

Cross-Age Helping Program

Orientation, Training
and Related Materials

Peggy Lippitt
Ronald Lippitt
Jeffrey Eiseman

2943



Center for
Research on
Utilization of
Scientific
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Contents

INTRODUCTION	1
SELECTED READINGS	12

I. SUGGESTED ORIENTATION FOR SCHOOL	
I. STAFF.....	17
Design for a Faculty Orientation Meeting	20
Announcements for a Faculty Orientation Meeting	21
Questions Often Asked About Cross-Age Helping	23
Suggested Steps to Take in Planning a Cross-Age Helping Program	27
An Evaluation Summary of a Cross-Age Helping Program	29

II. TEAM BUILDING AND STAFF TRAINING	
II. MATERIALS	35
Suggested Division of Labor for a Cross-Age Helping Staff Team	37
Design Decisions the Staff Team Needs to Make	40

What Olders and Youngers Can Do for Each Other	42
Some Possible Concerns to Answer	43
Benefits Reported by Users of Cross-Age Helping Programs	45
Teacher Responsibilities	47
Key Elements in an Effective Program	53
Sample Alternatives to Our Suggested Design	55
Evaluation	60
Checklist for Avoiding Pitfalls	65
Orientation of Parents	67

III. SKILL PACKAGES OF TRAINING TECHNIQUES..... 71

1. Leading a Discussion	74
2. Brainstorming, Or Getting Out Ideas	79
3. Acting Out a Situation	84
4. Utilizing On-the-Job Experiences	88

IV. SEMINARS FOR STUDENT HELPERS..... 93

1. Children's Learning Difficulties	95
2. Why is School Work Important?	115
3. How Olders and Youngers Relate	120
4. Case History of a Younger Child	129
5. Interview with a Younger Child	136
6. Data Analysis from Interview	140
7. Ways to Help Youngers	143
8. Ways to Help Youngers Feel Important and Successful	154
9. Understanding the Receiving Teacher's Role	156
10. The Role of the Seminar in a Cross-Age Helping Program	165
11. Terminating the Older-Younger Relationship	177
12. Terminating the Cross-Age Program for Older Helpers	179

APPENDICES

Appendix A: Articles About Cross-Age Helping Programs	187
Appendix B: Evaluation Forms for a Cross-Age Helping Program	207
Appendix C: Evaluation Summary: Ontario-Montclair (California) School District	213
Appendix D: Contents of the Record for Training Cross-Age Helpers ..	219
Appendix E: Script for Film Strip Including Suggestions for Operating the Film Strip	223

Introduction



Cross-Age Helping Program: Origin and Development

ANTHROPOLOGISTS AND STUDENTS of child development and socialization have pointed out that in the United States, we have created an age-graded system in which the young are segregated into age-graded layers—in schools, recreational activities, social and cultural programs, and in the many clubs and groups organized by the youth-serving agencies of the community.

One serious result of this is that older children are separated from the younger ones and thus do not serve as their models and growth-helpers. In fact, the separation sets up negative attitudes of “looking down” and exploiting, and “looking up” and distrusting between age levels. A second result is that the older children do not become important and trusted collaborators with their elders in helping rear and protect the young ones. They both miss an important apprenticeship experience in learning to nurture and educate the youngers, and they are deprived of the experience of being rewarded and supported as important collaborators with respected adults.

In developing the Cross-Age Helpers Program, we derived the idea that helping older children and youth to be co-workers with adults would: (1) help provide continuity of socialization experiences in the lives of the young; (2) help provide a means for significant connection between youth and their elders; (3) help provide an important apprenticeship in the applied social skills basic to parenthood, the helping professions, and the development of one's self-regard and identity as a significant influence in the lives of others; (4) help older students have an enrichment experience as part of their school program, and younger students an opportunity for individualized learning.

The educational system basis for the Cross-Age Helping Program

Based on educational research, the educational professionals have been recognizing the importance of individual differences and individual styles of learning. Children of the same age in the same classroom are dramatically different in their needs for help in the learning process.

At the same time, economic trends in the society and public priorities about the financial support of education have blocked an increase in the ratio of professionally trained helpers available to deal with these individual differences. Bond issues fail; budgets are reduced; and the teacher-pupil ratio does not improve.

Our derivation from this was that a new population of educational personnel—volunteers—would be helpful in the classroom to provide the opportunities and designs for individualization of learning activities. Older students are a most available resource and can benefit most from being recruited to be educational aides for youngers.

The experimental development program: 1961-1962

An innovative primary teacher, looking for ways to give her children an enrichment program of varied and individualized activities, recruited teams of sixth graders to help her with a wide range of activities: reading stories, helping with art, games, constructive play, etc. She discovered great gains in constructiveness, competence, and interpersonal maturity of her young ones, and the sixth grade teacher discovered in his students a great increase of interest in learning and self-esteem. The older students felt needed and appreciated.

The summary of evaluation from this trial program includes the following:

1. Fourteen of the twenty-four sixth grade helpers in the school rated their experience at the highest point on five-point scales as both

fun and of value to them. Eight rated it on the next to the highest point, and two rated it as the midpoint.

2. The teachers of the four- and five-year-olds rated the help received from the olders as highly significant "in providing constructive relationships with the youngers, modeling cooperative and considerate interpersonal behavior, and freeing the teachers to give more individual attention to various children as needed."
3. The sixth grade teacher reported that, in all cases, he felt the results were positive: "It provided a new way for the sixth graders to feel useful and competent, and they improved their attitudes towards their teacher and gained skills in relating to him."

The first pilot project: 1962

The first pilot study (1962, U.S. Office of Education, Project E-011), involved two sixth grades, one at the laboratory school of The University of Michigan, one in a newly integrated school in Ypsilanti which included children from lower socioeconomic groups. The sixth grade teachers involved in these groups rated the experience as feasible and positive. Several teachers in other younger grades not originally involved in the project asked if they might be included because of the aid the sixth grade student helpers were providing.

The second pilot project: 1965-1966

The next field experiment, supported by a small grant from the Stern Family Fund, was conducted in Detroit in 1965-66. The Cross-Age Helping design was extended to include more age levels and different age gaps in a central city high school, junior high school, and an elementary school. Upper elementary school students helped in primary grades; junior high students worked with upper elementary pupils, and high school helpers worked in elementary and junior high. Sixty-eight student volunteers participated each semester providing service to children of 33 different receiving teachers. School staff members were trained to function as the trainers of the olders and coordinators of the program. The evaluation focused on: Is this procedure feasible for all the age levels? Is attitude toward learning affected? For both youngers and olders? Is academic achievement influenced? The data were obtained by teacher interviews and questionnaires from the older helpers. The findings can be summarized as follows:

1. Teachers and older students both reported changes for the youngers in academic performance, turning in assignments, settling down to work, greater interest, greater class participation, better attitude toward receiving help, greater self-confidence, greater self-respect, better attitude toward others.

2. Twenty-four high school older helpers were asked what changes they saw in themselves which could be attributed to their experience with Cross-Age Helping.

NUMBER CHECKING	CHANGE IN SELF
19	Understanding others better
10	Being more considerate of others
19	Being more patient
6	Getting along with others better
15	Feeling more useful
18	Greater self-confidence

An independent study in 1965 by a principal of an elementary school in Monroe, Michigan, explored the feasibility and results of academically underachieving fifth graders who gave help to underachieving second graders. Fifteen dimensions of behavior, attitudes, and achievement were assessed. The principal, Raymond Bottom, reported that reading scores and composite achievement scores changed significantly for both helpers and helpees. An analysis of the composite reading scores of the older helpers showed a rate of growth nine times faster than a previous comparison period. The second graders grew at about the same rate. The teacher ratings and psychological adjustment scales revealed improved attitudes toward school and teachers on the part of both youngers and olders.

A follow-up study the next year by the principal found that the improvements had been maintained.

This study has been replicated with a total of 188 students in four schools. The findings are not yet available.

One of the first school systems to use the Cross-Age Helping procedures and materials developed in our pilot work was the Ontario-Montclair School District in Ontario, California. With ESEA Title III funds, they conducted an evaluation of the effects of participation in a Cross-Age Helping Program of 128 eighth grade and elementary school pupils. Poole-Young Associates research team analyzed the data and provided the evaluation package. An evaluation summary of the study is included in Appendix C of the revised edition of our materials. Significant gains, as compared to control students, were discovered in reading, math, and language for the junior high students and in vocabulary, math, and spelling for the elementary school participants. Significant gains were also measured in growth for both olders and youngers in self-concept, social acceptability, self-discipline, and attendance.

Several other studies are now in progress by users of The University of Michigan materials.

Through field visits and correspondence, we have retrieved the recommendations of a sample of current users. These data have been used in the revision and extension of the original materials.

The Cross-Age Helping Project will continue to collect data on significant variations in the model and to scan for additional studies. The findings will be made available periodically to the users of the Michigan program materials.

Cross-Age Helping--Trends of the Future

Before looking at the Cross-Age Helper idea in detail, it is instructive to give attention to the position of this idea in the tumult of educational change and improvement that is going on today. A Task Force on Youth Participation has completed three years of prediction and analysis of some of the major changes and creative developments that will take place in education during the next 50 years.* Their work helps us determine how the Cross-Age Helping idea fits into the major improvements in the quality of future education.

First, we are all aware that the prevailing *teacher-pupil* ratio does not permit nearly enough individualization of instruction. Individualization, however, does not necessarily mean focus on a single child. Very often a cluster of two or three students needs to have individualized help. There may be several groups of children different enough from each other to warrant special kinds of stimulation and support. Our schools have not really begun to design the kind of revolutionary changes needed to bring about individualization or differentiation of learning opportunity.

Second, our research on child socialization indicates that one of the *major sources of influence on children is the example set by older children, either siblings or school mates*. For the third grader, fifth and sixth graders are very important; for seventh graders, the behavior of tenth graders is important; and for senior high school youth today, the behavior of young people recently out of high school is very important. In each case, the younger acquires from the older ways of relating with and attitudes toward adults.

Third, students are making *demands for participation and influence* with increasing intensity and frequency. This is apparent at both the high school and university levels. Recently, articles written by a group of university students have likened the role of the student in higher education to

*Report of Task Force VI, The Joint Commission on Mental Health of Children; Chevy Chase, Md., July 1968.

that of the Negro in our culture. What they are saying is that there must be a change in the status of students in the school learning environment. Psychologists and sociologists are now investigating the extent to which having influence on one's environment is a crucial condition of being ready to receive influence from it. Douglas McGregor, author of several books on motivation in organizational life, has suggested that the individual is ready to learn from a consultant or teacher to the degree that the teacher is ready to learn from that individual. During a recent black power meeting at one of the many high-tension high schools, a black power advocate said, "You know, I just can't see why the principal and superintendent don't see that they need our help in figuring how to run things around here. Don't they realize that not a single one of us has to learn a thing from them unless we want to?"

The issue of reciprocal influence highlights another issue which is generating concern in some schools, i.e. developing a curriculum for students to help them learn skills that will enable them to use influence without coercing, and to assume the responsibilities that come with influence. Many students are *unaware of alternative ways of being creatively influential*. For many students, as for many adults, the notion of creative compromise is nonexistent. To many in American society, compromise connotes weakness. In some other cultures, compromise is viewed as a creative act of reciprocal influence from which superior solutions emerge.

Another theme clearly indicated for the future is the increase in opportunities for personally initiated inquiry and/or learning activity. In one school system, the focus has shifted from establishing learning objectives for students, to making a contract with students to guarantee to offer opportunities for learning. The issue is not how much will be learned since it is presumed that the student has the personal responsibility to initiate the use of these opportunities.

Another theme is that one of the major ways of internalizing and utilizing learning is by helping somebody else to learn. This is why, for example, in many Russian classrooms today, the rows in the room are heterogeneously grouped so that all levels of ability are included, and the row is responsible for the performance of every member. In each row, it is expected that those who are more advanced will tutor those who are not as competent.

A look at the position of a Cross-Age Helping Program in relationship to these kinds of educational priorities and developments reveals several connections. First, one of the working principles underlying Cross-Age Helping is the recognition of the extent to which the older is a potential source of influence for the younger child. It is the older peer who can demonstrate and model attitudes toward learning and provide support for learning.

Secondly, it recognizes that the *best way for the older child to learn is to help somebody else learn*. There is evidence that helping younger children work through their intellectual and even their social and emotional problems helps the older students work through their own problems.

The Cross-Age Helping model also takes note that, in the long run, *the teaching team is going to have to include a high proportion of volunteer manpower to further individualization*. We cannot depend upon a ratio of professionals to individual students that will ever approach what is needed. Furthermore, volunteer manpower, with a professional leader, actually has some advantages over the work of a large group of professionals in a school system.

Finally, student helpers experience meaningful acceptance by adults. This in itself may influence positively the helper's attitude toward education and toward the older generation. The older youth, even in poverty area schools where we have been working, begin to consider teaching and other service professions as their future career choices. The older students, when they become helpers, seem to change their attitudes toward their own teachers. Both younger and older students find that as a result of their experiences they can begin to have an active influence on their own education by giving constructive feedback to teachers and by becoming responsible initiators. Last summer, in one large city, several hundred potential drop outs, 14 years old, were teaching reading to an equal number of first graders. In collaboration with the first graders, the 14-year-olds invented about 35 reading games. The curriculum professionals had given them only six. They were indeed actively influencing their own education.

These are some of the ways in which the Cross-Age Helping educational design fits into important trends in the educational future.

Contents of Cross-Age Helping Package

This is a dissemination package to help you start a Cross-Age Helping Program of your own. Included are materials for orienting your staff to the idea of such a program, building and training a staff team to operate the program, and training the older student helpers to relate successfully to the younger students. In addition to this written material, there is a film strip (with accompanying sound track record) showing one design of a Cross-Age Helping Program in action. There is also a record with material to be used to add clarity and meaning to staff and student training.

This guidebook contains information in the following areas: Part I includes some suggestions for starting a Cross-Age Program in your school and contains model letters for teachers and administrators which can be adapted to your situation.

In Part II, under staff team building, we suggest one sequence of activities to aid in planning a Cross-Age Program. These steps include (1) discussing the program with some key faculty in schools, (2) planning faculty orientation, (3) conducting an orientation meeting at which the film strip may be shown, (4) planning a second meeting for interested faculty, (5) training the faculty team.

Part III is a Skill Package of Techniques for training older student helpers which includes sections on leading a discussion, brainstorming or getting out ideas, acting out a situation, and utilizing "on-the-job" experiences.

Part IV includes outlines for twelve seminar sessions for the older student helpers.

Appendices contain copies of articles written about the Cross-Age Helping concept and programs; evaluation forms for use by teachers in the program; an evaluation report from the Ontario-Montclair (California) project; the scripts of the bands on the record, and the film strip on Cross-Age Helping. A bibliography of additional readings follows this Introduction.

This project is part of the knowledge utilization and developmental activities of the Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, at The University of Michigan. We are also exploring ways in which a dissemination program is best introduced into a school and what type of outside support will help it continue smoothly. Therefore, we would appreciate working out with you a design for evaluating your experience with the use of these materials.

Questions and answers in the section titled QUESTIONS OFTEN ASKED, (page 23) have been gleaned from teachers and administrators who have been involved in Cross-Age Helping. Your group may ask some not on our list, or may supply answers different from those already listed. If so, please let us know as part of your report on your experiences.

What help is available to you

Further consultation of various types is available by arrangement. You may receive a telephone conference with a consultant, a conference with a consultant at our office, or one in which our consultant would come to your school or district. We could also conduct a one-day workshop on setting up a Cross-Age Program, a weekend or two-to-three day workshop for those starting the program, including the training of the staff team, or a training-of-trainers program for coordinators who want to set up programs and train in-service teams to operate them. We will also be glad to give you supportive consultation after your program is under way.

You may either write or call:

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Part 1

Orientation for the School Staff



Part I

Suggested Orientation for School Staff

IT HAS BEEN DISCOVERED in field testing Cross-Age Helping Programs in many schools that all staff members like to know what is going on. There are two ways to let the whole faculty know about the project. One is to start in a very small way with a few teachers and students. When this has proved successful, there can be a progress report given by those involved to the entire faculty. The second way is to give the entire faculty an opportunity to learn about the program through an orientation meeting in which the film strip is shown as an example of one type of Cross-Age Program. Questions are answered, and general interest is aroused. A second meeting for teachers interested in pursuing the idea further can be scheduled and led by the coordinator of the program. At this meeting, staff members explore the feasibility of the Cross-Age Helping idea for their situation and plan how it can be set up. It is strongly recommended that this program be a *voluntary* one.

Plan to discuss the program with some of the people on your staff who you think would be interested in making up a staff team before having a general orientation meeting of the entire faculty. They may help

you plan the orientation meeting if you wish. One suggested staff team includes:

A seminar leader who will conduct the seminar for pre-service and in-service training of older student helpers. Seminar topics include: how to turn their mistakes into successful learning experiences, etc.

In an elementary school, the seminar leader may be the principal, an assistant principal, a counselor, a visiting teacher, a special teacher (e.g., one in charge of remedial work), or a regular teacher. There are also other possibilities in a secondary school such as: a social studies teacher, a psychology teacher, a teacher of a class in Cross-Age Helping.

Teachers of younger children in whose classes the older children will help. They select the youngers needing help, prescribe goals to be achieved by the youngers, and together with older helpers plan action steps to carry out the prescription.

Teachers of older children from whose class the older helpers are sent to work in the younger classes. In an elementary school system these "sending" teachers are usually fifth and sixth grade teachers who can schedule their day so the olders will not miss work they cannot make up at another time.

A project coordinator who is the liaison among all persons involved in the program. He is the one to whom people go for information when problems arise. He is the public relations person for the project. Often he can be the leader of the seminar for the olders.

There may be modifications that might be more suitable for your needs as long as jobs of the core team listed above are covered.

Materials for Orientation

The materials in this section relate to orienting the staff to the idea of older children helping younger children learn as part of the school curriculum. These materials include:

1. A design for a faculty orientation meeting.
2. Two form letters which can be duplicated as the announcements for a faculty orientation meeting—one for teachers of older students, one for teachers of younger students.
3. A list of questions often asked about Cross-Age Helping, with answers by teachers and administrators who have had experience with such a helping program.
4. Suggested steps to take in planning a Cross-Age Helping design.
5. An evaluation summary of a Cross-Age Helping Program.

For this orientation staff meeting, you may also duplicate and distribute copies of the article in Appendix A: "Cross-Age Relationships-An Educational Resource." The script of the film strip is in Appendix E. The materials in this section may be duplicated to distribute to the participants in an orientation session.

DESIGN FOR A FACULTY ORIENTATION MEETING

Before the Orientation Meeting

- Step 1. *Discuss program* with some of the people you think would be a good staff team.
- Step 2. *Plan orientation meeting* for entire faculty.
- Step 3. *Send letters* to announce the orientation meeting.

At the Faculty Orientation Meeting

- Step 4. *Show film strip* (20 minutes) to give visual overview of one design of Cross-Age Helping. (You may stop film strip after side I of the record to give teachers a chance to express their reservations. They may listen better if they can voice their opinions first. But *don't get trapped into a discussion at this point*. Continue with rest of film strip.)
- Step 5. *Plan for a question period* after the showing. (The list of "QUESTIONS OFTEN ASKED" gives you a sample of some your staff may raise. The answers provided come from our field tests. Maybe your group will ask some not on our list. If so, please tell us. This will help us in revising our list and in conducting further investigation.)
- Step 6. *Give out take-home material*. A sample of each of the following is supplied with this package. These may be duplicated for distribution to your staff or other interested people.
 - 1. A list of questions often asked about Cross-Age Helping Programs.
 - 2. Suggested steps to take in planning a Cross-Age Helping Program.
 - 3. Summary Evaluation of a Cross-Age Helping Program.
 - 4. "Cross-Age Relationships-An Educational Resource." (See Appendix A.)
- Step 7. At the end of the meeting *find out who is interested* in investigating further and set a time for them to meet.

LETTER TO TEACHERS OF OLDER STUDENT HELPERS

This letter is written for teachers of older children who might like to have some of their students help younger children. It may be duplicated for your staff as an announcement of a meeting to learn more about Cross-Age Helping.

Dear Teacher:

Would you like to have your students sympathize more with your position as a teacher? Would you like to have them work with you and other faculty members to help younger children have a better attitude toward learning, schools, and teachers? Would you like to see some of your underachievers motivated to learn more? Would you like to see them feeling better about themselves; more assured; more useful?

