. It is eight days long because a great miracle was said to have happened when a one day supply of oil lasted eight days.

- a. Hanukkah *

- b. Rosh Hashanah
- c. Yom Kippur
- d. Passover

800 points - Bethlehem is important to Christians because it is the birthplace of Jesus. Bethlehem is significant to Jews because it is the birthplace of this person.

- a. Moses
- b. Israel
- c. King David *
- d. King Solomon

1000 points - Emma Lazarus, an American poet, wrote a poem entitled, "The New Colossus". It is well known because it was inscribed on this famous landmark.

- a. Lincoln Monument
- b. Washington Monument
- c. Statue of Liberty *
- d. Liberty Bell

RACISM

200 points - Kwanzaa is a celebration created in the United States to celebrate this culture.

- a. Asian American
- b. African American *
- c. Latino American
- d. Native American

400 points - This 1954 Supreme Court decision concluded that racial segregation was illegal.

- a. Plessy vs. Ferguson
- b. Brown vs. Board of Education *
- c. Thompson vs. Church of Christ
- d. Johnson vs. Topeka Schools

600 points - This Native American was ranked as one of the greatest American athletes of the first half of this century. He won two gold medals at the Olympics, played professional baseball with the New York Giants, played and managed professional football, and was pro football's first League president.

- a. Jesse Owens
- b. Red Grange
- c. Jim Thorpe *
- d. Knute Rockne

800 points - Director of the United Negro Improvement Association, he believed in racial pride and purity, and demanded that Blacks become independent. He started the largest urban mass movement in modern history.

- a. Marcus Garvey *
- b. Booker T. Washington
- c. Dred C. Scott
- d. W.E.B. DuBois

1000 points - These colors are in the flag created during the Garvey movement by the United Negro Improvement Association. The flag is still a symbol of black pride.

- a. red, white, blue
- b. red, white, green
- c. red, black, green *
- d. orange, black, yellow

SEXISM

200 points - Name the first US woman astronaut in space.

- a. Phyllis Clapis
- b. Christa McAuliffe
- c. Sally Ride *

d. Sandra Day O'Connor

400 points - A Radcliffe college graduate who mastered five languages. At age 22, she wrote "The Story of My Life", her first of six books.

- a. Georgia O'Keefe
- b. Helen Keller *
- c. Eleanor Roosevelt
- d. Hillary Rodham Clinton

600 points - Estimated percent of college-age women who have serious difficulties with eating behaviors. These women worry about food almost constantly and use drastic weight-control techniques including laxatives, diuretics, vomiting, and starving.

- a. 5%
- b. 10%
- c. 12% *
- d. 15%

800 points - On November 5, 1963 she became the first black woman elected to Congress.

- a. Shirley Chisholm *
- b. Cardiss Collins
- c. Barbara Jordan
- d. Mary Foster

1000 points - Percent of married women who say that they have their "deepest emotional relationship" with a female friend.

- a. 21%
- b. 46%
- c. 68%
- d. 87% *

THE LETTER

Submitted by: Joe Boehman

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Goals:

- * To allow white students to receive a message from students of color about life on a predominantly white campus.
- * To spark conversation between students which addresses how blacks and whites interact in the halls and on campus.

Time: One hour

Materials Needed: The Letter, which you may copy and hand out if you wish.

1. Start by asking participants to get comfortable and relax. Ask them to close their eyes and clear their minds.
2. Read all or part of The Letter aloud. Participants can follow along or just listen.
3. Go around the room and ask participants to sum up their response to the letter in one word – angry, sad, puzzled, indifferent, etc.
4. Facilitate conversation along the following questions:
 - Does The Letter represent an accurate picture of the experience of students of color on this campus?
 - In what ways is it helpful to white students to hear this letter?

- What things do white students need to know to be more sensitive to the friends/acquaintances/co-workers who are not white?
 - What can whites do to make this campus more comfortable for students of color?
5. Wrap up by asking participants to identify for themselves one thing they are willing and able to do to create better relationships between white students and students of color.

Dear white student staff:

As a person of color living in a residence hall, I watch white students around me. Being the only "other" student on a floor or only "other" member of a staff is difficult under the best of conditions. My effectiveness as a member of a student staff or as a student living in a hall depends on my ability to hear what you are "not saying." These hidden messages come through watching you in action: listening to your tone of voice; noticing eye contact and being aware of body language. Those silent messages are very loud and very clear. I have been talked down to and patronized by teachers, supervisors, fellow staff members, and residents of my floor. Store keepers, administrators and clerical help do not see me when I stand in line or they send me to another "other" clear across campus. Police stop and question me whenever I am in a group regardless of the circumstances. Record stores refuse to order a record for me unless the record has crossed over from the top ten of the soul chart to the top ten of the white music rock chart. Yet those same stores carry cassette tapes of "Amos and Andy." When I brought my objections to their attention, they told me that "no one takes it seriously."

Denying the problem or blaming the victim is not new; it is a part of the overall problem that always goes on. I have told students on my floor for three years that writing "Rap sucks" on my memo board is a covert form of racism. Those students jump to defend the practice if not the intent. I'm not crazy, rejecting my music is a way of rejecting me and my culture. Belittling my culture and treating my culture as inferior or even worse, simple. The oral and musical traditions are very strong. The record I was trying to buy for three weeks was "The Message" by Grand Master Flash and the Furious Five. "Don't push me, I am close to the edge." My edge is just as real as yours is but "I hear what you are not saying." I am trying to survive in a world that often appears hostile and uncaring.

My friends and I often talk to each other about the people who push us close to the edge. We compare notes on the roommates who never spoke to us (and we moved or stayed and fought for our rights). Then there were the roommates who were frightened when men and women friends visited us. (So we moved or played on the fear and they moved). Or the roommates who didn't want us to play our music (and we moved or played out our anger). Roommates and floor mates who cannot tell us apart from "others" (and we moved or stayed knowing we will never have individual identities). Or the roommates who borrowed our clothing and never ever invited us to go out with them.

Sure my feelings get in the way. My anger gets in the way too. So when I see you and you are alone and you speak and smile and the next day you are with your friends and you do not speak or smile, "I hear what you are not saying." At least that is up front. The unpleasant graffiti on my memo board tells me that the racist is alive and well but not where they are, so all are suspect.

We do not often share with you what's going on with the "messages," because we get stupid replies back, and it gets depressing. I often hear "don't get paranoid." "It's all in fun." "You have to understand s/he is from a small town, etc." So when a resident says "I would never call you a name like that to your face," that is not the kind of statement I hand out medals for. Not calling me degrading stereotypical names to my face is not practicing restraint, they are practicing deceit.

I know the students who come to Western are not responsible for 12% of the population being 70% unemployed. But people can control what comes out of their own mouth. In order to control the mouth you have to learn more, become aware. I want them to read, talk to others, take courses, go to workshops, and hold workshops. I know your folk lore, history, and all of the excuses you can give for ignorance.

When you know as much about me and my culture as I know about yours, we will be equal. Validate my expertise in reading those hidden messages and share your concern. Educate peers and staff, don't leave it all up to me. I may be "other" but I am not the racist. What is said or done within earshot without coming right up to me. "My brother or sister was knifed by a black student." My life has been threatened by white kids riding through my neighborhood having fun. If I can forget that

incident and not blame you, can you do the same? S/he is an RA because they are black/Asian/Hispanic, etc. So either I am a spokesperson for all the rest of my kind (we all think alike) or only effective when dealing with my kind. At the same time I have been given to understand that you are not prejudiced, only brought up differently.

Sixteen of us eat together in the dining hall (usually by mid semester). It is a polarization. We get sick and tired of dealing with the shit and meet together when we eat. Everyone notices we are together and asks us to justify that cliquish segregation. Well, you sit together too and there are more of you, but we stand out.