Many teachers across the country are finding that one way to accomplish this is to have older children work more closely with teachers to help younger children overcome their learning difficulties.

Field work shows that teachers who have been sending trained older students to help younger students feel that they, themselves, are receiving the following benefits: (1) a better rapport is obtained with students who often gain insights into the difficulty of being a teacher, (2) students who are helping younger often acquire greater motivation to increase their own skills; (3) students who feel themselves to be important and useful to the school will be more likely to use their energy cooperatively in their own classroom.

Teachers who have been using trained older students to give help to their younger students, feel that they, themselves, are receiving these benefits: (1) the knowledge that their diagnostic and creative skills are being used to provide individual attention that they don't have time to give; (2) satisfaction from making an important contribution to the education of the older students who are working with them; (3) more time and energy to devote to the needs of their older students.

Benefits to the younger child who is being assisted by the teacher's judicious use of a trained older student helper include: (1) either individual help with school work with which he is experiencing difficulty, or an opportunity for an enrichment experience which he otherwise would not have; (2) the experience of a positive relationship with an older child; (3) the opportunity to learn in a concrete way how school work done well now will help him do well later.

Among possible benefits for the older helper are: (1) the recognition that he can make a constructive contribution toward someone else's welfare even though he is not fully grown; (2) the experience of a positive relationship with a younger child; (3) the experience of successful cooperation with teachers; (4) a pre-professional apprenticeship—a taste of teaching and related helping professions; (5) an improved attitude toward his own learning as he helps others learn; (6) training in human relations.

There is going to be a meeting on _____ at _____ to tell you more about the Cross-Age Helping Program as a teaching tool.

Sincerely yours,

Principal

LETTER TO TEACHERS OF YOUNGER CHILDREN

This letter is written for teachers of younger children who might like to have some of their students receive help from older children. It may be duplicated for your staff as an announcement of a meeting to learn more about Cross-Age Helping.

Dear Teacher:

How many times have you wished for a pair of extra hands (or maybe two pairs)? How many times have you wished you could find some way of motivating your slow learners or providing an exciting challenge for those faster students while they are waiting for the rest of the class to catch up?

Suppose you could have as a resource for your class some older children trained to help younger children learn. Suppose you could work out with these older children ways you would like to give children in your class individual help, if you only had more time. Suppose these older children were available to carry out your ideas for helping the younger children you wished could have special attention. Would this interest you?

As you know, young children learn many of their basic attitudes and behaviors from their natural tutors—i.e., older children. Many teachers across the country are finding that soliciting the help of trained older children, working under the teachers' supervision, is one way to solve the dilemma of how to individualize instruction and maximize learning in large classes.

Field work on Cross-Age Helping indicates that the older children who are helping also benefit from this experience. Field experience shows that teachers who have been using trained older helpers to give special help to their students feel that they, themselves, are receiving the following benefits: (1) the knowledge that their diagnostic and creative skills are being used to provide individual attention that they don't have time to give; (2) satisfaction from making an important contribution to the education of the older students who are working with them; (3) more time and energy to devote to the needs of their other students.

Benefits to the younger child who is being assisted by the teacher's judicious use of a trained older helper include: (1) either individual help with school work with which he is experiencing difficulty or an opportunity for an enrichment experience which he otherwise would not have; (2) the experience of a positive relationship with an older child; (3) the opportunity to learn in a concrete way how school work done well now will help him do well later.

Among possible benefits for the older helper are: (1) the recognition that he can make a constructive contribution toward someone else's welfare even though he is not fully grown; (2) the experience of having a positive relationship with a younger child; (3) having cooperation with teachers turn out successfully; (4) a pre-professional apprenticeship—a taste of teaching and related helping professions; (5) an improved attitude toward his own learning as he helps others learn; (6) training in human relations.

There is going to be a meeting on _____ at _____ to tell you more about the Cross-Age Helping Program as a teaching tool.

Sincerely yours,

Principal

QUESTIONS OFTEN ASKED ABOUT CROSS-AGE HELPING

Do the olders miss much work?

In fifth and sixth grades the teacher of older helpers can schedule the time the olders are away working in a younger class when the rest of the older class is doing individual work which the helpers can make up.

"My sixth graders come back from helping in the third and second grades so highly motivated that they learn more when they are in class than they did before. They go right to work and make up what they have missed."
Quotation from a sixth grade teacher.

In junior and senior high school, older helpers have enrolled in special human relations or psychology courses. In such cases, the helping experience has been considered field work.

Do the youngers resent being selected for special help?

They usually feel very privileged. They like the attention and generally look forward to their helping periods. They are often envied by their classmates.

Many younger children, after watching the olders help, have suggested to the teacher that they can aid someone in their own class who is needing help. The attitude toward asking for help and giving help has changed. Both to receive help and to give help have become status activities in many classes.

What do olders do about discipline problems?

They are instructed in seminar sessions not to be disciplinarians. If a disciplinary problem comes up they refer it to the younger child's teacher. Usually the youngers are so glad to get special attention that disciplinary action is not necessary.

How should a teacher choose the youngers in her class to receive help from olders?

The teacher should only choose youngers who might be helped by receiving individual attention. Someone who could not be helped—the too severely disturbed or the brain-injured—are not very rewarding pupils for an older child. The older should be given youngers with whom he has a reasonable chance to be successful. Olders have helped in "exceptional"

classes. But they are told of the handicaps and the goals the teacher has for these youngers so they do not feel unsuccessful where progress is slow.

A younger who is faster or a group of youngers who are ahead of the class may be introduced to additional units or enrichment experiences by an older who has been briefed by the teacher of the children he is helping.

How are older helpers picked?

Sometimes they have been volunteers recruited from several classes. Sometimes an entire class has helped. In this case the "help" can be of different sorts. Once in a while a member of an older class will not have the emotional stability to do work with smaller children. Some other part of the program may be allotted to him—posting the schedules, making flash cards, etc. Sometimes teachers of the younger grades ask for certain children from the older grades to be helpers. One elementary school principal purposely picked the ten children in the fifth grade (the oldest grade in the school) who were underachievers and known as trouble makers. They proved excellent helpers for underachieving second graders. Furthermore, their attitudes shifted. They ended up being in favor of the system instead of against it. Children who themselves have had difficulty learning are often more understanding of difficulty slower children may have than are children for whom learning comes easily. However, when olders are chosen, care should be taken to have them feel sufficiently more capable than the youngers to give them a feeling of potency and a desire to nurture the younger children.

Are there objections from parents?

It is advisable to inform the parents of both the older helpers and the youngers being helped in the program. In a letter announcing the launching of the program, describe some of the program's major objectives and explain that help given is supervised by a teacher. It also helps to point out that olders giving help are gaining in experience and not losing out on school work in their own class. Parents seem to be very enthusiastic about the program.

How many youngers is an older responsible for at one time?

This depends on the type of help being given. A sixth grader can help organize word games with a group of as many as six kindergarteners, or be a discussion leader for a group of four or five elementary school children. If the class being helped is divided into small groups all working on different aspects of the same learning situation—for instance, producing a school paper—one older might well be a resource person for each group.

But generally it is better for an older to be responsible for one or, at most, two younger at first. He may graduate to more responsibility later. He should not be expected to take charge of a large number of children by himself or be placed in any situation which might require him to be a disciplinarian.

Where does this tutoring take place?

Sometimes at one side of the classroom; sometimes just outside the door of the younger's classroom; sometimes the librarian is willing to have older help younger in a corner of the library.

Are the older really to be trusted to work when not under direct supervision?

If the older has good briefing on what the younger is supposed to accomplish, he approaches the job with assurance and high motivation to help. Teachers have been amazed at the purposefulness and lack of horseplay of junior high helpers working in the halls outside the classrooms of the younger students they are helping--this applies to elementary grade helpers as well.

When does this helping take place?

Usually at the same time each day, three or four days a week, for about 30 minutes.

Does an older stay with the same younger all semester?

It depends on the discretion of the receiving teacher. Sometimes a younger may need help for only a couple of weeks in order to catch up. It has seemed a good idea for an older to work with the same younger for at least two weeks.

What age gap should there be between older helpers and younger being helped?

The closer the age gap the harder the job for the older helper and the better he should know the content of the material to be learned by the younger. There should be enough difference so the older feels like an older and more experienced person. The greatest rewards for the older as far as expressed appreciation and hero worship are concerned come from children considerably younger, although sixth graders have helped fourth graders and fourth graders have helped second graders with excellent results. A good gap to ensure the image of the older helper as a wise resource is at least two years between older and younger: 6-3, 5-2, 4-1.

What happens to youngsters who want to take part but don't know enough content to help?

Older children who are not academically accomplished can be given assignments in grades young enough to make their skills valuable. Sixth graders with only third grade achievement can be used to help in first and second grades with youngsters who need drill in math or spelling or as partners for a younger playing a word-building game.

How can you be sure the older helper knows content of subjects?

When possible, allow the teachers to choose their helpers. If they are shown a list of potential helpers, they may recognize students whom they know to be qualified.

With children "teaching," aren't we giving away our special privilege as teachers or downgrading the profession?

The older are "helpers" under supervision of the teacher of the younger class. The teacher becomes the manager of the learning situation. This managerial skill is really an added tool in the teacher's kit of ways to help children become excited about learning. The teacher becomes a trainer of helpers, thus multiplying his influence.

How can helper or younger get out of the situation if it proves incompatible to either or both?

The teacher of the class receiving help can assign a helper to a younger in such a way that it is viewed by both as a trial situation. *"I wish you would help Steve for the next three days. Then we can see if we think this is going to work out well for you both."* In briefing sessions with the older helpers the teacher should set a goal of honesty and rapport so it will be possible for the older to report trouble he might be having with a younger and to discuss alternative solutions. The teacher should also establish rapport with the younger being helped so he can be free to express feelings about the older helper. There are usually plenty of youngsters who could profit from individual help. If one is not relating well to the helper, a change can be made.

SUGGESTED STEPS TO TAKE IN PLANNING ONE TYPE OF CROSS-AGE HELPING DESIGN

I. Recruiting and orienting staff

II. Staff team planning session to talk about goals, make design decisions, resolve concerns

III. Pre-service training for olders

Frequency:

Four to ten seminars (30-50 minutes each). If there's not time to cover all twelve sessions included in this manual, the most important sessions to be covered before work actually begins are indicated in the introduction to seminar sessions.

Personnel:

A seminar leader—in an elementary school this can be an assistant principal, a counselor, a visiting teacher, a special teacher, (e.g., in remedial reading or helping teacher) or a regular teacher. In junior or senior high school, this can be any of the above, but it works best if the program is set up as a class in psychology, human relations, or cross-age helping. The seminar leader is the teacher of that class.

Content:

How to relate positively to youngers.

What youngers are like.

How to turn their mistakes into successful learning experiences.

IV. In-service training for olders

Frequency:

One seminar per week (30-50 minutes).

Personnel:

The seminar leader (described above).

Content:

Problems met are shared and analyzed; new information about children and techniques is discussed; skill practice opportunities are provided.

V. Teacher conferences for olders

Frequency:

One conference per week (15-30 minutes).

Personnel:

Receiving teacher, i.e., the teacher who selects the younger children needing help, prescribes the goals to be achieved by the younger and, together with the older, plans the action steps to carry out the prescription.

Content:

The teacher and older exchange information and opinions about the younger's problems and progress; the teacher shapes new prescription; the teacher and the older plan the action steps.

VI. The helping sessions**Frequency:**

Three or four sessions per week (30-40 minutes).

Personnel:

While the older are at work, the seminar leader checks in on them, particularly during the early sessions.

VII. Evaluation**TO GET STARTED**

A coordinator is needed to arrange, schedule, and answer questions (this could be the seminar leader). The coordinator and seminar leader need ten hours pre-service training in seminar session techniques and content. The whole faculty should receive a brief overview of what is going to happen in their school. In addition, those who volunteer to be sending and receiving teachers need at least two training sessions before starting, and periodic review sessions after the program is under way.

EVALUATION SUMMARY OF A CROSS-AGE HELPING PROGRAM

This is an evaluation summary of a year's results of a pilot program of Cross-Age Helping involving three adjacent public schools in Detroit's inner-city: a high school, a junior high school, and an elementary school. The older student helpers assisted across buildings as well as across grade levels. The high school student helpers were members of a class in psychology who had three periods a week of field placement helping younger students, one period a week of seminar training, and one period a week devoted to discussing their psychology textbook.

Because standard achievement tests are given only every two years, we were not able to compare the degree of improvement of students in the program with that of a control, i.e., students not in the program after the first semester. We asked the classroom teachers who were responsible for the youngers to describe any changes in the youngers which they could attribute to the Cross-Age Helping. While these data are not as reliable as highly controlled before-after measures plus control groups, many of the teachers made very precise comments, for example:

Some who got only 7, 9, or 5 out of a possible 18 spelling words right, when tutored by an older now get 16, 17, and 18 right.

Three of my students now have papers on the board when they never have had papers on the board before.

The reading skill of three of my students improved to the point where promotion is possible.

Below is a summary of the areas in which these teachers noted changes in the youngers:

Performance changes

Academic improvements

- Doing better in tests

- Turning in homework and other written assignments more often

- Greater class participation

- Does extra work outside of class on his own

- Better idea how to study

Other behavior changes

- Better attendance
- Less tension
- Less fooling around, more able to settle down and work
- Opened up
- Ability to express himself more clearly
- Greater awareness of his problem
- Less stammering
- Better grooming

Attitude changes**Toward learning**

- Greater interest
- Better attitude
- More willing to repeat work done poorly

Toward receiving help

- More receptive

Toward others

- Improved attitude toward his family
- More respect for others

Toward himself

- Greater self-confidence
- Greater self-respect
- Better self-image
- Pride in his progress and accomplishments
- The hope he can become like his older

After the second semester, we asked the 24 high school elders to check whether or not they had noticed changes in their youngers in some of the categories mentioned by the teachers after the first semester. The results follow:

NUMBER CHECKING	CHANGE IN YOUNGERS
14	Academic improvement
13	Turning in assignments
7	Greater class participation
16	Greater effort
2	Doing extra work outside of class on his own
4	Knowing how to study
6	Better attendance
4	Less tension
4	Less fooling around
7	Being open
11	Expressing himself
8	Greater awareness of his problem
2	Better grooming
19	Greater interest in learning
13	More willingness to repeat work done poorly
15	Better attitude toward receiving help
13	Greater self-confidence
5	Greater self-respect
7	Better self-image
13	Greater pride in his progress and accomplishments
10	Interest in becoming the kind of person you are
8	Better attitude toward others

We also asked these 24 high school elders whether or not they changed their own attitudes toward school, teachers, and their futures. Seventeen out of the 24 (71%) felt they had changed their attitudes toward at least one of these referents; eight changed in their attitudes toward two or more. Of these 17 who experienced a change in attitude,

only one changed in a negative direction. He said, "*School has always been so-so with me and the way the kids I tutored acted bored me more and dampened my spirits.*" The other changes were all positive.

Finally, we asked them to check other changes in themselves they could attribute to this Cross-Age Helping experience. The results were:

NUMBER CHECKING	CHANGE IN SELF
19	Understanding others better
10	Being more considerate of others
19	Being more patient
6	Getting along with others
15	Feeling more useful
18	Greater self-confidence

Part 2

Team
Building
and Staff
Training
Materials



Part II

Team Building and Staff Training Materials

IN THE FOLLOWING SECTION are materials designed to help a staff team understand the program better, stimulate interest in trying it, arrive at some consensus about goals and values, and make decisions about the design most appropriate to their situation.

After the general orientation meeting, someone serving as a coordinator should call a second staff meeting for those teachers who need more information in order to decide to participate or, having decided, to know how to proceed.

The staff team should be *voluntary*. Anyone forced into it might have such resentment that he unconsciously makes it difficult for others to succeed. Teachers have the power to make or break the program.

Further information about the value of the program may be found in "What Olders and Youngers Can Do for Each Other," (page 42), "Benefits Reported by Users of Cross-Age Helping Programs." (page 45), the Ontario-Montclair School District Cross-Age Teaching Evaluation Summary, 1969-1970. (See Appendix C.)

Concerns and doubts about Cross-Age Helping and the relationships that it may promote among teachers and between teachers and students

should be surfaced and discussed. The list of "Some Possible Concerns to Answer" in these materials legitimizes such a discussion. There may be other concerns specific to your particular situation which should be brought up and resolved.

To learn more about responsibilities of the staff to the program and to help stimulate some discussion about over all philosophy and general goal orientation, we recommend that the staff read over together "Teacher Responsibilities" and "Key Elements in an Effective Cross-Age Helping Program."

"Suggested Division of Labor for a Cross-Age Helping Staff Team," "Design Decisions a Staff Needs to Make," "Sample Alternatives to Our Suggested Design," and "Checklist for Avoiding Pitfalls," give some design suggestions. There may not be time at this meeting to plan the whole program. If not, another meeting should be called for this purpose. The team may want to give the actual designing job to a smaller committee to work up and circulate for approval. But some discussion of design should be held with faculty who are involved so each one feels a part of the program.

The question of how to evaluate your program and how to orient parents is also a part of the design.

MATERIALS FOR STAFF TRAINING AND TEAM BUILDING

1. Suggested division of labor for a Cross-Age Helping staff team
2. Design decisions the staff team needs to make
3. What olders and youngers can do for each other
4. Some possible concerns to answer
5. Benefits to the system
6. Teacher responsibilities
7. Key elements in an effective Cross-Age Helping Program
8. Sample alternatives to our suggested design
9. Evaluation
10. Checklist for avoiding pitfalls
11. Orientation letter for parents

The materials in this section may be duplicated to distribute to the participants in an orientation session.

SUGGESTED DIVISION OF LABOR FOR A CROSS-AGE HELPING STAFF TEAM

PRINCIPALS

1. Sanctioning program
2. Designing orientation for entire faculty
3. Interpreting to parents and central office
4. Designing time for:
 - a. coordination functions
 - b. seminar periods
 - c. team meetings once a month with all staff

SENDING TEACHERS

1. Recruiting and interpreting program to olders
2. Adjusting class schedules
3. Evaluating significance to olders
4. Using experience for educational purposes for olders
5. Matching of helpers and helpees (with consultation from receiving teachers)
6. Communicating with receiving teacher about absence of older helpers, etc.
7. Keeping in touch with schedule of helper assignments
8. Attending staff team meetings
9. Reporting episodes of helpfulness and also concerns to seminar leader for discussion
10. Collaborating with receiving teachers and seminar leader in making decisions about the program design: how often, how long, where older helpers will work with youngers, etc.

RECEIVING TEACHERS

1. Diagnostic work of selecting youngers
2. Briefing olders on goals and content for youngers
3. Supervising feedback to olders
4. Feedback to seminar leader

5. Matching helpers and helpees (with consultation from sending teachers)
6. Attending staff team meetings
7. Supporting elders in their work with youngers
8. Briefing entire class about meaning of the helping activities
9. Determining length of time and the number of sessions a younger is helped and other design decisions in collaboration with sending teacher and seminar leader
10. Reporting episodes of helpfulness and concern to seminar leaders

SEMINAR LEADERS

1. Becoming familiar with materials for the first ten sessions
2. Deciding which material they wish to cover with their elders and adapting it to fit their situation
3. Reviewing the four skill packages
 - a. Brainstorming
 - b. Acting out a situation
 - c. Leading a discussion
 - d. Using on-the-job experiences
4. Conducting seminar sessions for older helpers
5. Supervisory responsibilities
6. Collecting feedback from sending and receiving teachers
7. Attending staff team meetings

COORDINATOR

1. Liaison between members of the team
2. Coordinating research (if any)
3. Trouble shooting
4. General informant to others about the program
5. Public relations person for the program
6. Keeping the master schedule
7. Attending staff team meetings when relevant
8. Chairing team meetings after program is underway

All team members need to be aware of the division of labor between them, and what each is expected to do. They need to meet as a total group and voice their reservations, questions and concerns to be resolved and reach mutual understanding about issues raised.

Questions each team should keep in mind as you discuss how to do these things:

1. Who else needs to be involved to make a decision about getting started?
2. What roles do we see ourselves taking?
3. What kinds of material and help are we going to need to continue interpreting the program to people in our building?
4. What needs to be done now in order to get a program started?
5. What kind of design strikes us as most exciting, feasible and meaningful at the present time?
6. What different allocation of jobs is more feasible for our situation?

DESIGN DECISIONS THE STAFF TEAM NEEDS TO MAKE

1. The subjects the olders will help tutor
2. Scheduling of older helpers
 - a. How long a time will they work with youngers?
 - b. How many times a week? how do they get there?
 - c. How many older helpers work each period?
 - d. How many periods a day—what periods?
 - e. How long a period before changing youngers?
 - f. When the older helper and receiving teacher will meet for briefings and reporting back?
 - g. How and when the older helper will receive training in content and subject matter?
3. Ratio of olders to youngers being helped
4. What work areas they will use
 - a. Back of room
 - b. Outside of room
 - c. Library
 - d. A Cross-Age Helping room
 - e. Other possibilities
5. How olders and youngers will be selected
6. How olders and youngers will be matched for best results
7. Seminars: when they are held; who will lead them; who observes olders at work to give feedback
8. Ways to evaluate the program
9. Provisions for flexibility of schedule and change if desirable
10. Special materials—books, tape recorders, film strips, games, record players, etc., for helping sessions
11. Alternative ways to use older helpers

Teachers may use only a few olders.

Teachers may use *same olders* with *same youngers* for a specific number of weeks.

The olders may change youngers they help whenever the younger child seems to have improved enough to go on his own.

The olders may stay with their youngers for a given length of time; four weeks, two months, a semester, depending on what the team decides.

Teachers may use *several olders* in small groups which help youngers at different times throughout the day.

Teachers may use *all* olders who volunteer, two to each younger, but alternating if there are not enough youngers to go around.

Teachers may use *all* olders who volunteer in different capacities: make games, go on trips, help on playground, help on bus, help as student overseers for halls and lunches, build equipment, prepare lectures or demonstrations on specific subjects.

Teachers may use all older children in a class if they volunteer to help, and all younger children rotating one half of each classroom.

Teachers may use all student volunteers who wish to take turns helping, for example: teams of twelve for four weeks, then another team of twelve, etc.

Teachers may use all older children who volunteer, placing them in different younger classrooms.

WHAT OLDERS AND YOUNGERS CAN DO FOR EACH OTHER

WHAT OLDERS CAN DO FOR YOUNGERS

- Provide the manpower resources to individualize instruction
- Give encouragement for establishing good work habits
- Interpret to younger students the rewards they will have in learning to work
- Be a person with whom youngers can "talk it over "
- Provide an "I care" attitude
- Accept the younger student where he is while showing him "how to get further "
- Provide an incentive to work, a commitment to get down to tackling the problem, the challenge to work through to success instead of stopping short of it
- Provide some support for drill activities
- Provide companionship in games that teach skills
- Help meet younger students' needs to be successful, important, appreciated, contributing, growing in skills
- Help youngers overcome fear, gain self-confidence

WHAT AN OLDER CAN GAIN FROM HELPING YOUNGERS

- An opportunity to be useful
- Appreciation from youngers and teachers
- Experience in relating to a younger child
- Practice in helping someone learn
- A useful and worthwhile learning experience

NOTE TO TEACHERS OF YOUNGERS

In telling your youngers that they are going to have a chance to have help from olders, be sure to let your youngers know that this is not a one-way street. They have these opportunities to give to the olders, too.

SOME POSSIBLE CONCERNS TO ANSWER

FOR THE TEACHERS WHO MAY USE STUDENT HELPERS

Some teachers feel that if they become involved in the program others may think they are showing weakness by asking for help in their teaching jobs. Here is how teachers already in the program answer this concern:

As we try to communicate to our own students, recognizing when we need help is a strength. With help we can do our jobs better. To find and use the resources of others is an important part of our educational job.

Some teachers have wondered "Am I going to be giving up some of my influence with my class?" Teachers who have been using Cross-Age techniques answer this in the following ways:

We are really increasing our influence by our thoughtful use of older helpers' resources. We are reaching some of the children in our class who need the experience of receiving individual attention and developing a close relationship with another child. We have a direct influence on older children as well as on those in our own grade. We are helping them accomplish all the things we hypothesize this Cross-Age Program will do for older.

Some teachers have wondered if colleagues will perceive them as attempting to get out of work themselves if they use older children to help their students. To this concern teachers using the older student helpers have replied:

We are redefining the role of teacher from the old idea of teacher as the sole transmitter of knowledge to an evolving idea of teacher as "manager of the learning situation." We are now really executives in charge of planning and supervising many learning activities. As executives supervising the learning in our classroom, we now can distribute jobs more intelligently, making the best uses of available help, i.e., we can give to older helpers assignments such as drills, skill practice, etc., leaving ourselves free for jobs no one else can do. Rather than working less, we are working more effectively.

Some teachers have felt that they might lose their relationship to their children if they turned them over to student helpers. The teachers in

the program feel they do not "turn over" their children to student helpers. They feel very much in control of the learning experience. By using student helpers with whom they plan carefully, they feel that:

We give our children increased opportunity to have meaningful, constructive relationships with other children. We also provide ways for our children to become more adequate learners, more effective participants in the class, and achieve better opinions of themselves. Therefore, the children are capable of better interpersonal relationships with everyone.

FOR TEACHERS OF STUDENTS TO BE USED AS OLDER HELPERS

Some teachers feel their students may miss too much work in their own class by helping in a younger class period. Teachers of children who have been used as student helpers feel the advantages outweigh the disadvantages. Teachers can arrange class work so that student helpers make up this time period. Student helpers see themselves as useful, contributing members of the school community, partners with teachers in helping youngers learn. Therefore, they feel better about school, about teachers and about themselves. Their confidence in their own ability to learn increases and so does their motivation to study. Usually both older and younger improve scholastically. But experience with the Cross-Age Program shows it is often the underachieving student helpers who make the greater academic gains.

FOR BOTH SENDING AND RECEIVING TEACHERS

It is a good idea to be as open with each other as possible. A norm for surfacing and talking through any type of concern should be established. For example, as a sending teacher, I may have a concern about how I will feel if my students like *you* better than they do me. Will this be a threat to me? If so, how can we work it through?

As a receiving teacher, how will I feel if some of your older students succeed in helping some of my children I have not been able to reach? Will this make me feel inadequate? How can I deal with any professional jealousy I may feel about them? If I have arranged for the opportunity for their success, then is their success my success, too?

What do I gain from their success that will help me from being in competition with them?

How can I get the joy from the achievements of the older helpers that I hope they will get from the achievements of their youngers? What will help build a caring attitude toward these older students? What can I give to them? What do they give to me?

BENEFITS REPORTED BY USERS OF CROSS-AGE HELPING PROGRAMS

(A list to help in interpreting the program to colleagues and parents)

BENEFITS TO THE SYSTEM

1. It is economically beneficial.

This is a resource available at no extra or little extra cost. It taps and utilizes available human resources to the advantage of everyone concerned—older students, younger students, staff.

2. It provides a mechanism for in-service staff training.
3. It is an adjunct to the counselling program and the academic learning program, too.
4. It lessens the need for administrators to use energy for disciplinary or controlling action, leaving them more time and energy to take a guiding role with students and faculty.

BENEFITS TO COUNSELORS, CRISIS TEACHERS, AND ACADEMIC TEACHERS

The Cross-Age Helping Program provides opportunities that:

1. Reduce behavioral problems.
2. Reduce referrals.
3. Build self-esteem.
4. Build academic skills.
5. Bridge the gap between teacher and student.
6. Provide for individualized instruction.
7. Help motivate the unmotivated (both older and younger students).
8. Help students work through at a safe emotional distance their own hang-ups regarding behavior, attitudes, intentions about peers, siblings, younger or older children, authority figures, learning, etc. as they help younger students solve their problems.
9. Allow a child to step into the role of teacher or grown-up (while still a child) and learn from it.

10. Promote a desire for more acceptable behavior, or a higher standard of excellence from himself and others instead of rebelling against it.
11. Reduce discipline problems.
12. Place a student in a position of trust and responsibility, thereby evoking change in behavior rather than having evidence of change be a prerequisite to being given responsibility.
13. Provide a meaningful curriculum for both olders and youngers.
14. Give apprenticeship experience for service-oriented jobs.
15. Give encouragement toward and skill in assuming voluntary citizenship roles.
16. Provide a basis for more meaningful interaction between participating staff members, creating a more positive, more interested, more goal-oriented problem-solving attitude toward each other.

IN SUMMARY

It is an approach which is effective in promoting constructive behavioral growth and preventing the development of behavioral problems.

TEACHER RESPONSIBILITIES

ALL OF THE STAFF INVOLVED

To the staff team

Get together with the staff team to talk about goals of the program and decide on the most feasible design. (See chapters on "Design Decisions," "Operationalizing the Program," "Alternative Designs," "Suggested Division of Labor for a Cross-Age Helping Staff Team.")

Discuss with staff team any other concerns or questions that have bearing on working together. (See "Some Possible Concerns to Answer.")

Keep all your team members posted on how things are going. Share reports about how well the students are doing with those staff who have a special interest in their accomplishments.

Attend team meetings at intervals after the program is started to evaluate progress and revise if need be.

RECEIVING TEACHER

To your own class

Determine who in the class should be selected to receive individualized help from an older. Select youngsters that you feel you could help, if you had the time to give them individual attention. They should be children with whom you are reasonably sure the older helper will have success. The older's good will should not be exploited by giving him a younger with whom it's impossible to succeed or a child whom the teacher wants to get out of the way. Olders have helped very successfully in "special" cases. But here the teacher has explained the situation to the older helper and he has taken on the task knowing the limitations of the younger and what the expected progress is likely to be. You may wish to include some quick students for individualized enrichment. This gives status to the idea of being helped as well as supplying needed attention to the faster students who are often a neglected group.

Explain to the class, and privately to the children selected, that this is an opportunity you wish could be given to everyone.

With the help of the sending teacher, pair youngsters with appropriate older. Ideally, there should be at least two full years between youngsters and older in age and achievement: sixth grade paired with third grade; fifth grade with second grade; etc. Slower older should be paired with slower youngsters, faster older with faster youngsters. This is to protect the

image of the older helper as a wiser and more skillful person who is giving to the smaller child from his "bigger" resourcefulness.

Some teachers have assigned olders to youngers for a two-week trial period to see how things work out. A change may then be made if it seems advisable, without the older feeling he has failed. Some pairs of sending and receiving teachers like to plan an orientation experience for the two classes together before the actual helping starts. They note the olders and youngers who seem to be getting along with each other during this first event and make their pairing accordingly.

We recommend that older helpers work on a one-to-one basis at first. After some experience they may want to form a group of four by teaming up with another older-younger pair, or they may want to lead a small group together with another older or perhaps even by themselves.

The length of time an older works with a younger depends on the discretion of the receiving teacher unless the design of the project calls specifically for a definite time commitment. The teacher may wish to switch children receiving help as often as every two weeks. Whatever the time expectations, it is good to set them up in advance so that both olders and youngers know if there is to be a change in six weeks, eight weeks, at the end of the semester, or whatever length of time that has been decided upon.

There has been no study of what type pairing, boy-boy, boy-girl, girl-boy, girl-girl, is most efficient. It probably is not effective to have children in the same family paired for helping.

To the older helpers

Arrange to meet with your olders once a week to talk about how things went and plan together for the coming week. Have a definite understanding about where this will be, and about when, where, and how long olders will work with their youngers. Brief the helpers about the younger child's needs and goals you hope he will reach. Give them some suggestions about how this might be done. If you want to carry out a certain technique be very explicit about how to do it and *why*. Anticipate problems they might have. Suggest ideas how to solve them. For example, you might say:

"When children are learning to write numbers, often there is someone who will reverse the figure. If your younger makes a '3' like 'ε' you could make dots for him to connect, like ⋮ or you could take his hand and trace with him the way a three looks."

After giving directions for carrying out an assignment, check to see if the older helper knows exactly what to do. A good way to check is to

role play the helping situation. One older could act as the helper. Another (or the teacher) could be the younger being helped. In this way you can see if the directions are clear and being carried out correctly. If something is being done incorrectly, you can catch it in this "rehearsal." A "mistake" here is a help in finding out how to do it better. Here is an example of what could be said to an older who has just made such a mistake to help him feel this way about it:

"I am glad we're having a chance to act this out before you help Jimmy. Maybe my directions weren't very clear. Here is what you do when he spells a word wrong. The card must be in a different pile from the words he got right, BECAUSE why do you think?" Your older will probably say *"Because he needs to practice those he got wrong after we are through the list."* To which you can say, *Right. (Give positive reinforcement whenever possible.) In this way he can practice what to do and clarify the reasons for doing it a certain way. Have him repeat the role playing action correctly so he is sure of what to do. (There is an example of such a role play with two older helpers on the training record, side 2, band 8.)*

Voice your appreciation of the older's whenever possible. You are an "older" to your older helpers. In your actions toward them you are the model of how you want them to act toward the younger's they are helping. They need to feel just as important, useful, liked, appreciated and growing in skill as you hope they will make their younger's feel.

At your conferences with your older's, tell them about the improvements their younger's are making in school during the rest of the day as a result of their help.

Point out to them their unique resources as helpers. Because they are nearer their younger's age they can understand them better in many ways and speak their own language better than adults can. They can also supply friendship that has a different meaning to a child. Teachers are supposed to be friendly to children. It may mean much more to an isolated child to have another child interested in him.

Involve your older's in sharing their ideas of how to help their younger's. Older's have many novel and ingenious ways of interesting younger's and are good at making up learning games. But they appreciate any suggestions you may have, too, for "fun" things they can do with their younger's after their regular assignment is finished. Books, tape recorders, record players, film strips, typewriters, are useful tools an older can learn to use with younger's.

Help the older be realistic about the progress of younger's. Some older's will have children who respond rapidly. Others will not. Progress may be better academic performance. It also may be a happier attitude toward himself, school, or other people.

Give olders honest feedback on how they are succeeding. Comment specifically on things they do which you think are effective so they can do more of them. If what they are doing is not effective, be specific about suggestions for improvement.

To the sending teacher and seminar leader

Report successes the olders are having to the seminar leader and the sending teacher so they can give positive feedback to the olders involved. Also report any dissatisfaction immediately to the older, to the seminar leader, and to the sending teacher. The olders want to do a good job and will appreciate your being honest with them. The olders and other staff members cannot remedy a situation they don't know about. Your reports are good discussion material for seminars where the olders are learning how to solve problems and how to become better at helping.

To parents

See "Orientation of Parents."

SENDING TEACHER

To your own class

Recruit helpers. Arrange their schedules to include times for students to work with youngers, meet with receiving teachers, and attend a seminar for older helpers once a week.

If possible, select a group of helpers that includes some academically successful students and some with high peer status within their own class, as well as some low achievers and marginal students. This gives the less successful students a chance to work with successful, popular ones and thus broadens their range of possible friendships and perceived influence. It also helps to give status to the concept of helping in the eyes of the student population. By including slower olders, a Cross-Age Helping Program gives underachieving students a chance to shine. They become academic resources to younger children. Students who, themselves, have had difficulty with school achievement are often more patient and understanding than the very quick students are with smaller children who are having learning difficulty.

Together with receiving teachers, pair older helpers with youngers to be helped in an appropriate way to give both olders and youngers a successful experience.

Arrange, if possible, to have individual work for the rest of the class during the periods the older helpers are out of their own classroom working in the younger grades. In this way, the helpers will be able to make up missed work more easily.

Protect the older's commitment to his younger. If an older is not doing his classwork or is "goofing off" in the halls while he is enroute to helping his younger, it might be best to remove him from the program. But he should not be punished for some unconnected misdemeanor by being deprived of the privilege of helping his younger. He has a commitment to that younger child which he should honor.

Post the schedule of older helpers' assignments, including when and where they are to help or to have a seminar session so that substitute teachers can carry on the program if the regular teacher is absent.

Pass on to the olders any reports of the success which they have heard from other teachers.

To receiving teachers and seminar leader

Let them know when olders are absent or if your class is going to be off on a field excursion.

Report any positive and negative feedback to seminar leaders.

Evaluate and assign older to a new younger if necessary.

When the older helpers consist of an entire class, the sending teacher is responsible for the seminar leader's job. If the sending teacher is also the content teacher, when a class helps a younger class with reading, he is responsible for the content learning of the olders. He would help the olders with remedial teaching techniques to use with the younger children. If the older helpers come from a class in cross-age teaching, as is the case in one successful junior high school design (see Appendix C), the sending teacher is responsible for training the olders in teaching techniques as well as in ways to relate constructively to youngers. When the sending teachers are the heads of high school departments in math, science, art, etc., these teachers become the trainers of the olders in the use of this content and techniques to help youngers learn these specific content areas.

When the sending teacher is the content trainer also for his group in psychology, math, science, cross-age teaching, or whatever, he also is responsible for supervising the actual helping sessions the olders have with their youngers. He often becomes the seminar leader in charge of seminar discussions on how olders can relate constructively to youngers.

THE COORDINATOR OF THE PROGRAM

Keep master schedule of placements of older helpers.

Call and chair team staff meetings once a month or so.

Make provision for at-the-elbow help when older helpers are first working with their younger helpers.

Act as liaison between all persons involved in the program.

Let others know that they can come to you for information or for help when problems arise.

Act as public relations person for the program to the rest of the school, parents, and the community.

Arrange for evaluation procedures.

Act as linker between the staff team and the university consultants, if any.

Act as seminar leader for older helpers unless there is another designated seminar leader.

SEMINAR LEADER

Conduct seminars for older helpers.

Observe helping sessions to see how things are going and get data for seminar clinicing.

Provide older helpers with content training by reading specialists, new math specialists, etc., if they need this instruction to do a good job. Collect teacher-training devices and techniques, learning games, etc., for older students to learn to use.

Provide training in use of audio-visual equipment which aids teaching: tape recorders, cameras, typewriters, etc.

Collect feedback from receiving and sending teachers.

Arrange for sending and receiving teachers to attend seminars if they want to.

Act as the coordinator if one is needed.

KEY ELEMENTS IN AN EFFECTIVE PROGRAM**RECEIVING TEACHER'S ATTITUDE**

Those receiving teachers who have been successful in using a Cross-Age Helping Program regard themselves as executives in charge of providing learning opportunities for their students. They see the program as allowing their students to have individualized instruction they could not otherwise provide. They think of the older helpers as appreciated partners who can be linkers between the generations, and explainers of facts and transmitters of values to the younger child. They share their ideas with elders and ask them for their suggestions and opinions.

The receiving teachers try to do for the older helpers what they hope the older helpers will do for the youngers. They give them clear directions and check to see if they are understood. They take every opportunity to voice their appreciation of older helpers' efforts and build elders' self-esteem. They consciously try to serve as models for the older helpers of how elders can relate constructively to youngers. They regard the Cross-Age Helping Program as a chance to influence a wider sector of students than just one's own class. They see Cross-Age Helping as a chance to help unify the school population, and extend opportunities for constructive interaction between students and across grade levels to give students skill practice in initiating friendliness.

SENDING TEACHER'S ATTITUDE

Successful sending teachers feel they are providing opportunities for their students to be important, contribute to a worthy cause, gain human relations skills, and have an apprenticeship in a service-oriented activity. They think of a Cross-Age Program as a way for their students to experience being appreciated by more people, gain a greater feeling of adequacy, and grow in self-esteem. They believe their students' own academic work will become more meaningful to them because they are using what they are learning. They see this as a chance the older helper might not otherwise take to catch up on academic learnings which he may have missed along the way. The sending teacher should realize that when older students are faced with the need to explain something to a younger child, they will really work to understand it themselves.

SEMINAR LEADER'S ATTITUDE

Successful seminar leaders appreciate the resources older students can provide for younger ones. They see it is important to help olders learn positive affective teaching techniques and human relations skills. They think of the program as an opportunity to help olders become constructive models for youngers, to legitimize the "brother's keeper" concept, and to give students skill practice in initiating friendliness. To this end, they try themselves to be models for the older students in how to relate positively to youngers. The instruction is geared to what the olders realize they need to learn in order to feel successful. The supervision is given in a positive, friendly way. The reasons for it are shared with older students. It is a means of identifying good teaching techniques and ingenious ways the olders use to promote positive affective relationships with youngers so these can be shared in seminar meetings. If ineffective methods are being used, it is helpful to discuss it in seminar sessions and plan for skill practice of alternative suggestions.