So "I hear what you are not saying." The messages are very clear and I'm seldom wrong. For you see, I cannot afford to be stupid. My life depends on it. Students on this campus in the last three years have threatened the lives of my friends, have refused to let us have a party, have refused to speak to me. I do not hate Western or even all white people. But I do not suffer fools gladly.

So I will say it again. I'm supposed to educate you, but I have enough problems with my own education. I already know what I need to know. It is up to you to educate yourselves. When you read newspapers, watch TV, read your textbooks, PAY ATTENTION. Check out some courses, films, workshops.

"I hear what you are not saying and until the message is a clear, open honest one, how can you say you care? Believe me I notice when previous messages start to change. I notice when other students, hall governments, social committees, peers, staff, teachers, and administrators send good messages. People who model anti-sexist, anti-racist, anti-homophobic, anti-ableist messages are noticeable. Those who confront, openly disagree, write letters of support, help me to feel sane in an insane world. Sometimes I get pretty discouraged, but I am not a quitter. We do not write letters to people often, you are a special group. This letter is not written for you, it is written for the young men and women who live on your floor. When they tell you something is racist, believe them—they have been making those judgments a lot longer than you have. They can hear what you are not saying, so say it loud and clear.
staff member of color

STEREOTYPES

Submitted by: Joe Boehman
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Program Outline

1. INTRODUCTION
2. ICEBREAKERS: STEREOTYPES
3. BRAINSTORMING: STEREOTYPES
4. EXERCISE: "YOUR FAMILY TREE"
5. BRAINSTORMING: "WHAT ARE SOME WAYS ETHNIC GROUPS ARE ALIKE?"
6. WRAP UP

GOALS OF PROGRAM

- I. To increase the participants' awareness-of the stereotypes that they hold.
- II. To provide the participants with an opportunity to share their feelings about being the objects of stereotyping.
- III. To allow the participants to observe how others feel when they are negatively stereotyped.
- IV. To allow the participants to observe how other cultures are more alike than different.

Group Size: five to fifteen dyads

Time Required: Approximately one hour

Materials:

- I. ALL IOWANS ARE NAIVE: BREAKING CULTURAL STEREOTYPES EXERCISE (This exercise can be obtained from A Handbook of Structured Experiences for Human Relations Training) or enough stereotypical statements to accommodate all dyads. The facilitator can elect to use statements

from one of the three sheets-the All Iowans Are Naive Regional Stereotypes, the All Iowans Are Naive Occupational Stereotypes, the All Iowans are Naive Ethnic-Group Stereotypes, or a combination of statements from more than one sheet. Before conducting the activity, the facilitator should cut the chosen statements along the horizontal and vertical dashed lines so that on each resulting slip of paper is the object of a stereotype (for example, "All Southerners") or a stereotypical image for example, "are hillbillies"). After the statements have been cut apart, the slips of paper should be stacked in such a way that no object of a stereotype is directly above or below its stereotypical image.

II. Newsprint and markers for brainstorming.

III. YOUR FAMILYTREE EXERCISE (included at the end of the program description)

IV. Pencils for each participant

Physical Setting

A room with plenty of space so that the participants can move freely. A writing surface also should be provided for each participant.

Process

I. INTRODUCTION: Our purpose is to stimulate your thinking on the issue of multi-cultural diversity, and to examine your feelings related to people from other nationalities. This program will contain several activities for you to participate in at your own level of comfort. Later on we will do some brainstorming but would first like to start off with an icebreaker which will hopefully loosen everyone up and also will provide the basis or foundation for the rest of the discussion.