OLDER AND YOUNGER STUDENT'S ATTITUDE

The older students feel good because they are being useful and needed. The younger students being helped feel good because they are acquiring older friends and new learning skills. Olders see youngers as people whose needs they can help meet without sacrificing their own needs. Olders see youngers as givers of emotional rewards worth receiving. Youngers see olders as friends who care about them and as instruments of personal success.

Olders feel they have a trusted collegueship with teachers: their own teacher, their receiving teacher, and the seminar leader.

THE ORGANIZATION WHICH HELPED THESE ATTITUDES TO GROW

Staff members attribute these supportive attitudes to a conscious effort to build a working team.

Time has been taken to get together to discuss common goals, plan a feasible design, resolve concerns. Effort is made for team members to relate constructively to each other since all are interested in the same children. Receiving teachers appreciate olders and tell their sending teachers how valuable they are. Sending teachers tell receiving teachers and seminar leaders what a contribution they are making to the lives, attitudes, and self-image of the older students who are helping them and their children. If disagreements do come up, everyone tries to be as open and forthright as possible. A caring attitude prevails.

SAMPLE ALTERNATIVES TO OUR SUGGESTED DESIGN**IN THE ELEMENTARY SCHOOL****The remedial reading teacher as coordinator**

In one school in California, a remedial reading teacher acts as the program coordinator and seminar leader.

A group of ten to twelve fifth and sixth grade remedial reading students have a remedial reading period five days a week. For the first ten days during this time, the remedial reading teacher trains these students in techniques of helping younger children who are having difficulties. They also learn to operate audio-visual machines like film strip projectors, record players, overhead projectors, tape recorders, and typewriters. These are housed in the remedial reading room. After this pre-service training, they are ready to help younger children, (first, second, and third graders) on a one-to-one basis. Directly after their own remedial reading period three days a week, the older helpers get their "youngsters" from their rooms and bring them to the gym opposite the remedial reading room. Here they work with them on a one-to-one basis. Three pairs a day can work with the audio-visual materials in the remedial reading room.

The remedial reading teacher supervises the operations in both rooms. He makes sure that the children regard his looking in on what they are doing as a friendly act. His job is to bring back to the older students the good things that are happening and to help solve any problems. His remarks are reserved for the seminar session on remedial reading which older helpers have on a day when they don't meet with their youngsters. He does not interrupt during the helping session between older and younger students.

In the afternoon, the remedial reading teacher has a group of exceptionally good readers from the sixth grade. These students have a class in speed reading techniques to help them get ready for junior high school. These quicker students also receive training in how to help younger ones. They have a tutorial period right after their own speed reading class in which they work with younger students just as the remedial morning group did.

Every ten weeks these groups change. This allows for more students to help and be helped.

School crisis teacher and the school social worker as seminar leaders

The crisis teacher and the social worker have often teamed up to run the seminar sessions for older helpers. Some have scheduled five different

seminar groups of 45 minutes each in one day. In this way the groups can be kept small (as few as seven to twelve) and still have the social worker cover a case load of 30 to 60 children in her assigned day at the school. They try to have older helpers of different types in each group. Each group includes boys and girls: the marginal children, behavior problems and isolates, peer leaders, underachievers and good students. This is one of the few opportunities besides gym where the alienated children have a chance to work closely with others who have a different outlook.

Many times in recruiting older student helpers children are asked if they would like a chance to be part of this program. No one, however, is pressured to join.

In schools where the social worker only comes part time, the crisis teacher of the team coordinates the scheduling of helping sessions, and supervises these. Teachers wishing a helper contact the crisis teacher. The crisis teacher contacts potential receiving teachers when looking for placement opportunities for older helpers.

Helping teacher as seminar leader

A similar program can be run by *helping teachers* in schools that have them. One helping teacher has scheduled her time so that she can lead three weekly older helper seminar sessions: one sixth grade, one fifth grade and one fourth grade for groups of volunteer helpers. These children plan with their own teacher and their receiving teacher the times when they will be helping the youngers and where the help can take place. Often they use the helping teacher's classroom, which becomes known as the tutor's room and which makes it easy for her to supervise them. Very important to the success and enthusiasm of the older helpers is the attitude of the receiving teacher whose students they help. When the receiving teacher appreciates the older helpers' resources and makes them feel like members of the teaching team, the helpers work much harder.

One teacher includes the older helpers in teacher-parent conferences just as she would do with a student teacher.

Receiving teacher and sending teacher as seminar leaders

In some schools where there is no seminar leader available, sending and receiving teachers have teamed up in permanent pairs. Between them, they conduct their own seminar sessions for the olders. In one such school, the receiving teachers plan activities for the children not involved in being helped to do work on their own while the rest are working with their older helpers. This leaves the receiving teachers free to observe what is going on. They can bring their observations to the seminar clinic sessions

for sharing and discussion. In this particular school there is a planning period for teachers at 2 p.m. when the children have gone home. The seminar session for the olders is scheduled once a week during one of their planning sessions. The older students have special permission to remain later on that day. Both sending and receiving teachers are free to meet with them at that time.

Cross-Age Helping as an elective subject

In an elementary school in California the coordinator of the helping program and a sixth grade teacher were interested in including this program in the regular curriculum for sixth graders. The best time to schedule it was at 1 p.m. They wanted it to be voluntary, and made arrangements for those students who did not want to be in the program to join another sixth grade class during the Cross-Age Helping period. However, all the members of the class volunteered. In this design, the sixth graders helped the youngers three days a week, had a feedback seminar session once a week, and had specific content training once a week during the 1 p.m. period. The teacher who ran the seminar was free to supervise the olders' interaction with their youngers three days a week. With some of their funds from this Title I program, they purchased a TV camera and made TV clips of the tutoring sessions to help olders improve their teaching and relating skills.

IN THE JUNIOR HIGH SCHOOL

Cross-Age Helping as elective classes

One junior high school design which has been very effective is to have Cross-Age Helping as one of the three electives which may be chosen by the eighth graders. Sixty students, thirty in each of two morning periods, can participate in this course. It is taught by two teachers as part of their regular class load. The first three weeks of the course are devoted to training in how to relate to younger children constructively and in general teaching techniques. After this pre-service training the older helpers spend their class period Tuesday, Wednesday, and Thursday helping elementary school children on a one-to-one basis. Friday is a seminar "feedback" session in which they exchange ideas, discuss problems, clinic about their experiences, and have skill practice in human relations techniques. Every Monday they have specific training in the content area in which they feel they need help. This may be phonics, new math or

whatever area they need to learn how to teach. During this content instruction period, reading or math experts and other specialists may come in as resources to the older helpers. Elementary school clinicians, working part time, are available as liaison staff between the receiving teachers in the elementary school and the older student helpers. They discuss the helping situation with the receiving teachers and report the teachers' ideas at the Friday seminar feedback session. They sometimes take the class of the receiving teacher so she is free to observe the helping sessions. They also can take a class while the receiving teacher goes to the content training session or the seminar feedback session period.

Another junior high school has a Teen-Tutor Program available to 120 seventh graders. This is a combined social science and home economics course organized in four sections. Students meet for 90 minutes, five days a week. They work in four kindergarten classes, two in the morning and two in the afternoon, of a nearby elementary school. The teaching team which is responsible for the program consists of two home economics teachers, a social studies teacher, and a kindergarten teacher.

IN THE HIGH SCHOOL

Cross-Age Helping as elective classes

One high school design uses students in a psychology class as older helpers. Three days a week the students have field placements working with youngers in an elementary school. One day a week they have a seminar session, sharing experiences and developing teaching techniques. One day a week is devoted to reviewing contents of a psychology textbook. The psychology teacher is free three days a week to observe the helping sessions. These observations are reported and discussed at the seminar session.

One high school has students in math, science, social studies, art, and French coached by the department heads of these subjects on one day a week. Three days a week they help elementary school children nearby in these specific content areas.

One high school has an extensive community service program. It offers students opportunities for voluntary school and community service as an experience in citizenship education.

Students can help during their free periods or after school at nearby institutions, including elementary schools. This program places 500 high school students in volunteer community jobs. In this design the training of the older helpers is done by the teachers receiving their services.

Other high school programs have been arranged under the auspices of the Future Teachers Clubs.

Several boys on the football team at one high school help instruct boys at a nearby elementary school in football during their gym period in the fall.

AFTER SCHOOL ACTIVITIES

YMCA Cross-Age Helping

One YMCA program involves several groups of high school students tutoring elementary students after school at the Y. Mothers are involved in transporting both olders and youngers. They also plan additional parties and get together for the participants.

Youth-Tutoring-Youth projects

Junior high school students tutor elementary children usually in the afternoons, working in elementary schools or churches, community centers, libraries, or store fronts. Two kinds of training are usually provided by Youth-Tutoring-Youth projects. A pre-service training program (usually two weeks) is a necessary component to provide needed orientation for both tutors and supervisors. Weekly in-service training sessions are important so students can learn new skills, discuss problems or make new materials. Most programs provide tutoring four days a week and devote the fifth to in-service training. Often tutors are paid by the Neighborhood Youth Corps. Paraprofessionals make excellent tutorial supervisors. They can be school instructional aides, community workers, parents or community volunteers. Teacher Corps interns, Vista volunteers and college work/study students have also supervised programs. For further information about Youth-Tutoring-Youth write: The National Commission on Resources for Youth, Inc., 36 West 44th Street, New York City, N.Y. 10036.

EVALUATION

There should be some way of assessing if the program is accomplishing its goals. Our goals are to:

- Increase academic achievement
- Increase interest in learning
- Make school more fun
- Improve the self-image of both the older and younger child

EVALUATION OF ACADEMIC SKILLS

Academic achievement tests may be administered to all students, youngers and older, before they start the program and after they finish. The results may be measured against the student's predicted rate of growth taking into consideration his past achievements. For example, if he had previously progressed academically at a rate of eight months each year then suddenly progressed two years in an academic year instead of his predicted eight months, you'd feel something had happened to his interest and his skill that hadn't happened before.

Another way to measure growth is to measure the child's achievement in comparison to the achievement of a child matched as nearly as possible in I.Q., age, sex, peer status, family and desire to be in the program. Only one child of each matched pair is selected to be in the program. The control measure is more accurate if one half of a group who volunteered for the program are used as controls for the other half's growth. The "control" students are *not* in the program.

A standard achievement test may be given to both groups before the program begins and after it ends. The achievement of the students who were in the program can then be measured in comparison to the achievement of those control students who volunteered for it but were not selected, who are as alike as possible on the other variables mentioned above. If there is noticeable difference, one may assume it is in part a result of the program. If a younger didn't get 100% in spelling tests before being helped by an older and he does now, this is another measure of the program's effectiveness.

Results of achievement tests may not be an accurate measure of a student's growth in ability. A sudden increase in achievement test scores may reflect a student's greater willingness to cooperate with teachers by trying to do his best on the test, where before he may not have bothered to try. A measure of unusual growth may indicate a change of attitude

TEAM BUILDING AND STAFF TRAINING MATERIALS

61

rather than of skill. But the program hopes to improve both, so this is still a measure of the program's effect upon the student.*

EVALUATION OF MORE INTEREST IN LEARNING AND MORE FUN IN SCHOOL**Olders**

Carl Furr, school psychologist at the Lincoln School in Monroe, Michigan, has developed an instrument for measuring attitude and behavior change which is included in this package. Teachers are asked to check all students, youngers and olders, before the start of the program, on a seven-point scale marking the point where they perceive the student to be in several areas of attitude and behavior. They check again at the end of the program to see if their perceptions have changed. If "control" students are used, they are also checked in this way. This is a subjective measurement. But if students are perceived to have improved, the teachers are probably feeling more positively toward them. This in itself is a desirable result.

Teachers' anecdotal records of students' comments, achievements, interaction between peers, staff, younger and older students, are very helpful in evaluating what the program is doing for students. At one school, written examples of interaction between older and younger students were given to the leader of the seminar for older helpers.

Anecdotal records of attendance and discipline may also be indicative of greater interest in and enjoyment of school. Sociometric tests, administered before and after the program may be used as a measure of classmates' perception of change in a student's skill, ability to influence, or likeability. These tests, given to an entire class, might ask such questions as:

- 1a) Which three students are best at getting people to do what they want?
- 1b) Which three students have the most difficulty at getting people to do what they want?
- 2a) Which three students are seen as having good ideas?
- 2b) Which three students are not having good ideas?

*See the Ontario-Montclair Evaluation Summary, Appendix C.

- 3a) Which three students would you like to work with on a committee?
- 3b) Which three students wouldn't you want to work with on a committee?
- 4a) Which three students do people think do things well?
- 4b) Which three students do people think don't do things well?
- 5a) Which three students would you like most to be like?
- 5b) Which three students would you like least to be like?
- 6a) Which three would you like most to have as friends?
- 6b) Which three would you like least to have as friends?

INTERVIEW OR INQUIRY SHEET

In order to get evaluation information from staff participants, older and younger students, parents and administration, a list of questions can be answered in writing or by a taped interview. You can ask them all for suggestions to make the program better.

Questions which might be asked:

Of parents — What does your child say about the program?

Have you noticed any difference in attitude or behavior of your child since he became involved in the Cross-Age Helping Program—toward school, classmates, teachers, brothers and sisters.

Of olders — Have you noticed any changes in your younger since you began helping him?

Have you noticed any changes in yourself as a result of being in this program?

Do you do things differently since you've been in the program? (if yes) What?

How would you check to show how you feel about the program?

How much fun is it?

How much fun are the programs?

no fun at all	not much fun	o.k.	quite a lot of fun	a great deal of fun
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Why did you mark where you did?

How valuable is it?

not at all valuable	not very valuable	o.k.	quite valuable	very valuable
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Why did you mark where you did?

Of youngers – Same question about the fun and value of the program.

Of staff – Have you noticed performance change in older or younger (which ever is a member of his class) since he has been involved in the program?

Have you noticed any attitude change in older or younger student since he has been involved in the program?

How valuable do you consider the program to be?

not at all valuable	not very valuable	o.k.	quite valuable	very valuable
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Why did you mark where you did?

EVALUATION OF SELF-CONCEPT

The attitude and behavior scale (See Appendix B) may indicate something about a child's feeling of self-worth. Added poise, self-assurance, ability to get to work, etc. should correlate positively with an increased feeling of self-worth. There are also student self-concept scales and teacher-inferred concept scales, which can be administered.

EVALUATION FOR GUIDANCE AND MOTIVATION

One of the main purposes of evaluation data is for feedback to give guidance to the program and to support the motivation of the workers. Teachers should let older students know if their youngers are improving in school work in other areas than those in which the older is helping. It would mean a lot to the older helper to be told if the younger seems happier, if his attendance record is better, if he shows constructive changes in attitude toward teachers, learning and school in general as a result of the older's help.

When teachers report to the seminar teacher either in writing or verbally any comments about the older students to pass on to them as feedback, the seminar teacher should take pains to report back to the teachers what he did with this information, how the students reacted to it, and what effect it seemed to have on them.

Any criticism of attitudes or behavior of older helpers, their relationship to youngers, or concerns about teachers meeting their responsibilities to students, should be reported immediately so constructive steps may be taken. One way to ruin the program would be to refrain from reporting something negative until it is too late to remedy it.

Leaders of the program should encourage suggestions for improvement. Participants who offer ideas should be told what was done with their suggestions and how the program was influenced by their concern. People like to know if they have been listened to, that their interest is appreciated or that their thoughts have helped you formulate ideas of your own.

CHECKLIST FOR AVOIDING PITFALLS

Build the self-image of both older and younger.

It has been found that if the older helper is three years older (or more) than the younger he is helping, this tends to safeguard his image as an older, wiser resource. It also makes the younger feel that it is not at all threatening for him to know less than the older who is so much older. A sixth grader, performing on a fourth grade level, can be very helpful to a second grader or even a third grader. The closer the older and younger are in age, the more of an expert in the content area of help giving the older should be.

The younger who is receiving help should be made to feel he has a special privilege the teacher wishes she could give everyone, but there are not enough older helpers to go around.

Guard against exploitation of either older or younger.

In some cases, this program has been abused by teachers of older helpers feeling this is a way to get some of the trouble makers out of their class for a little while. By the same token, some teachers of younger have used this as a chance to "palm off" on an older child a younger they wanted to get rid of for awhile. The staff team needs to have its goals for the students clearly in mind so the program isn't used for private purposes to the detriment of the children involved. If a teacher took an older helper into her confidence and said honestly something to this effect, "Will you try to give Tommy some interesting work to do this period while we are having music. When he is in class at this time he becomes very disruptive," then the older would feel like a needed part of a team to make the music class go well and to interest Tommy in something useful. But without this honest approach, an older child given the job of caring for Tommy during music might, quite rightfully, feel exploited. An older helper should not be given a younger with whom there is no hope for success.

When in doubt, start small.

This should be a volunteer program. It is better to begin with a few and be asked to supply more helpers than to begin with more and have to cut down.

Plan techniques to prevent disappointments or failures.

When pairing older and younger, it is good to arrange for a review of the situation in two or three weeks to see if a change is needed. This

legitimizes tentativeness to begin with, prevents the older from feeling he has failed if it turns out not to be good pairing. Bright older students may be paired successfully with bright younger students. Slower older students should be given slower younger students, generally speaking. They understand them better and run no risk of discovering the younger is brighter than they are.

Make program voluntary for staff members.

If there is resistance to it by faculty there are many subtle ways that can be used (consciously or unconsciously) to make it "not work."

Additional points to keep in mind.

Be sure to inform parents of all students in the program.

If possible, include some older students held in high esteem by classmates to insure that the program is regarded by the students as an "in" thing to do.

Assign a member of the staff team the job of receiving students' and teachers' reports, both good and bad, about how things are going. In this way, constructive remarks can reach people to supply encouragement and appreciation. If there is a problem, things that need to be looked into can be corrected before damage to the program has been done.

Post a schedule of helpers, who they help, where they go and when, in the rooms of both older helpers and younger students being helped so the program can go on as usual when a substitute is in charge of the class.

Provide for the possibility of dropping out of the program, if it becomes desirable, before students enter into it. One stipulation you might think important is that each older student be required to keep his own work up to standard. But under no circumstances should an older student be kept from carrying out his commitment to a younger child as a disciplinary measure for a rule infraction not connected with the program.

If possible, schedule helping and seminar periods for older students so they don't compete with subjects students hate to miss.

Invite teachers to come to the seminars for older helpers. They are excellent resources for giving help in how to get ideas across to younger students. It allays their anxiety as to what might be happening in seminars if they see for themselves. It builds open and cooperative communication between the team members.

ORIENTATION OF PARENTS

Parents are generally very much in favor of this student helping program. They have often indicated that it has helped improve sibling relations. They need to know that their child has been selected to participate; the work done is under the supervision of a regular teacher; olders are trained to relate well to youngers; the older helpers are not missing work in their own class which cannot be made up; the olders who teach learn more because one learns by teaching; both youngers and olders will profit from it.

You will find specific gains listed in the suggested letters to sending and receiving teachers under *benefits for younger children* and *benefits for older helpers*. Benefits are also listed in "What Olders and Youngers Can Do For Each Other," the Introduction, the reprinted articles included in this package, and Benefits Reported by Users.

In some cases it may be wise to ask the parents' permission to include their child in the program. You know the parents of your students and what would be right for them. The teacher of the child taking part in the program may want to contact the parents personally. It is also helpful for the principal to contact parents. Here is a sample letter to parents which can be modified to suit your situation.

Dear Parents:

As you may already have heard from your child's teacher, some sixth grade students (or whatever grade is relevant) are being given the opportunity of helping children in lower grades. This will be a part of the older children's regular school work. They will be given special training in how to relate successfully to younger children and to help them learn. The work they do with the younger children will be under the supervision of the younger child's teacher. This program will give the younger children a chance to have more of the individual attention every child needs than could otherwise be scheduled for them.

It will give the older child a chance to learn better the subjects he is helping the younger child to master. It will also give him experience in being a trusted member of a team of classmates and teachers who are working on ways to help children learn.

Your child (name) has been selected to be one of the older helpers (one of the younger children to receive individual attention from a trained older child).

If you have any questions, please feel free to call me (or other designated adult). We would be very much interested in hearing of any reactions your child may have to this new program.

Sincerely yours,

Principal

Part 3
Skill
Packages
of Training
Techniques



Part III

Skill Packages of Training Techniques

IN CARRYING ON THE SEMINAR DISCUSSIONS with the older helpers, the teachers who pioneered in our program had some problems. These skill packages are an endeavor to be as honest as possible in spotting potential problem areas and as creative as possible in attempting to solve them. We called upon supervisors, unbiased observers, specialists in the field of teaching, and group workers to think up ways of behaving which will help a leader faced with a problem. We have tried also to list techniques to *prevent* problems from arising.

These may seem like very common sense ideas when they are down in print. You may know them already, but reading them may give you ideas of your own which are in addition to these we have listed in the packages. The skill packages are addressed to the following questions which group leaders have had.

Leading a discussion is a technique relevant to all seminar sessions. The techniques in this section may help you answer:

Why seminars?

What do we hope to gain from them?

How do I get students to talk to each other instead of addressing all questions to me as leader to answer?

How can I help students to express their own ideas instead of what they think I want them to say?

How do I train students for greater self-reliance?

When is it good for me as leader to intervene in a discussion?

What are some good intervention techniques?

What can I do if one group member is always quiet, never contributing?

What can I do if the rest of the group jumps on one member?

What can I do if one or two students monopolize the conversation?

How can I get students to try out new ways of solving problems without being hurt if their ideas don't work out well?

Brainstorming, or getting out ideas is a technique relevant to most of the seminar sessions. The techniques in this section may help you answer:

What is the purpose of brainstorming?

Why get everyone's ideas out?

How can I get everyone to offer ideas?

How can I prevent students from getting into a discussion about the value of an idea during a brainstorming session?

What keeps people from sharing their ideas? What makes them "clam up?"

What can I do if no one says anything?

Do I as a leader have a right to suggest ideas?

What can I do when students relate anecdotes during a session which was planned to get out ideas?

What do I do if the group gets off on a discussion or a criticism of an idea?

What can I do about ideas offered which I don't think much of?

Acting out a situation is a technique for sharing experiences, stimulating discussion, or practicing new skills. It is relevant in Seminar Sessions II, III, IX, and X. The techniques in this section may help you answer:

When could acting out a situation be helpful?

How can I set up the acting out of a situation?

How do I choose students to take roles?

How do I make sure the role taker understands what he is supposed to do?

What does the rest of the class do when two or three students are acting out a situation?

How long do I let them keep acting?

How can I protect a student from criticism who has a role to act out which makes him appear stupid or otherwise unattractive?

How can I have a discussion about the situation after it has been acted out?

What needs to be focused on in that discussion?

Utilizing on-the-job experiences is a useful technique when the older helpers are exchanging ideas and suggestions for solving problems and reaching desired goals in helping their youngers. It is relevant to Seminar Sessions X and XI. The techniques in this section may help you answer:

How can I help an older helper who is not very clear about communicating to the group a problem he is having so that we understand more clearly what help he needs?

How can I help the older helpers see the difference between description, inference, and value judgment in reporting what happened?

How can I build the trust level of the group so that they are willing to share their difficulties?

How can I show them that it is intelligent to ask for help, that they are resources for each other, and that we are a team working together?

LEADING A DISCUSSION

(Relevant to All Seminar Sessions)

PURPOSES OF SEMINAR DISCUSSION PERIODS:

Provide a place and time for older helpers and seminar leaders to give feedback about concerns, problems, and successes they have as they work in the program.

Help students to be free to discuss their problems, share their ideas, and use each other as resources.

Help students learn to ask salient questions as a first step to problem-solving.

Help students apply what they find out to the problems that confront them.

STEPS OF PROCEDURE

Maximize students' participation and encourage them to exchange ideas with one another. It is often helpful to sit in a circle or around a table instead of the conventional seating design with the leader at the head of the class. This does not mean the leader should take a back seat, but that his role should be one of facilitator of the discussion. He is a model for the students of how they also can facilitate the exchange of ideas of all group members.

For example: If one student asks the leader what to do when a younger child is not interested, the leader may turn the question to the rest of the group: *"Have any of the rest of you had this problem? What did you do to solve it?"* This shows elders that the experiences they are having may prove valuable to share and that their own inventiveness may often be useful to their colleagues. It adds to their feeling of competence if they can offer suggestions. Or the leader might say, *"Do you remember the children in the cartoons? Why did they feel the way they did about trying?"* In this way he would get the elders to exchange ideas about the reasons why children "flight" from work, or try to appear disinterested.

Help students think through their solutions. Once the elders have mentioned some reasons children are hesitant about trying things they are not sure they can do perfectly, the leader might ask, *"How can you encourage*

a younger, assure him he won't be laughed at, build on an interest he has already?" In this way, the olders are learning to think out their own solutions to problems instead of relying solely on the suggestions of more experienced people. The leader is training the olders in self-reliance. He also provides a model of how to help the older helpers feel appreciated, useful, important, and accepted while also helping them to grow in the skills of sharing ideas, relating cooperatively, and problem-solving together. In this respect, the seminar leader tries to do for the olders what he hopes the olders will do for the younger.

Intervene when necessary. The leader intervenes when he thinks it is helpful to:

Clarify.

Help people become aware of alternatives that otherwise might be overlooked.

Help the group become more skillful in working together.

Add his ideas as resources to the discussion.

Suggest methods such as trying out ideas in role playing either for skill practice or as a way to check out the effects of certain types of behavior.

INTERVENTIONS A LEADER MAY MAKE TO STIMULATE THE DISCUSSION

If the situation is not clear or more data are needed for intelligent problem solving, he can ask questions.

Types of Questions:

Descriptive questions: e.g., "What happened?" "What do they do?" "What is going on?"

Historical questions: e.g., "What started it?" "How did it get started?" "Have they always behaved this way?"

Comparative questions: e.g., "How are they different from each other?" "How are they similar to each other?" "How would the scientists do it?"

Casual questions: e.g., "What caused him to behave that way?" "Why did it turn out that way?"

Prediction questions: e.g., "How will it end?" "What is going to happen next?"

Experimental hypothesis questions: e.g., "If I do this, might he do that?" "What would happen if I?"

Methodological questions: e.g., "How can we find out?" "Are these observations reliable?" "How valid are our data?"

Value questions: e.g., "Which way is best?" "Why do you think so?"

If an important factor in the situation is being overlooked or the group needs to consider more alternatives, it is sometimes desirable to draw it to their attention. An example of this intervention:

A discussion of how one older had taken care of her younger who cheated on a spelling test was underway. The older reported that when her younger turned in his spelling paper, she saw him take out a paper he had been copying from and slip it into his book. She asked him to take the test over again to see if he could do a "neater" job. She did not tell him she knew he cheated so as to "save him from being defensive." Many thought that was a kind and a good way of dealing with it. The seminar leader thought they were getting away from the issue of helping the younger confront and work through his need to cheat. So she intervened asking, "Why do people cheat?" There was talk of fear—"How could you relieve this child of his fear?"—answer, "Show him he did as well when he didn't cheat." This opened up further discussion on:

What to talk over with him—i.e., no need to cheat—did as well when he didn't look. Better study, surer of self; consequences of cheating; consequences of knowing you can do well.

Consequences of letting him think you hadn't caught him cheating, or that you had known it but let him get away with it.

Help work out interpersonal problems within the group. If one member is always quiet and never contributes, the seminar leader or a helpful group member can:

Say you'd like to hear what he thinks.

Ask him a question you know he can answer, i.e., "You were having such a good time playing word games with Eddie yesterday. How did you get him so interested?"

It is very helpful if the seminar leader can look in on the helping sessions regularly or can get feedback from the receiving teachers about the

successes of the older helpers. Often elders do not realize when they have discovered a good way to work with their youngers which could be profitably shared with the rest of the group. Or they may be hesitant to mention their successes because they don't want to boast.

If someone is being jumped on by the rest of the group, the leader or a helpful group member can:

Point out that they are jumping on him which doesn't help encourage him or help solve the problem.

Point out that some of the best learning comes from making mistakes. People should be free to make mistakes. People should dare to try out new things. Mistakes are helpful. If this is an area which was unclear before, a mistake may help clarify it now.

If one or two people monopolize the conversation, the leader can:

Suggest that it would be interesting to see how many times each person talks during the discussion. Appoint an observer to keep a record of the number of times each person participates during the period. Stop in time to have the observer feed back observations.

Evaluate meeting. Have an evaluation sheet of the meeting for each to fill out in the last five minutes:

How happy are you about your participation in the discussion today?

very happy	fairly happy	a little happy	not very happy	not happy at all

Why did you mark where you did?

OR

Were there times when you wanted to talk but didn't?

many times	some times	a few times	hardly at all	no times

What would you have liked to say but didn't?

Feed back information from evaluation sheet to them at the next meeting.

If it is apparent that a couple of people monopolize the conversation, ask how they can be sure that each has a chance to say what he wants to say and express his opinions. Let the students offer solutions to the problem.

If someone offers a method of dealing with a problem, the leader can suggest that they try it out in a role-playing situation as a skill practice exercise to see if it works. For example, in a discussion of what to say when you first meet your younger, several ideas might be mentioned. The leader can list these on the board so they are retrievable by the group. Then he might suggest that they try this out in groups of three—one taking the role of the younger, one the older, and one an observer to feed back to the others two things observed about their interaction. For example: *"I noticed that when you said to Jerry, 'Are you doing long division already?' that Jerry looked very pleased and seemed to relax and not be so nervous from then on. How did it make you feel? Was I correct in my observation?"*

After they all have had a chance to try out one of the three roles in trios, ask them as a whole group to share any discoveries the trios made that might be useful to the rest. For example, in a discussion which focused on what to do with a distracting toy, it was suggested that instead of taking it away, the older could ask the younger child to dictate a story about it for the older to write down for the younger to read aloud the next day. This innovative idea of how to capitalize on the younger's interest might be role played and the effect upon the younger discussed and checked out by interviewing the one who took the role of the younger in the role-playing scene.

BRAINSTORMING, OR GETTING OUT IDEAS

(Relevant to Seminar Session I, II, III, IV, VI, VII, VIII)

DEFINITION

Brainstorming is a method of drawing out everyone's thoughts on a particular subject. Ideas are usually listed by the leader or designated reporter on a blackboard as they are voiced. Everyone can see the list of ideas being created as well as when it is completed.

Some examples of using this technique in the seminar sessions are:

List everything the group can think of that is keeping the child in the picture from being an effective learner (in order to better understand causes of learning difficulties). Session I.

List every way the group can think of to make a younger child feel appreciated, liked, useful, successful, included, and important (in order to be able to think of things to do for the youngers that will make them feel better about themselves). Session VIII.

PURPOSES OF BRAINSTORMING

Make everyone's ideas available as resources for the group.

Maximize individual participation.

Pool the thinking of the group to develop a list of the most creative solutions.

Spark each other's thinking.

Warm up a group to focus on a subject or a job to be done.

Look at a situation or problem from as many points of view as possible.

Good brainstorming should demonstrate to the group that each one's ideas are important and valuable to group thinking and problem-solving. This procedure minimizes the possibility of assuming that people are thinking one thing when they are really thinking something different. The ideas from the brainstorming session should be used in some way immediately.

In Session I, the purpose is to organize the group's collective thinking about learning difficulties under the headings of "Reasons why children

have trouble learning" which social scientists have found (see page 114). Organized under these convenient headings (and any new ones not mentioned in the social scientists' list), it provides easily retrievable material for future reference. This material has meaning for the entire group because they have been involved in thinking it up. It can be duplicated and given to them for their notebooks.

In Session VIII, brainstorming provides the group with alternatives so that they can choose the best, and most feasible, to use in skill practice exercises. It also supplies each older helper with a reservoir of ideas for helping youngers.

Sometimes brainstorming is used as a quick method of review. Then, the ideas do not necessarily need to be listed. An example of this is Session II. *"Let's see what we remember about what makes it hard for children to learn before we go on to applying this knowledge to answering a question a younger is about to ask us."*

STEPS OF PROCEDURE

Appoint reporter for small group discussions. The seminar leader may appoint a reporter from each subgroup to keep a record of ideas; the group members may appoint their own reporter, whichever seems the more effective way. When brainstorming as a large group, the leader, himself, asks for ideas and writes them down on the blackboard or on paper where they may be seen by everyone. *Record ideas briefly and accurately.* Ideas are not evaluated, just recorded.

Conduct brainstorming. In Session I where this technique is first used, it is suggested that the leader conduct a total group brainstorming session about the difficulties the child in the first picture is having. This helps the group members focus on learning difficulties and demonstrates this method of sharing thoughts. After the group has brainstormed together about the first picture, small groups are assigned one or two pictures to brainstorm in the same way. A reporter from each small group shares his group's ideas with the entire seminar. The purpose should be kept in mind—a brainstorming period is not a discussion period.

List each idea with no discussion or evaluation. Brainstorming is just what its name implies—thinking up all possible ideas and getting them down rapidly. When the list is completed, it may be looked at in many ways depending on the purpose of the brainstorming.

You may want to choose one or two of the best and most feasible ideas as a basis for a skill practice session.

The ideas may be organized under appropriate headings and kept as references.

They may be compared with findings from social science research.

The list may serve as a review.

It may be used as a list of alternatives for trying out two or three to see which works the best under what circumstances.

SOME PITFALLS TO WATCH

Stay away from evaluation or discussion during brainstorming. Sometimes students evaluate other's contributions or start discussing them. Example—In a brainstorming session on how to make youngsters feel important, accepted, etc. one student might suggest, *"Praise him."* Another might counter with *"I don't think praising him would make him feel good. He'd just be wondering what you wanted out of him this time."*

The leader should be careful not to be trapped into continuing the discussion at that point. But he should also take care not to criticize the person evaluating the idea. Fear of criticism will make the members of a group reluctant to speak up. He might say, *"Later we can look at these suggestions to see which ones might work out best. Right now we want to get down all the different ideas we can think of without evaluating them. Is there anything else we might do that would help a younger child feel successful?"*

Watch out for ideas within anecdotal discussions. Sometimes a student may be eager to talk about a point and say something like, *"My little brother never gets a chance to say anything. Everyone's telling him to keep still."*

The leader needs to capture the idea and list it, but not be trapped into discussing it. He might respond *"You mean 'listening' to him is another way of making someone feel accepted and worthy?"* Student, *"Yes."* (Leader jots down, *"Listen to him"*).

Don't let enthusiasm of sharing experiences get in the way of listing ideas. Another student, eager to be heard, might pick up this idea by saying, *"I remember a teacher who used to make us feel terrible everytime we opened our mouths. He never listened."* Another one might chime in, *"I remember someone who did that to me. I felt like hitting him."*

The leader may be glad they are interested and involved, but this is not the time for discussion. His job is to keep them thinking of different ideas. He might intervene this way: *"Remembering how you felt when you were younger will help you a lot in thinking about what to do or not to do to help your younger child feel good. We'll have time to discuss these feelings later. Now our job is to make a list of as many different ways of helping youngers feel important as we can. Anyone think of anything else?"*

Silence does not always mean the group has no ideas. Sometimes it is difficult for the group to know when they *do* have ideas that are helpful. If no one speaks up the leader might probe for further ideas. He might say something like, *"Do you remember something that someone did for you that made you feel good? (pause) Or something you wish they had done? (pause) Or something that you saw a teacher do for somebody else? (pause) Or something that didn't make you feel good?"* If we look at what *not* to do we may be able to turn it around into an idea of what to do. *I hate to be yelled at. How could you turn that around into what to do? If they don't like to be yelled at, how do you think children like to be talked to?*

Feel free to offer your ideas. The leader certainly has the right and the responsibility to suggest additional ideas. These should be available to the group, too, for their use. But if offered too early in the session, the children may feel that the leader has all the answers and may stop thinking and contributing and just listen.

AN EXERCISE IN CONDUCTING A BRAINSTORMING SESSION

If you want practice in using the brainstorming technique to get out the ideas of the group or help them focus on a problem, you might try working together with the faculty members with whom you are now reading this material. Brainstorm around the idea of *"How many different things could an older do to help youngers?"* or *"How many ways can you help elders who are eager to share their ideas?"*

One of you act as leader-recorder and list the ideas on the board. When you have finished, here is a check sheet to see how well you conducted the session.

Did you get each contribution down in the words of the person giving it?

Were you able to abbreviate ideas without changing their meaning?

What percentage of the group gave ideas?

How could you have gotten more participation from more members?

Did the group get off on discussions or criticisms?

Were you able to bring them back without reprimanding them or having them think you were stopping their flow of ideas?

How did the group feel the session went? (Ask them where this session went particularly well and where it didn't. Ask for their suggestions as to how it could be done better.)

Did you wait for more ideas when the flow of ideas slowed up or stopped for a few moments?

ACTING OUT A SITUATION

(Relevant to Seminar Sessions II, III, VII, IX)

DEFINITION

Acting out a situation is something children do spontaneously in play. *"I'll be the cop and you be the robbers."* It is a natural way to illustrate what happened. *"I'll show you what happened. You be Billy standing over there waiting for a bus. I'll be Jack. I come over and snatch your hat off like this. . . ."*

Acting out a situation may be used to show exactly what took place in a given situation so the group can look at the effects produced by people's interactions, and the interaction may be looked at from various points of view. Acting out a situation may also be used to try out or practice new ways of behaving. It has the advantage of providing a setting where the individual is not punished for the mistakes he may make while learning—where he isn't playing for keeps.

If you were a teacher of a younger grade giving instructions to an older helper, you might use this technique to see if the older understood your directions. You could set it up as follows: *"You pretend you are giving the arithmetic drill just the way I've been telling you. I'll be the younger child you're giving it to. I'll make a mistake and see if you know what to do. If you understand what to do, that's fine. If you don't, then I'll explain more clearly. I want to make sure you know what to do if your younger gives a wrong answer."*

An example of the first mentioned use of acting out a situation to illustrate what happens in particular situations is in Session III when the students show ways that older and younger often behave that make them feel unfriendly or friendly toward each other.

An example of acting out a situation for skill practice is in Session II where the group divides into trios. One of each trio takes the part of the younger asking, *"Why bother to learn all this stuff anyway?"* Another member of the trio takes the part of the older student answering the younger's question. The third member acts as an observer of the interaction.

PURPOSES OF ACTING OUT A SITUATION

Dramatize and clarify an episode.

Give the group a common experience and a common frame of reference.

Help involve the group in a discussion.

Help the group understand a situation from several points of view.

Help provide insights into behavior and sensitivity to the way one's behavior affects others.

Provide the group with additional ways to express themselves.

Allow members to try out new behaviors under circumstances where they aren't punished for making mistakes (where they aren't playing "for keeps").

Determine if people understand directions.

Give students an opportunity for skill practice.

STEPS OF PROCEDURE

Describe the situation. In the example from Session II, you might begin like this, *"Let's act this out in trios. An older is helping a younger. The younger asks, 'Why learn all this stuff anyway?' For each trio we need someone to take the role of the younger, someone to take the role of the older, and someone to take the part of the observer to report back what happened."*

Choose the actors. Often a good way to choose is to ask for volunteers. For instance, *"Who wants to take the part of younger? Who wants to take the part of the older? Who wants the role of the observer?"* (Be careful not to put a problem child in his problem role—like a show off in a show off role.)

Brief the actors. Tell each briefly how he is supposed to act and what he is supposed to do. Make sure he understands his role. For example, *"You people who are taking the part of youngers in this situation may have several different reasons why you don't want to do school work. You ask the older, 'Why bother to learn this stuff?' Think of why you might ask this as a younger. You people who are taking the parts of the older helpers answering the younger and exploring with him the reasons for learning in school—try to show him it will be helpful to know how to do what he is supposed to be learning. Youngers—if your older helper convinces you it's a good idea to do the work, you're free to change your mind and give it a try. Any questions?"*

Assign tasks to the audience. In the case of the multiple role playing in Session II, the audience is the observer for each trio. You might say,

"Observers, you watch what goes on and be ready to report back the ideas the older has, the reasons why the younger doesn't want to learn, and the success or difficulties the older has in getting through to the younger or the younger has in understanding the older. If you don't know for sure what the older or the younger had in mind, you can ask them afterwards. You could say, for instance, 'What were you trying to tell your younger?' Or you can say to the younger, 'You acted mad. Were you? Why?' After acting out this situation, discuss in your trio what happened. Then the observers will have time to report to everyone."

Set up the scene. The seminar leader might say, *"Olders, you have come in to help your younger with the work which the teacher has given him to do." Instead of getting to work he asks, 'Why bother to learn all this stuff anyway?'"*

Start the action when you are sure everyone understands his role.