II. ALL IOWANS ARE NAIVE EXERCISE: The facilitator distributes the slips of paper on which are printed the objects of stereotypes or stereotypical images. Each participant is instructed to find the person in the room whose slip of paper pairs with his or hers to form an accurate combination. (For example, the person whose slip of paper reads "All West Virginians" should locate the person whose slip of paper reads "are hillbillies")

III. When all participants have found partners, the facilitator asks each dyad to recheck its sentence silently to confirm the match. At this time the participants should be given a chance to make other matches if they are not content with their original choices.

IV. The dyads take turns reading their sentences aloud. After each sentence is read, the participants are asked to respond by stating what they think of the sentence, how they feel about it, and whether they believe it is true. (Ten minutes.)

V. After all sentences have been read and responses have been made, the facilitator leads a discussion about stereotypes. The following questions should be included:

1. What are stereotypes?
2. What are some examples of ethnic stereotypes? (Brainstorm examples using the newsprint and markers. If the group is having trouble, give them a few examples)
3. How do we form stereotypes (either negative or positive)
4. What purpose do stereotypes serve?
5. What effect do stereotypes have on those being stereotyped? Or those espousing the stereotypes?
6. How can we break the stereotypes that we have formed?

VI. LEAD-IN TO FAMILY TREE EXERCISE

"Now that we've discussed stereotypes in an cognitive way, let's discuss them in a more personal way." (hand out FAMILY TREE EXERCISE, if time permits have participants share responses to questions #2, #3, #4)

YOUR FAMILYTREE EXERCISE

1. LIST THE ETHNIC AND/OR RACIAL IDENTITIES OF THE FOLLOWING PEOPLE IN YOUR FAMILYTREE;

YOURSELF

MOTHER

GRANDMOTHER

FATHER

GRANDMOTHER

GRANDFATHER

GRANDFATHER

2. HOW STRONG AN IDENTITY IS THIS OR WAS THIS FOR EACH OF THESE PEOPLE?
3. PLEASE DESCRIBE THE RACIAL AND/OR ETHNIC IDENTITY OF THE NEIGHBORHOODS IN WHICH EACH OF THESE PEOPLE GREW UP.
4. WHAT CONCLUSIONS CAN YOU GIVE TO YOUR OWN AWARENESS AND UNDERSTANDING OF RACIAL OR ETHNIC ISSUES BASED ON YOUR FAMILY EXPERIENCE?

VII. Brainstorm "WHAT ARE SOME WAYS ETHNIC GROUPS ARE ALIKE"

VIII. WRAP UP

One of the greatest stumbling blocks to understanding other people that are members of another culture is the tendency to judge others' behavior by our own standards. This tendency is called "ethnocentrism", of being centered in one's own ethnic or culture system, judging the world in general by the standards established in that particular system. It's good to examine the differences - just as long as you don't dwell on them and miss the opportunity to examine what we all have in common and begin to celebrate the "likenesses". We all can learn and benefit from the exploration and mutual sharing with people of another race. A good part of your experiences here will include the opportunity to meet people who are different than you. These people may even later become close friends of yours. To miss out on that opportunity is to truly miss out on life!

WHAT ARE STEREOTYPES?

An exaggerated belief, oversimplification, or uncritical judgment about a category. Although they are most often exaggerations or distortions of reality, they are often accepted by people as fact.

WHY DO WE FALL INTO THE TRAP OF STEREOTYPING?

- 1) It is a very efficient way of coping with our environment, an environment so complex that we have to break it down into categories before we understand it. Without stereotypes everything would be treated as if it were taking place for the first time. Thus, they are convenient though often inaccurate.
- 2) We stereotype because of our cultural background. Most cultures encourage prejudiced attitudes toward other groups. These attitudes are ingrained in people beginning in early childhood, and are therefore difficult to overcome.
- 3) Often people are unable to accept the blame for their own shortcomings, and when this happens they search for convenient targets upon whom they can vent their frustrations. In many cases, people select minority group members as scapegoats because they are powerless, relatively speaking, and/or easily identifiable.
- 4) Stereotypes allow us to justify our behavior toward a group that we already dislike or are mistreating. They enable us to rationalize our actions.
- 5) The media plays a role in stereotypes, although it is more a case of reinforcing rather than creating stereotypes. Movies, films, plays, and magazines oftentimes reflect our pre-existing attitudes as opposed to inventing them.