Cut the interaction. Stop the action as soon as it illustrates the problem or as soon as the point has been made, usually no more than two or three minutes. (It is tempting to let the action continue to find out what would happen. Not only does this keep the actors on the spot too long, but just coping with the material produced in two or three minutes takes all the discussion time one problem warrants.) You can cut by saying something like, *"That's fine. Let's stop now. Thanks."*

Thank the actors, using their real names to give them back their own identities. In the example in Session II, you might say *"Thank you so much girls and boys (or students) for taking the parts of older helpers and younger children being helped. Now discuss what happened with each other and then the observers will give their reports to the whole group."*

Discuss what was observed in the acted out situation(s). The design of the discussion after a role-playing session will depend on the purpose of the situation acted out. In the multiple role-playing exercise in Session II, the discussion will center on the observers' reports. In many instances the discussion after an acted-out situation needs to follow these steps:

Determine what happened.

Find out the most desirable outcome. Children need to investigate and discuss the reasons why they think one ending would be better than another.

Explore what caused the situation to develop as it did.

Focus on what could have been done differently to bring about a more desirable outcome.

Repractice.

You may wish to have the group act out one or more of its suggested solutions. In the Session II exercise, if there is time, you might have trios repractice taking different roles. Whenever role playing is used as a skill practice exercise, it is good to repractice using the ideas which have been suggested to improve the outcome. Also, to add variety to repractice, reverse roles by having the one who played the younger then play the older, or rotate roles if a trio is involved.

USING WRITTEN ACTION AND BRIEFING SHEETS

In a role-playing session like the ones in Session VII (where the purpose is to show two alternative ways an older can help a younger and to discuss which is more desirable and why), the action may be highly prescribed. In such cases, it is useful to prepare written briefing sheets for each player.

In Session VII, the players in the two different episodes need special briefing on their roles so that they will be sure to point out for the observers the differences in the two methods. The events in each episode should be read over with the players. The leader should then go over the individual briefing sheets with each of the role takers. This should be done where the rest of the class cannot hear the instructions before they see the action. The role takers may have some good ideas of their own. In going over briefing sheets with them, the leader can incorporate their ideas with the ideas already written by asking, for instance, in the second alternative role-playing scene in Session VII, *"What do you think you could say that would make Eddie feel better about making the spelling mistakes?"* These scenes usually go better if the actors rehearse once or twice. But the words should be the spontaneous result of the happenings in the situation. They should never be memorized. If the situation is rehearsed, it is played for the group as if it were happening right there for the first time just as if the group was looking in on a slice of life taking place right then.

UTILIZING ON-THE-JOB EXPERIENCES

(Relevant to Sessions X and XI)

DEFINITION

This is a method of asking questions to help an individual report an incident which happened outside the seminar. This helps the person tell the story in specific terms so that the rest of the group can react to it intelligently and perhaps engage in a collective problem-solving effort.

PURPOSES OF UTILIZING ON-THE-JOB EXPERIENCES

Enable older helpers to effectively share experiences.

Clarify a situation so others, not there at the time, know what was involved in the interaction.

Give a step-by-step account so the person reporting and the people listening have a clear picture of the sequence of events and the cause and result relationships.

Make the experience clear enough so others will be able to help to discuss it, help solve a problem, or give advice intelligently.

Learn to distinguish the difference between description, inference and value judgment.

Learn to assemble the facts necessary to brief an effective role-play.

STEPS OF PROCEDURE

Help students to define the problem.

Student: *I have this younger who cheated on a spelling test.*

Leader: *What is the problem you want our help with?*

Student: *He cheated and I don't know if I should tell him I know he did or what? I don't want to spoil our relationship. I hate to embarrass him.*

Help students focus on what they did.

Student: *He wouldn't read the page.*

Leader: *What did he do instead?*

Student: *He kept on asking me questions—questions about why reading about something that happened 300 years ago was important and how it could possibly help him.*

Ask him to describe what the younger did.

Help him report the incident in sequence.

Leader: *Tell us just what happened. What he did first?*

Student: *I gave him a spelling test and he had a copy of the words in his notebook. He kept looking at it.*

Leader: *What happened then?*

Student: *He gave me the test and took the copy of the list out of his book when I was correcting his test.*

Leader: *What did you do?*

Student: *I told him his paper wasn't very neat and asked him to take the test over to see if he could write neater.*

Leader: *What happened then?*

Student: *I think he was very surprised. (Example of describing how he inferred the boy was feeling.)*

Leader: *What did he do?*

Student: *He looked hard at me. Then I dictated the words and he wrote them down again. It was neater and just as correct as when he was looking at the list.*

Leader: *What did you do then?*

Student: *I didn't tell him I saw him cheating. (Example of saying what he didn't do.)*

Leader: *What did you do?*

Student: *I corrected the paper. It was all right and I gave it back to him.*

Leader: *He had done the second paper without looking?*

Student: *Yes.*

Leader: *What is worrying you?*

Student: *I don't know if I should have mentioned that I saw him copying.*

Leader: *Is it clear to everyone what happened? (Nods) What do the rest of you think about how Jerry handled this problem?*

Help the student limit his reporting to descriptions. He should refrain from including his inferences or his judgments. When people report an incident they often mix up what actually happened with what they inferred about it and how they value it.

Example of an inference:

"Jerry hit Mack. Mack was awfully angry, but didn't dare to hit back." This statement is an "inference." The person saying it infers how Mack is feeling. He could check out his inference by asking Mack how he feels.

"Let's hurry. You don't want to be late." is an inference. Maybe I don't mind being late. You infer I don't want to be. Judging from past experience, this may be a pretty good inference. But to make an accurate description of an actual state of affairs, you need to check it out with me to see if what you infer is correct.

Example of a description:

"Jerry hit Mack. Mack drew back, put his finger in his mouth, and began to cry."

Example of a value judgment:

"You ought to care if you're late."

Part 4

Seminar
Sessions
for Older
Student
Helpers



Part IV

Seminars for Student Helpers

DURING THE FIELD TESTING of our Cross-Age Helping Program, there were many requests for specific content material for the older helpers in their seminar sessions on how to relate constructively to younger children. The twelve sessions which follow are an answer to these requests. The detailed lesson plans and the bands on the training record which are coordinated with them may be used as suggested or they may be modified to meet the requirements of your particular group.

Some or all of these may be used. The order may be changed.

One school using these materials begins with a social event for the paired helper/helpee classes, like a lunch together. One program begins with the older children observing in the classroom and then going to Session I of these materials.

In some programs, seminar sessions emphasizing human relations skills alternate with specific academic skill training.

Seminar sessions give the older helpers a chance to build human relations skills and develop a team feeling. This adds much to their security as they take on the job of actually working with younger children.

The sessions give the seminar leader an opportunity to go over with them the techniques which assure some quality control of their helping efforts.

Ideally, the older helpers should have *two weeks of consecutive seminar training*—10 sessions—before they work with their youngers.

If time for training is a problem and not all sessions can be covered before the older begins to help, we feel it is essential to cover at least the material in *Session VII and VIII* before the olders meet their youngers. These sessions stress the need and the skills to help younger children feel accepted and important. Without understanding this need, older children may have a “bossy” and “superior” attitude with youngers instead of an empathetic and supportive one. Empathy and support are two of the greatest resources older students can offer youngers, or any teacher can offer any student for that matter.

Session XII: “Terminating the Cross-Age Helping Program for a Specific Group of Older Helpers,” tries to bring the program to a close by evaluating what the students have gained. Since the evaluation is directly related to the goals one sets, it might be helpful for your staff team to read Session XII for ideas about goals as you begin to formulate the aims of your own particular program.

The seminars provide an opportunity for the leader to give, in addition to skill training, needed appreciation, recognition, and support to the olders who are giving to the youngers. It offers a chance for the older helpers to give to each other, too. The exchange of ideas among the older helpers is an important source of continued interest and enthusiasm in the job they have undertaken. It also provides a time to express dissatisfactions, if there are any, and a time for discussing problems. It should be continued on a regular basis as an integral part of the helping program.

SESSION I: CHILDREN'S LEARNING DIFFICULTIES

OBJECTIVES

Help elders diagnose learning difficulties of younger children.

Motivate elders in the seminar to learn techniques for helping youngsters.

INQUIRY QUESTIONS

What is keeping the child in the picture from learning? Why is he having difficulty?

What have elders like yourselves done to help younger children?

What do we need to learn in order to help effectively?

MATERIALS

For students

Pictures of children having difficulty. (See pages 99 to 104.)

Page in a notebook to record inferences about difficulties children are having.

Record for training sessions, side 1, bands 1 and 2, interview with children who have worked as older helpers.

For teachers

Pictures of children having difficulty.

List of ten reasons from social science research why children have difficulty in school.

Record for training sessions, side 1, bands 1 and 2 of children who had done this successfully.

List of possible difficulties the child in each picture might have.

Skill packages of training techniques: brainstorming or getting out ideas, leading a discussion.

RECOMMENDED SEQUENCE OF ACTIVITIES

1. Have a total class discussion of the child who is having difficulty in the first picture. This will show the students what they are to do.
2. Divide the class into small groups, each to carry on its own inquiry. Groups may have as few as two or three members, or as many as the seminar leader feels is efficient. The number of groups in the seminar will help you decide how many pictures to assign to each group (e.g., if you have three groups, assign three to each group). Allow about five minutes a picture for group discussions.
3. Allow about ten minutes total for the group reports to the class.
4. Ask for discussion of other difficulties not pictured.
5. Use the list of ten reasons why children have difficulty learning to see if student comments fit these categories. (See more detailed outline later.)
6. Play the recorded interviews of older who have been in the program. These answer the questions: *What happened?* and *How did you know what to do?* (Record for training sessions, side 1, bands 1 and 2.)
7. At the end of the seminar, give them a preview of the next meeting. Offer some assignments that can be carried out in the interim.

ACTIVITIES IN MORE DETAIL

1. Conduct a general discussion with class.

Points to consider in *preparing* for class discussion of picture 1:

This child doesn't understand.

He does have questions, but he doesn't ask them.

He doesn't want anyone to know he's behind.

He doesn't feel he can ask for help without appearing dumb.

He feels dumb and, therefore, he is afraid of failure.

He sees no hope of success.

He feels being quiet is the only way of keeping people from finding out how dumb he is.

He is afraid classmates will make fun of him if they know he's behind.

He's afraid to try for fear of discovering he can't do the work. As long as he doesn't try, he can always think he could have done it if he tried. By not trying, he protects himself from learning that he may really be dumb.

Procedure to help the class bring out these points in the general discussion:

The seminar leader can probe the class to help them consider these points, if they do not occur to them without help.

Example—In order to bring up the point that the child does not understand, the leader might ask, *"Is everything clear to this boy? Do you think this child still has questions he wants answered?"*

DESCRIPTION OF PICTURES ILLUSTRATING DIFFICULTIES CHILDREN HAVE LEARNING

- I. Teacher saying, *"If there are no questions, Groups 2 and 3 work at your seats. Group 1 bring up your chairs for a reading circle."*

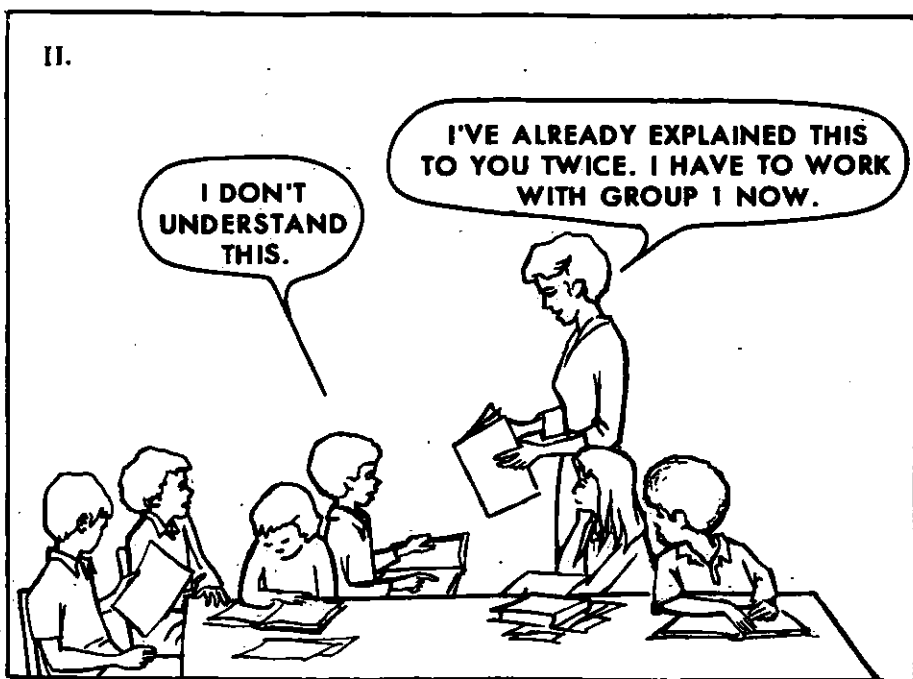
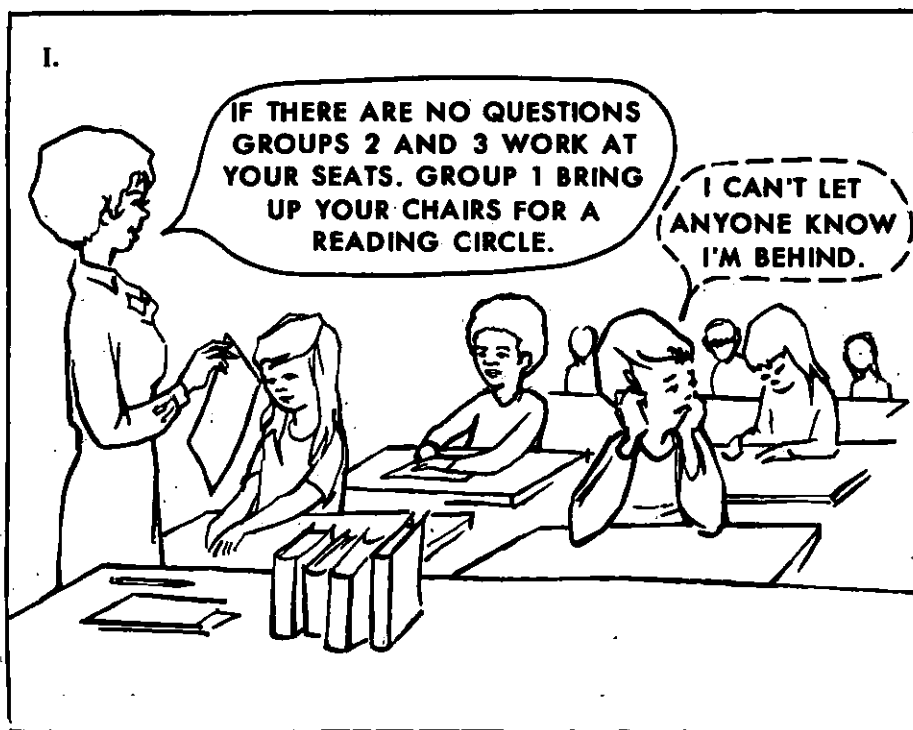
All the children but one are looking at her and appear to be alert, interested, and ready to follow directions. The boy having difficulty is looking away, paying no attention and thinking, *"I can't let anyone know I'm behind."*

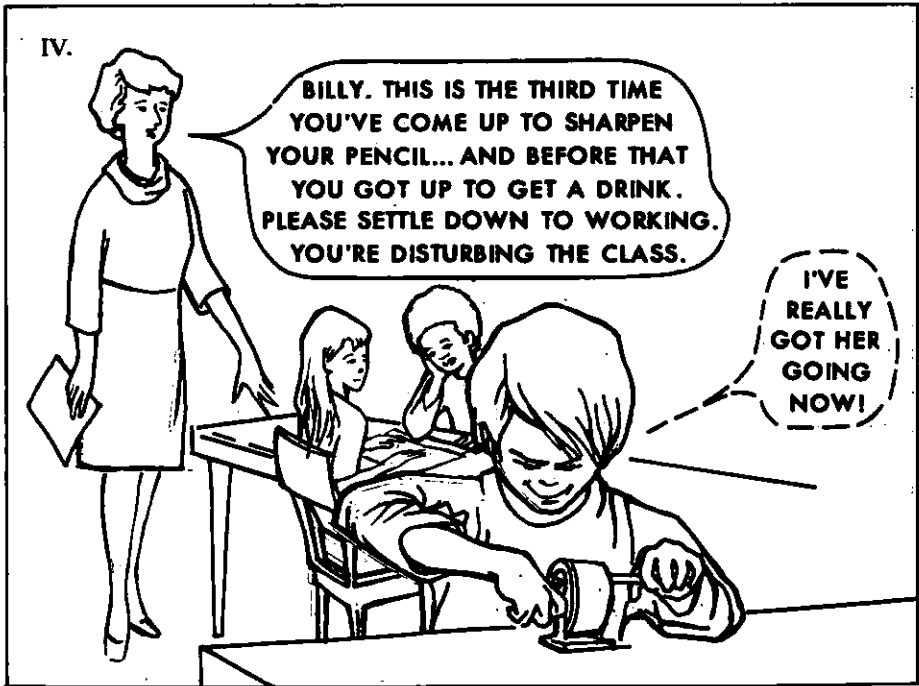
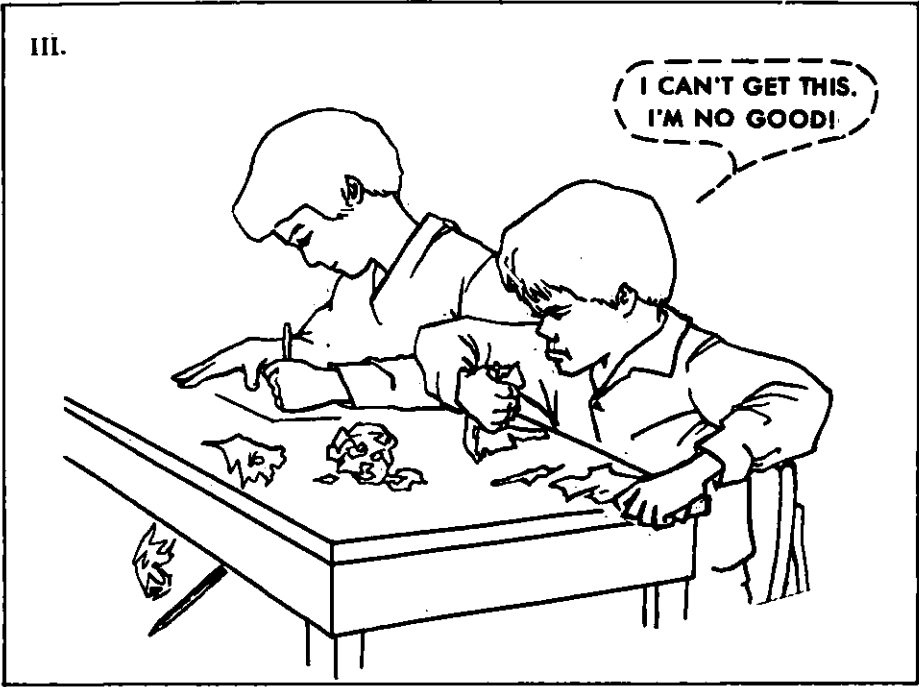
- II. Teacher is in the reading circle. Children are ready to read. One child who is supposed to be working at her seat is interrupting the teacher saying, *"I don't understand this."* The teacher is saying, *"I've already explained this to you twice. I have to work with Group 1 now."*

- III. Two boys at their seats are working. One is going right along. The boy who is having difficulty has crumpled papers on the floor. He appears very angry and is thinking, *"I can't get this. I'm no good!"*

- IV. A mischievous boy is at the pencil sharpener. The teacher is coming over to him saying, *"Billy, this is the third time you've come up to sharpen your pencil. . . . And before that you got up to get a drink. Please settle down to working."* Billy is thinking, *"Now I've really got her going!"*

- V. In the reading circle the teacher is saying, *"Patty, will you read the next paragraph: the one on the top of page 11?"* Patty's book on her lap is turned to page 8. She looks very preoccupied. She is thinking, *"I wish someone would look at me the way Bobby is looking at Sue."*
- VI. Two children are at a desk copying "C's." On the board are several words beginning with "C." One girl has made her "C" backward and it is the only one on her paper. The first child with several correct "C's" on her paper is saying, *"Hey, stupid! That's not the way that letter goes!"* The girl who is having difficulty thinks, *"I wish she'd show me how."*
- VII. The reading circle is busy. All but one of the children are working industriously. One boy is finished and sitting back looking at the ceiling. He is thinking, *"I've finished. Now what am I going to do?"*
- VIII. Bob is reading a comic book. He is a class status figure. He has a catcher's mit hanging on his chair. Alan, sitting near Bob, is looking at him and thinking, *"If I work on school stuff, Bob will think I'm square."*
- IX. A boy is making designs on a piece of paper while the rest of the class is working on math. He is thinking, *"Why do math? I'm never going to use that stuff!"*
- X. A three-picture sequence:
- Two big boys are getting ready to leave school at three o'clock. One is reaching in his locker to get out some homework. The other says, *"Don't take work home, we've more important things to do."* A smaller boy is standing at the door watching the bigger boys. He has a paper to be corrected in his hand.
 - The smaller boy is standing next to the wastebasket. The paper to be corrected is slipping out of his hand into the wastebasket. He is thinking, *"Why did I bring this work along? I've got more important things to do."*
 - Next day. The smaller boy is in his own classroom. His teacher is saying, *"Tommy, where are your corrected spelling words?"* Tommy is saying, *"I lost them."*



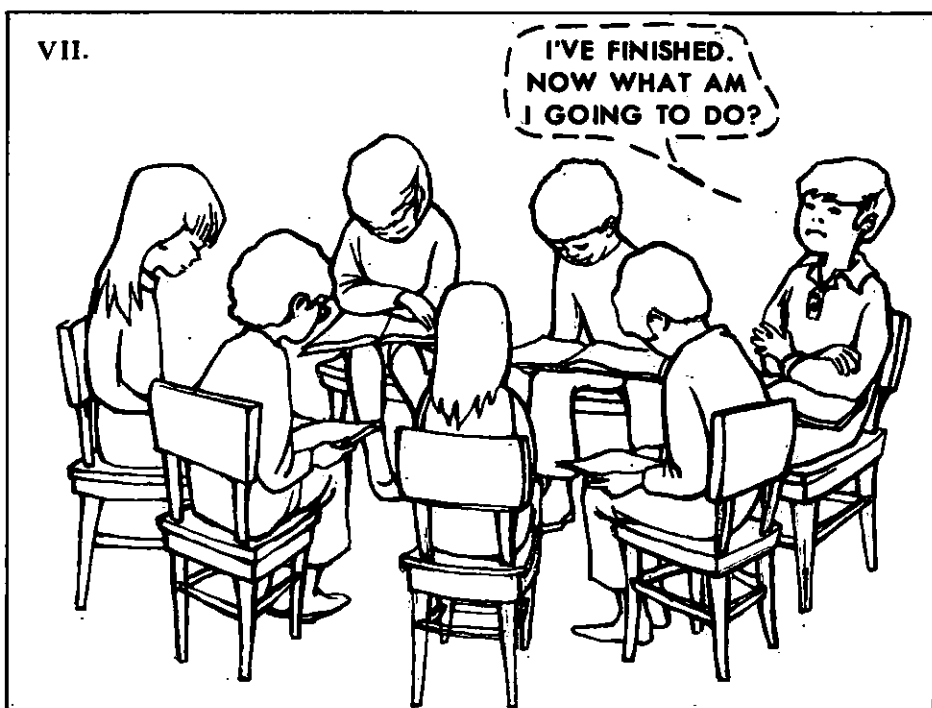


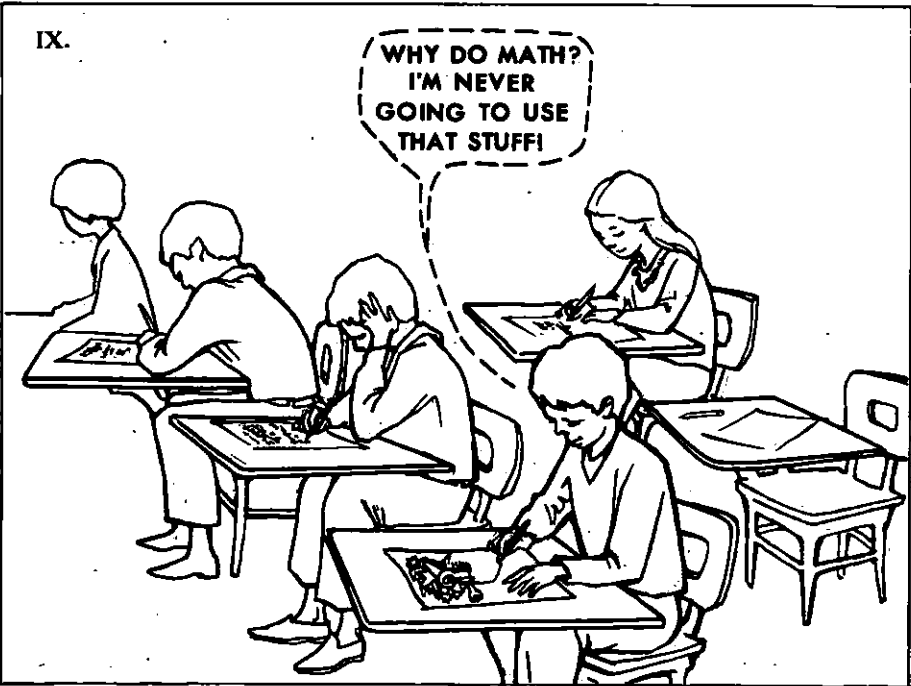
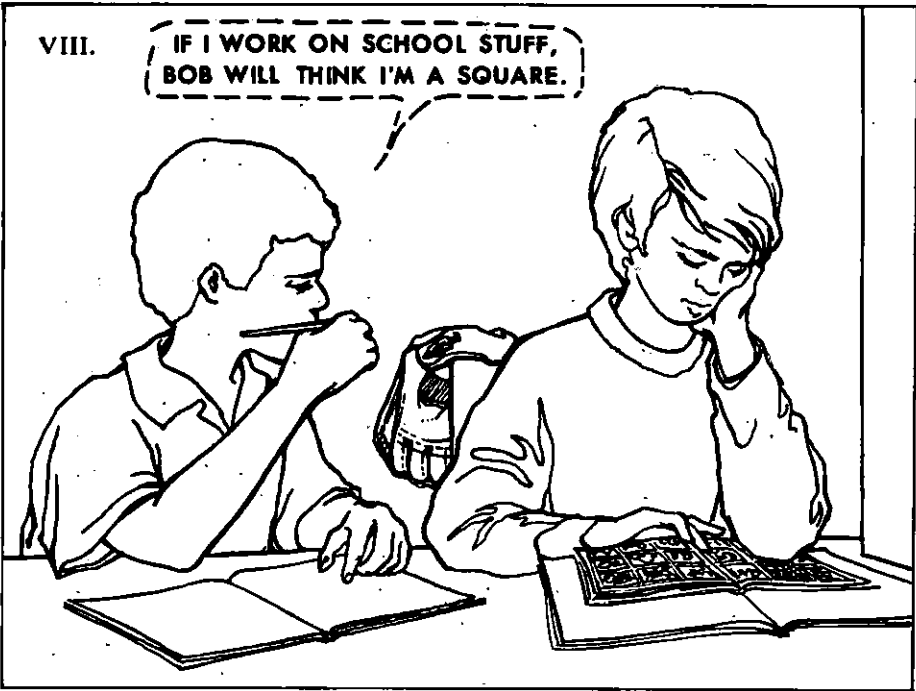
V.

PATTY, WILL YOU READ
THE NEXT PARAGRAPH---
THE ONE ON THE TOP
OF PAGE II?

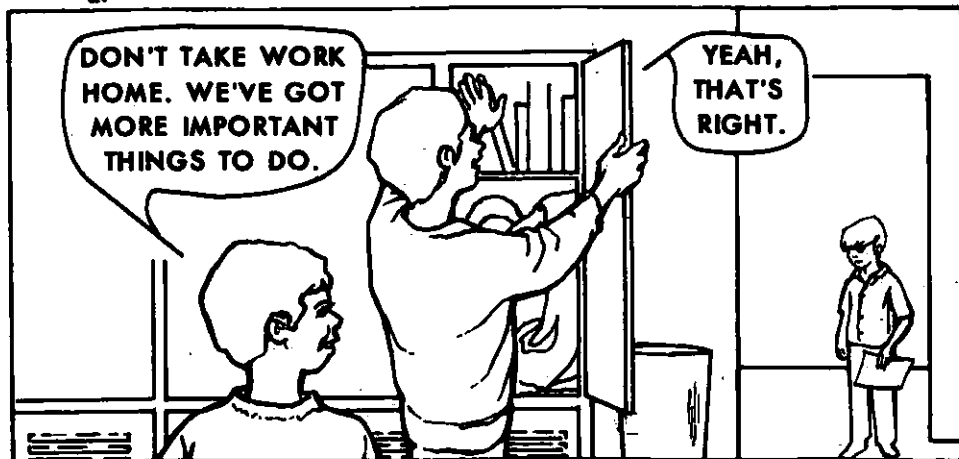
I WISH SOMEONE
WOULD LOOK AT ME
THE WAY BOBBY'S
LOOKING AT SUE.



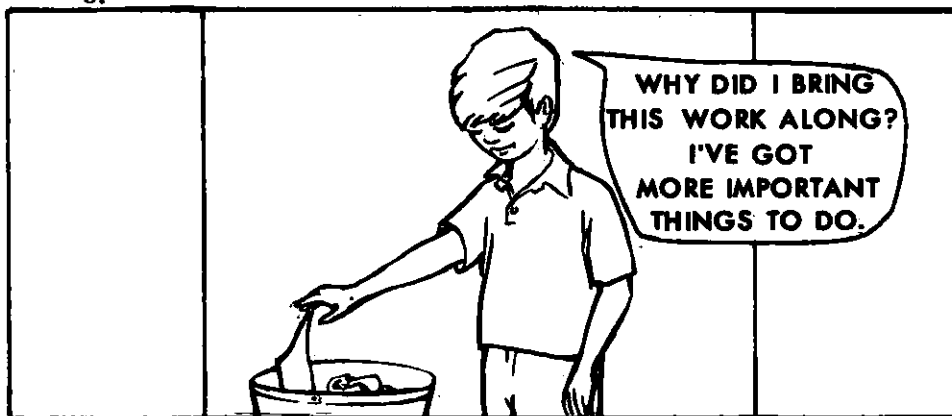




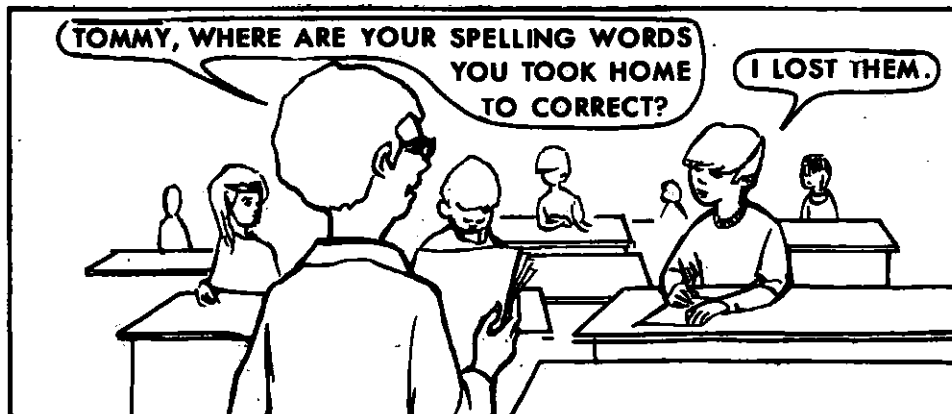
X. a.



b.



c.



POSSIBLE GROUP DISCUSSION ABOUT THE CHILD IN PICTURE 1.

Seminar

Leader: *Children have difficulties learning. Here are ten pictures of children who are having trouble. As we look at these pictures, see if you can figure out who is having difficulty and what is keeping this child from learning? Let's talk about the first picture together. Pretend you are looking in on this class. Who is having difficulty here?*

Student: *The child who isn't paying attention.*

Leader: *What seems to be his trouble?*

Student: *He has questions, but won't ask them.*

Student: *He doesn't understand.*

Student: *But he's not going to say so and let the rest of the class know he's dumb.*

Leader: *Let's put these difficulties you mention on the board:*

1. *He has questions, but won't ask them.*

2. *He doesn't understand.*

3. *He doesn't want the class to know he's dumb.*

Any more?

Student: *He needs help.*

Student: *He won't ask for any.*

Student: *He'll just get further and further behind.*

Student: *If he doesn't get help how can he ever catch up?*

(Leader lists those ideas on the board. The last two are similar but have a different emphasis. 1. He'll get behind. 2. What can he do about it?)

(There is a pause.)

The leader wants to bring out the idea that the student thinks he is dumb but this may not be true; he may just be lost and not know what to do.

Leader: *Is he really dumb?*

Student: *He feels dumb.*

Student: *He feels dumb because he can't do the work.*

Student: *He thinks he should get it without help and because he can't, he thinks he's dumb.*

Student: *But maybe he's not. If someone would show him how. Maybe he's just missed the explanation of the work while he was absent.*

Student: *Maybe he is dumb and doesn't want to try for fear of finding out he really can't do the work.*

(Leader asks another question to bring out how feeling dumb is related to lack of motivation.)

Leader: *How does feeling dumb make a child feel about doing school work?*

Student: *There's no use trying. You can't do it anyway.*

(Leader at the board writes, He feels dumb; there's no use trying.)

Student: *He might feel mad, too.*

(Leader writes, He feels mad.)

Leader: *At whom?*

Student: *At the class.*

Student: *At school.*

Student: *At himself.*

Student: *At the teacher.*

Student: *At everyone.*

(Leader writes down these additions.)

POINTS TO CONSIDER WHEN HELPING THE GROUP ASSIGNED PICTURE 2

Child asking teacher to explain:

1. This child doesn't understand.
2. She feels dumb.
3. She wants more individual attention.
4. The others resent her interrupting.
5. The teacher is annoyed with her.

6. Maybe she needs an individual explanation. She can't get instructions given in a group.
7. The teacher has no time to give her.
8. She needs more individual attention.

If you see they have missed some of these, you can ask questions which help them see the point.

Example of probe questions

How do the others feel about her?

How does the teacher feel about her?

Is it possible that having people angry at her might affect her ability to learn?

If they say "yes," the leader might ask "why?" to get them to discuss the possibility.

Does she feel successful?

POINTS TO CONSIDER WHEN HELPING THE GROUP ASSIGNED
PICTURE 3

Boy angry at himself for not getting it:

1. The boy is frustrated.
2. He thinks he's no good.
3. He thinks he's dumb.
4. He may not be. He may be making the same mistake over and over.
5. He wants to do the work but doesn't know what's wrong or why.
6. He may feel very competitive. He may wish he could do better than the boy next to him.
7. He feels very discouraged.
8. He hates himself.

Example of a probe question

How might he be feeling about the boy who is not having any difficulty?

**POINTS TO CONSIDER WHEN HELPING THE GROUP ASSIGNED
PICTURE 4**

Boy at pencil sharpener:

1. He doesn't want to do what the teacher wants him to do.
2. He wants to tease the teacher.
3. He wants to get even with the teacher.
4. He is mad at adults, authority figures.
5. He is unsuccessful at school work.
6. School work doesn't interest him.
7. He'd rather play games than get to work. He's more successful at teasing than working.
8. He wants special attention.
9. He is sure of getting attention when he's doing something he's not supposed to be doing.
10. If he does other things to use up the time, he may not have to work.

Example of probe questions

Why do you think he doesn't want to work?

Is work hard for him?

Is the teacher giving him individual attention?

**POINTS TO CONSIDER WHEN HELPING THE GROUP ASSIGNED
PICTURE 5**

Girl in reading circle day-dreaming:

1. She is day-dreaming.
2. She feels foolish getting caught and this feeling may interfere with her learning.
3. She is preoccupied with status problems; belonging to the group problems.
4. She may wonder whether or not she is liked.

5. She might be freer to think of other things if she had a feeling of being liked and accepted by other kids.

Example of probe questions

How does she feel being caught day-dreaming?

Does feeling foolish affect her ability to concentrate on the book?

POINTS TO CONSIDER WHEN HELPING THE GROUP ASSIGNED
PICTURE 6

Child making letter wrong:

1. Child doing the wrong thing isn't helped by being called "stupid."
2. Child feels awful at not doing it right.
3. Child wishes that the student doing it right would help her.
4. She has no way of telling whether she is doing it wrong or what to do to make it right.
5. She is angry at being cut down.
6. She may think she is stupid.
7. There seems to be no feeling in the class that it is good to help others succeed.
8. Making fun of those who don't succeed seems to be a "norm" for this class.
9. Right child feels, "I am better if I know more. I'll keep my knowledge to myself—you'll have to learn it the hard way."
10. Children are competitive with others. "I'm the best, ha ha" attitude.
11. Maybe the child making the C's correctly has been made fun of, so is making fun of the child who is making the mistake now.

Example of a probe question.

Why doesn't the child who knows how to do it help instead of cut down the child who does not know? (This is an inquiry question about observable facts, not a value judgment about what ought to happen. The question of values is taken up later.)

**POINTS TO CONSIDER WHEN HELPING THE GROUP ASSIGNED
PICTURE 7**

Bored boy who has finished assignment:

1. He's brighter than the rest of the class.
2. He's quicker than the rest of the class.
3. He gets bored waiting for the class to catch up.
4. He has nothing that challenges his ability.
5. He needs more to do.
6. He may feel "out of it."
7. He may have a problem relating to the other kids who perceive him as showing them up because he's better.

Example of probe questions

How does he feel about having finished before the others?

Is there such a thing as being *too* bright?

**POINTS TO CONSIDER WHEN HELPING THE GROUP ASSIGNED
PICTURE 8**

Boy who is scared of being thought of as square by other boy:

1. He is scared of what the "hero of the class" will think.
2. What the status member of the class thinks is more important than getting homework done.
3. The "hero" may have influenced the thinking of the class because he can't do the work well himself.
4. A class norm, as perceived by the boy who doesn't want to be considered square, is not to do homework—or at least not to be seen doing homework.
5. The boy influenced so much by the status figure in the class may not think very much of himself. He may have to rely on doing things he thinks will make him liked by the power structure of the class in order to feel he belongs, is important or has influence.

Example of a probe question

Why does he care what Bob thinks?

POINTS TO CONSIDER WHEN HELPING THE GROUP ASSIGNED
PICTURE 9

Boy drawing designs or pictures:

1. Boy doesn't see the use of doing the work assigned.
2. He wants to do other things.
3. He feels he can't do the assigned work, so he uses the excuse that he doesn't think it is important.
4. He has fun doing what is easy for him to do. He does not like to do things he can't do well.

Example of probe questions

Do you think drawing is easier for him than doing math?

Has he had any success doing the math assignment?

POINTS TO CONSIDER WHEN HELPING THE GROUP ASSIGNED
PICTURE 10

Smaller boy copying bigger ones:

1. Younger boy wants to feel big.
2. In order to feel big, he acts as the bigger boys do.
3. The fact that older boys see homework as unimportant is a good reason not to do it, since he didn't want to do it anyway.
4. He wants to be "in" with the bigger boys, so he accepts their values.

Example of a probe question

Why do you think the smaller boy copies what the bigger ones do?

2. Divide the total group into subgroups.

For each picture it has, the subgroup is to answer the question, *What is keeping the child from learning?* Allow about five minutes per picture for group discussion. The leader can go from group to group to check on progress. If the group members are missing an important point, the leader can ask questions to bring this to their attention.

A list of points to consider for each pictured situation is included in material for this session. The leader and students may think of other points.

When the leader is asking questions of the group to bring a point to their attention, care should be taken not to give the olders the feeling there is a special answer which is correct. If they think he knows the answers and isn't telling them, they will stop inquiring for themselves. They will sit back and let him produce the answers for them to memorize so they "get a good mark" or "do a good job." The leader's questions should be designed to help them in their search, not to try to guess what he has in mind.