HOW CAN WE BREAK THE STEREOTYPES THAT WE HAVE FORMED?

By learning how and why people think and act the way they do. Creating myths and distortions about a people's history and their culture prevents us from doing so. Perhaps only by examining our own and others' origins can we encourage individuals to be more understanding of each other.

WHO ARE YOUR FRIENDS?

Submitted by: Joe Boehman

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Reference: Used by Special Populations Task Force of Ohio State University Residence and Dining Halls, 1983

- I. List 25 sets of initials of people you have invited to do something socially with during the past year.

II. After completing the list, next to the initials use the following code(s) where applicable:

F for family member

P for pal

O for other

T if religion is different

R if race is different

J if they have a different field than you professionally (student, education, medical, scientific, insurance etc.)

G if they live more than five miles away from your home

E if they attend(ed) a different school

S if they are of the opposite sex

\$ if the person is of a different economic class

PP if you know your political preference is different

A if there is more than five years difference in age between you and other

After the initials are coded, each participant will look over his/her list carefully and note the presence or absence of particular letters.

III. Answer the following questions:

1) From this experience I learned that I....

2) I was surprised to discover that I....

3) The most important discovery is....

4) Three areas I would like to change....

WOMEN' S HISTORY BINGO

Submitted by: Karinda Rankin

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In its original form the following phrases and names were arranged on a five by five bingo card.

N.O.W.

Susan B. Anthony

Glass Ceiling

Harriet Tubman

Lucile Godbold

Rosa Parks

Marie Curie

Significance of 1920

Gloria Steinem

Clara Barton

Comparable Worth

Sandra Day O'Connor

Eleanor Roosevelt

Willa Cather

Amelia Earhart

Dr. Matilda Arabella Evans

Title IX

Sacagawea

Janet Reno

Louisa May Alcott

Alice Walker

Helen Keller

"On the Pulse of the Morning"
Shirley Chisholm
Roe v. Wade

WOMEN'S HISTORY BINGO ANSWERS

N.O.W. -

National Organization of Women was organized in 1966 by a group of women who wanted to pressure the government on behalf of women. Founded by Betty Freidan.

SUSAN B. ANTHONY 1820-1906 -

An advocate of the women suffrage movement. President of the National American Woman Suffrage Association, 1892-1900 retired from that position at the age of 80. The first woman to be depicted on US currency - the 1979 Susan B. Anthony dollar coin.

GLASS CEILING -

Invisible barrier to women and minorities in attaining executive level positions.

HARRIET TUBMAN 1826-1913 -

Known as "Moses" among slaves in the South. A leader of the underground railroad, she helped over 300 people escape slavery. A reward of \$40,000 was offered for her capture dead or alive. Honored for her accomplishments in providing help to the Union Army.

LUCILE ELLERBE GODBOLD 1900-1981 -

Greatest Olympic athlete SC has produced. Was 22 when she won 6 medals including 2 gold medals at the First International Track Meet for Women the Female counterpart to Olympics in 1922. Taught physical Education for 58 years at Columbia College. "Ludy Bowl" held in her honor.

ROSA PARKS -

An African American woman who refused to sit on the back of the bus in Montgomery, Alabama. This precipitated the year-long Montgomery Bus Boycott which was led by Martin Luther King, Jr. The boycott became the first major event of the modern Civil Rights Movement.

MARIE CURIE 1867-1934 Born Marja Sklodowska -

Polish born French physicist. Early investigator of radioactivity, discovering radio active elements polonium and radium. Awarded the Nobel Prize for Chemistry in 1911.

SIGNIFICANCE OF 1920 -

Amendment passed to US Constitution which allowed women to vote. Amendment was not ratified in SC until 1969, by Gov. Robert McNair. (Women could not sit on SC juries until 1968.)

GLORIA STEINEM -

Author of Revolution From Within, Outrageous Acts and Everyday Rebellions, Marilyn: Norma Jeane. Leader in the women's movement in 60's. Has been a writer and activist for almost 30 years. Co-founded *Ms. Magazine* in 1972. Also helped found *New York Magazine* where she was a political columnist.

CLARA BARTON 1821-1912 -

Founder of the American Red Cross - Organized efforts during the Civil War to recover Union soldiers' belongings and to secure medicine and supplies for wounded.

COMPARABLE WORTH -

Means equal compensation for jobs of comparable but different skills, effort and working conditions. Comparable worth came out of the Women's Movement.

SANDRA DAYO'CONNOR -

First woman to serve on the Supreme Court. She was appointed in 1980 by President Ronald Reagan.

ELEANOR ROOSEVELT 1884-1962 US Humanitarian -

Married to Franklin Delano Roosevelt, active in political and social issues, notably for women and minority groups. Was a UN delegate 1945-53 and 1961. Co-authored the Universal Declaration of Human Rights.

WILLA CATHER 1873-1947 Author

Moved with her family to the Nebraska frontier at the age of 9. Graduated from the University of Nebraska in 1895. One of her many books is Death Comes for the Archbishop.

AMELIA EARHART 1897-1937 Aviator -

Learned to fly in 1920-1921 despite her family's protests and in July 1922 bought her first plane. On May 21-22, 1932 she became the first woman to solo across the Atlantic. In 1937, her plane went down and was never found.

DR. MATILDA ARABELLA EVANS 1872-1935 -

The first African American woman born in SC to earn a medical degree. Dr. Evans graduated in 1897 from the Women's Medical College of Philadelphia. She founded the first black hospital in Columbia. She started a free medical clinic in 1932.

TITLE IX -

A bill sponsored by Oregon Democrat Edith Green. Increased federal funds for education and prohibited gender bias in any federally assisted educational program or activity. Had great impact on athletic programs for women. Passed into law in 1972.

SACAGAWEA 1786?-1812 American Indian Guide -

Was a member of the Shoshone Indians. Born in either Western Montana or Eastern Idaho. Sold to a French-Canadian trapper, Charbonneau. She and Charbonneau served as guides for Lewis & Clark.

JANET RENO US Attorney General -

First woman appointed to the position. Appointed in 1993 by President Clinton.

LOUISA MAYALCOTT 1832-1888 Author -

Wrote often under the pen name of "A.M. Barnard". Her famous novel, Little Women, is largely autobiographical.

ALICE WALKER Contemporary African American Writer -

Her novel The Color Purple won an American book Award and Pulitzer Prize. Also wrote The Temple of My Familiar and Possessing the Secret of Joy.

HELEN KELLER 1880-1968 Author and Lecturer -

Contracted a disease at 19 months that left her unable to see, hear, or speak. Learned sign language with Ann Sullivan, a remarkable teacher. Learned to speak and read lips by touch. Graduated from Radcliffe cum laude in 1904. Responsible for the organization of commissions for the blind in 30 states.

"ON THE PULSE OF MORNING" Maya Angelou -

Poem read at inauguration of President Bill Clinton on January 20, 1993. Wrote 5 volumes of autobiography beginning with I Know Why the Caged Bird Sings.

SHIRLEY CHISHOLM 1924-.... -

Earned MA degree in 1952 at Columbia University. In 1969, she became the first African American woman to be elected to congress. She was re-elected to congress in 1970, 1972, 1974, 1976, and 1978.

ROE V. WADE -

One of 2 cases that resulted in the historic supreme court decision legalizing most abortions. Decision was handed down in 1973. The other land-mark case was Doe V. Bolton. Sarah Weddington was attorney for Roe vs. Wade. She won the case at age 32.