The leader needs to help these olders feel as successful as he hopes they will be able to help their youngers feel. It is better to have them miss some points at the beginning of the inquiry than to feel the teacher is supplying too many of the answers. The more they perceive that their own ideas are important, the more they will feel successful and motivated to further inquiry.

3. As each group reports back its answers, the leader can list them. Some answers may be much like others. It gives the children a feeling all ideas are being considered if they are all written down. A slight difference in wording may mean something quite different to the child who is offering it as a new thought, or to children hearing it. Students in other groups should be encouraged to add observations they may have about the different situations. Each group should be given the chance to lead the discussion about the child in its assigned picture.
4. Ask the olders to list any other difficulties that students have in school, in addition to those pictured.
5. The leader can see if the reasons the seminar students discovered for learning difficulties fit under the ten categories listed by social scientists. In doing so, he could number the reason on the board with the number of the reason listed by scientists, and compile a list of the students' discoveries under the scientist's headings. When their ideas don't fit, create new categories. This could be duplicated for the students to keep in a seminar notebook which they would compile as the sessions went along, to refer to when problem-solving about their own difficulties in helping.
6. Play record for training sessions, side 1, bands 1 and 2—an interview with children who have been olders in the program, answering the questions, "What happened?" and "How did you know what to do?" The leader introduces the interview with children who have taken part in the program by saying something like this: *"We have been discussing the difficulties children have learning, and we have just compiled quite a list of them. Can older children like yourselves really help children who are having difficulties such as these? Let's listen to what some of*

the older who have taken part in a Cross-Age Helping Program have to say about this."

7. In order to stimulate thinking about the next seminar, say something like: *"Next time we will look further at how older children like yourselves can help youngers solve some of their learning problems. In the meantime, here are some things to do which will give you more information about youngers. There will be time at the beginning of the next seminar to report what you found."*

ACTIVITIES OLDERS CAN DO ON THEIR OWN

Interview two teachers on what they see as the most frequent difficulties children have in learning school subjects.

Interview two younger children on what sort of individual help with school work they would like.

Observe children on a playground or in a classroom. See if you notice a child who is having difficulty and report how this difficulty shows in his behavior.

Write a half page on a difficulty you or someone in your class had when you were younger. Describe how individual attention from an "older" might have helped.

Interview a coach about what he sees as the greatest or most frequent difficulty children have in learning athletic skills.

You may wish to assign different inquiry activities to different olders. Two student investigators may cover the same activity to see what different answers they can find. Each may choose the activity which most appeals to him.

REASONS CHILDREN HAVE TROUBLE LEARNING

They don't understand. They are behind the others, at a comparative disadvantage, don't want to show it.

They are preoccupied with peer-status concerns or some other important issue.

They think it is "square" to show interest. Peer leaders have anti-learning attitude. Perceived group norms are anti-learning.

They see themselves as dumb, inadequate. Therefore, they won't try for fear of failure.

They can't see relevance. Why study it?

They have anti-adult, anti-teacher feelings. They want autonomy from teacher and authority.

Older kids are anti-school work.

They lack individual attention; teacher has no time.

The class lacks norms *to help* others.

There is lack of challenge to their level of ability.

Some of these findings from social science research are discussed in the books and articles listed in **Selected Readings**.

SESSION II: WHY IS SCHOOL WORK IMPORTANT?

OBJECTIVES

Have olders inquire into the importance of what they learn at school.

Give olders skill to involve youngers in thinking about learning in school.

INQUIRY QUESTIONS

Why should a younger child want to learn anything in school?

How is it possible to get youngers to think about the importance of school?

MATERIALS

Record for training sessions, side 1, band 3, of a younger asking, *"Why bother to learn all this stuff anyway?"* and an example of what one older helper replied.

Skill package of training techniques: acting out a situation.

RECOMMENDED SEQUENCE OF ACTIVITIES

1. Report students' homework activities.
2. If a younger asks, *"What's the use of learning this stuff anyway?"* What could you say to him?
3. Have each older write an answer to him.
4. Share their answers.
5. Role play of older answering younger's question of *"Why bother to learn all this stuff anyway?"*
6. Listen to the answer of the older helper on record, side 1, band 3, and discuss what he did.
7. Lead into the next session.

ACTIVITIES IN MORE DETAIL

1. Ask for reports of inquiry activities engaged in since the first session.
2. Ask the olders to listen to the question of the younger on the record, side 1, band 3.
3. Play just the younger child's question. Stop it before the older boy's answer.
4. Ask each older to write down how he would answer the younger.
5. Ask each older to share his ideas in a group discussion.

Olders' answers might include:

To get a good job.

To be proud of yourself.

To be able to be promoted in school.

To be able to handle money.

To be able to get along.

So your family will be proud of you.

To contribute to society.

To earn money.

To do what you really want to.

To prove to yourself you can do it.

To enable you to think logically.

Because you'll find it's fun as soon as you can succeed.

Because you have to do well in school before you can go on to something you want to do.

Older may ask younger *"What will happen if you don't?"* and/or *"What will happen if you do?"* This provides younger with an opportunity to answer his own question.

Older may ask younger, *"What would you like to do?"* After getting an answer, he can show the younger how mastering school work will help him do what he wants to do.

The older can ask the younger to tell him the things that make learning boring now and the things that would make it more fun. The older could then help the younger make plans to remove or cope

with obstacles that prevent learning from being fun as well as to incorporate those features that enhance the enjoyment of learning.

The younger may turn down all the answers. The older could say, *"It looks to me as if you're playing a game. Instead of looking for an answer to your question, you appear to be trying to prove you can outwit me. If you use your wits in school, you won't have to play games to prove how good you are. You are clever at the game. You could be clever in school, too."*

6. Write down the older's ideas on the board. This list will be a useful resource for the older later. This is a brainstorming session; ideas are recorded but not evaluated. (See skill package on brainstorming.)
7. Point out that these answers on the board represent good thinking. But the question asked by the younger (*Why study this stuff?*) might not be what is really on the younger's mind. He might be thinking some of the thoughts the younger in the pictures in Session I were thinking.

I don't want to find out how dumb I am.

I am scared I'll fail.

It's square to care.

I'm dumb—I know I can't.

I hate teachers and authority figures.

I'm afraid to let others know what I think.

The older should keep in mind that many feelings of fear and failure may be troubling their younger. If they can say something reassuring about these, as well as presenting reasons to learn, the younger may be relieved and appreciative. What can you say to encourage a scared child to try?

8. Plan for role playing to give older a chance to try out their skill, using the suggestions they have shared. They will discover the difference between deciding what would be a good thing to do and doing it. For the first step, the older divide into groups of three. One person in each trio takes the role of the younger asking, *"Why study all this stuff anyway?"* A second person takes the role of the older who tries to help the younger develop an answer to his question.

The third person takes the role of the observer. His job is to report back to the whole group the important suggestions his older gave his

younger, what reasons the younger gave for not trying, and the successes and difficulties that were experienced.

When the leader gives the instructions and assignments for role taking, he can point out that one significant advantage of a skill practice exercise like this one is to see the difficulties of putting good ideas into practice. Any difficulties that do come up serve a useful purpose because they provide opportunities to discover how to deal with the *real* younger. The practice provides the opportunity to learn from mistakes with little risk.

When the observers do report a difficulty, the leader can reinforce this attitude toward difficulties by saying something like, *"I'm glad this point came up so we could find out ways of dealing with it before you are actually talking to your younger—or playing for keeps."*

DIRECTIONS FOR ROLE PLAYING

To start the role-playing exercise, the leader might say something like: *"These are good ideas; let's try them out. To do this, please form groups of three. In each trio one of you will be the younger asking, 'Why study this stuff?' Another of you will be the older exploring with the younger the reasons for learning in school. The third person will be the observer who reports back the ideas the older has, the reasons why the younger doesn't want to learn, and any successes or difficulties the two experience."* (Sometimes it is good to assign the roles. Sometimes it is good to have each trio decide the roles they want to take. The leader should use the method he thinks will be most effective.)

The leader can set up the situation by saying: *"The younger and older have met each other. The younger begins by asking the older, 'Why learn all this stuff anyway?' Those of you who are observers, note the older's ideas, the younger's reasons, and what leads to success or difficulty. At the end of the role-playing session I will ask you to report back to the whole group."*

"If you observers don't know for sure what the older or younger had in mind, you can interview the role takers. For example you can ask the older, 'What were you trying to tell your younger?' You can ask the younger, 'What were the reasons you didn't want to learn?' or 'You acted mad. Why?'"

After the role playing has gone on two or three minutes, the leader should cut the action by saying something like *"That's fine. Thanks! Now observers, you may want to discuss what happened with your role takers before reporting to everyone. Let's take about two minutes to discuss this in your trios."*

In two minutes, call the observers to come to the center of the room to make their reports. Ask everyone else to remain where they are. Ask for one idea from each observer in turn. By asking for only one idea before asking the next observer, it gives the ones who come later a chance to add new ideas.

After each observer gives an idea, the leader might ask, *"How many others used this idea?" "How did it seem to work for you?"* This allows seminar members to share the credit of coming up with a good idea. Then go on to the next observer's report. If the observers report a difficulty, the leader might ask for suggestions to prevent or solve the problem. If someone has an idea, let him take the part of the older with someone playing the younger and see how his idea would work out.

If time permits, have the trios repractice or take different roles this time.

9. Listen to the answer the older gives on the record, side 1, band 3. Discuss his answer.
10. Suggest other possible activities for older to carry out on their own before their next meeting:

Ask a younger child, *"What is the most fun about school work?"*
"What is the least fun?"

11. Give the older an idea of what to expect at the next seminar. The leader might say, *"Next time we shall look at typical relationships which exist between older and younger and what could bring about changes in these. At the beginning there will be time to report your findings on the questions you are going to ask some younger."*

Note: Remember this is skill practice for older who may be very intelligent, but who have had limited experience. This is a way of giving them experience in a new situation so they can try out new ways of behaving without being afraid of failing. Since it is just role playing and they are not "playing for keeps" with their own younger, mistakes are in no way failures. They are opportunities to learn by trial and error without being punished for error. See the skill package on acting out a situation.

SESSION III: HOW OLDERS AND YOUNGERS RELATE

OBJECTIVES

Look at typical relationships between older and younger children. This includes unfriendly ones as well as friendly ones. It would not be an *honest look* if the unfriendly feelings were left out. Another reason for looking at the unfriendly behavior of older and younger is to bring to conscious awareness of the students those things that people do which may affect relationships. Then they can consciously *not* do something that would hinder a constructive relationship.

Study the forces facilitating and hindering close, friendly, older-younger relationships.

Diagnose what needs to happen if older-younger relationships are to improve.

INQUIRY QUESTIONS

What types of interaction cause unfriendly relationships between older children and younger children?

What types of interaction cause friendly relationships between older children and younger children?

What needs to happen to improve relationships between older and younger?

MATERIALS

Skill packages of training techniques: brainstorming or getting out ideas, acting out a situation.

RECOMMENDED SEQUENCE OF ACTIVITIES

1. Show how older-younger relationships can be viewed as the result of forces that push older and younger further apart (cause them to feel less friendly toward each other) and bring them closer together (cause them to feel more friendly toward each other).
2. Diagram a force field on the board.
3. Divide into small groups which discuss how older treat younger that makes each feel less friendly toward the other. They may make plans

to act out a situation between an older and a younger that results in their feeling less friendly toward each other.

4. Act out these episodes with the remainder of the seminar students following specific observation assignments.
5. Ask observers to report on their observations and interviews with role takers.
6. Leader writes identified forces on the force field diagram as they are discussed.
7. Discuss what types of behavior cause older and younger to become more friendly toward each other. These may be talked about in the large group or acted out as was done with the alienating behaviors.
8. The leader lists these on the force field diagram as forces which cause more friendly relationships between older and younger.
9. Using the diagram as a diagnostic tool, determine what needs to happen if older-younger relationships are to change for the better.

ACTIVITIES IN MORE DETAIL

We are including two versions of a force field of forces pushing against each other. The first one is a simplified version for younger-older helpers.

Version I of a Force Field

The leader can begin by saying that there are many things that happen in a typical relationship between younger children and older children. Some of these push the older and the younger further apart, causing them to be more unfriendly toward each other. Some cause them to come closer together and become more friendly with each other. The leader might have two large sheets of newsprint on the board. One of these is titled *Unfriendly Acts*; the other one is titled *Friendly Acts*. These sheets may be illustrated appropriately with a smiling face or scowling face.

On the sheet marked *Unfriendly Acts*, the leader can put a heading "things older children do" at the top and "things younger children do" half way down the sheet. The same may be done with *Friendly Acts* newsprint sheet.

The students can plan together in a small group to act out ways older treat younger that would tend to make them more unfriendly toward each other, or ways younger treat older that would make them more unfriendly toward each other (i.e., things that older do to younger

that youngers don't like or things that youngers do to olders that olders don't like.) If the time is short, the leader might want to discuss these instead of acting them out. But acting is preferable because the episode can be viewed by everyone just the way it happened. It provides a common experience for the whole group to talk about. The olders can learn how to put themselves in the place of the youngers. They can look at the situation from different points of view more easily than when they are discussing a situation without role playing. (If you want the group to act out their episodes, look up directions for role playing in the more advanced version of a force field analysis, p. 124.)

As these are acted out and/or discussed, the leader can write the type of behavior on the appropriate list.

Unfriendly Acts

Things Olders Do

teasing
cutting down
rejecting
blaming
ganging up

Things Youngers Do

teasing
tattling
being a nuisance
blaming
breaking things

Friendly Acts

Things Olders Do

helping
protecting
caring for
including
praising
appreciating
liking

Things Youngers Do

helping
liking
appreciating
wanting to be like

The leader can say that these two sets of unfriendly and friendly forces are pushing against each other.

What needs to happen to have the friendly forces overcome the unfriendly ones so that the relationship is more friendly than unfriendly?

Obviously, if you could strengthen friendly acts and forces and/or decrease or eliminate unfriendly ones, the friendly side would be stronger. Discuss ways of doing this.

Version II of a Force Field

You can begin by saying that there are many things that happen in typical relationships between youngers and olders. Some of these push the older and younger further apart, causing them to be more unfriendly toward each other. Some cause them to come closer together and become more friendly with each other. If we were going to make a diagram of forces that cause youngers and olders to be more unfriendly toward each other and forces that cause them to become more friendly toward each other, we could picture them like the chart on page 127.

The line is where the relationship now is between olders and youngers. The forces which push them closer together or make them more friendly we list on the left side of the relationship line with the arrow pointing in the direction toward *nearer together, more friendly*. Forces which push them further apart and make them more unfriendly we list on the right side of the relationship line with the arrow pointing toward *further apart, more unfriendly*. There are things older children do that cause more friendliness or more unfriendliness, and things younger children do that cause more friendliness or more unfriendliness between olders and youngers. We could fill in the chart like the one on page 127.

The place where the relationship now is changes according to the forces pushing it toward *further apart, being more unfriendly, or closer together, being more friendly*. Think for a moment about some of the ways olders treat youngers that makes them more unfriendly toward each other.

Get seminar members together in small groups and have them plan to act out ways olders treat youngers that would tend to make them more unfriendly to each other, or ways youngers treat olders that would make them more unfriendly to each other (i.e., things olders do to youngers that youngers don't like or things that youngers do to olders that olders don't like). If time is short, you might want to discuss these instead of acting them out. But acting them out as a behavioral episode is preferable because it can be observed by everyone just as it happens. It provides a common experience for the whole group to talk about. The olders can learn how to put themselves in the place of others. They can look at the situation from different points of view more easily than when they are discussing it without role playing.

Role playing the behavioral episode has two advantages. Data can be gathered from what the observers infer. Role takers can be interviewed about their feelings and thoughts.

While each group acts out the episode they have planned for the others, the rest of the class acts as observers. The observers can be divided into four groups, each group looking for an answer to one of four questions:

1. What actually took place?
2. How does the older feel?
3. How does the younger feel?
4. What will be the result of this interaction?

The leader might assign observation questions in the following way:

"You people over here (designating a section) look at what actually takes place between the older and the younger. Who started it?"

"You people over here (designating another section of the seminar) pretend you are the older. How does the older feel?"

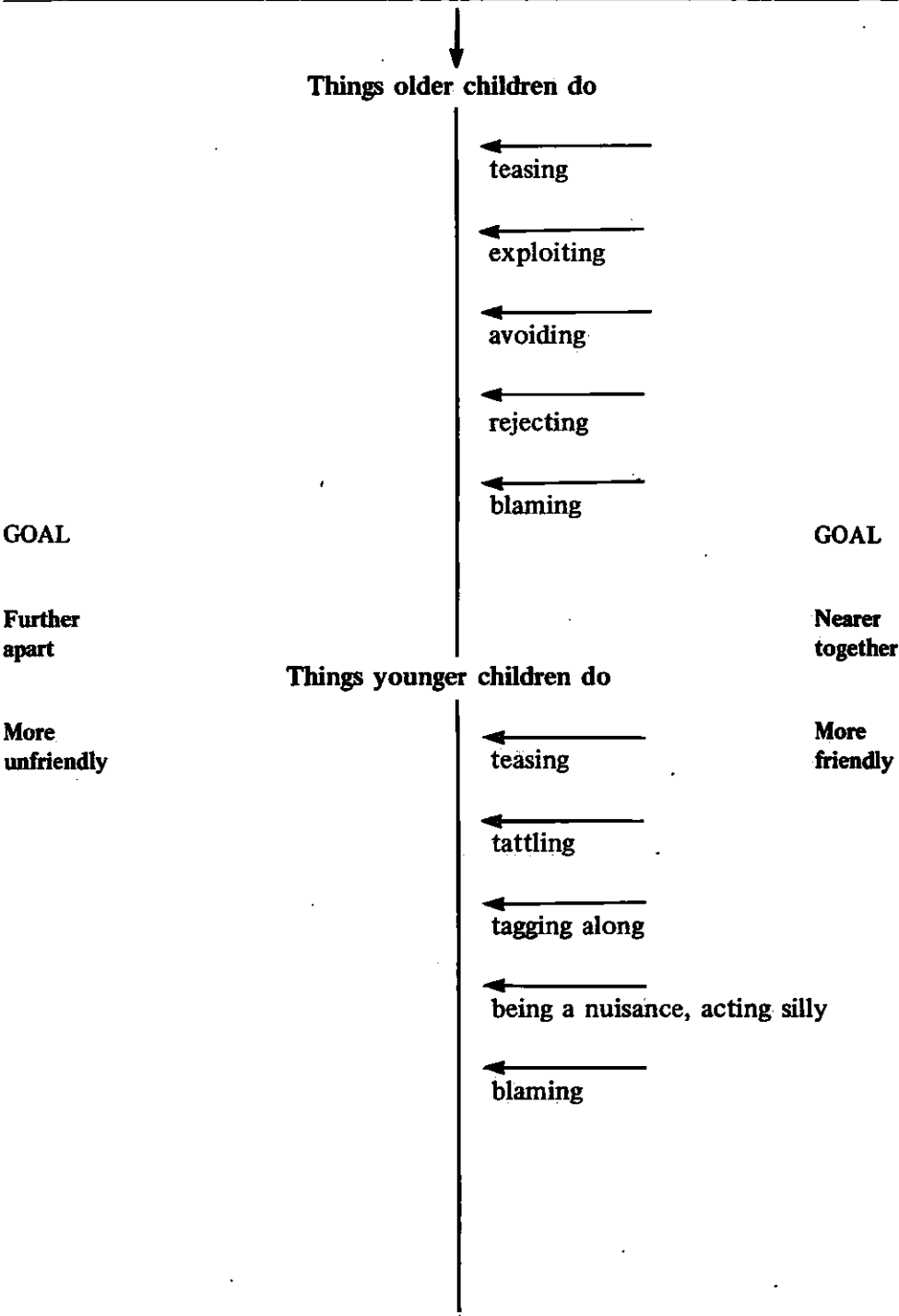
"You over here (designating a third section) pretend you are the younger. How does the younger feel? You people (designating rest) look at the result of the interaction. Will it make them closer and more friendly, or will it widen the gap between them and make them more unfriendly?"

The leader can put down each type of behavior on the diagram of forces affecting older-younger relationships. These episodes will illustrate forces that tend to keep older and younger apart. The leader might ask the seminar members to give a name or descriptive label to the behavior or he might label it himself. The forces would be listed on the right side with an arrow pushing them toward *further apart, more unfriendly*, that is, drawn with the arrow toward the left.

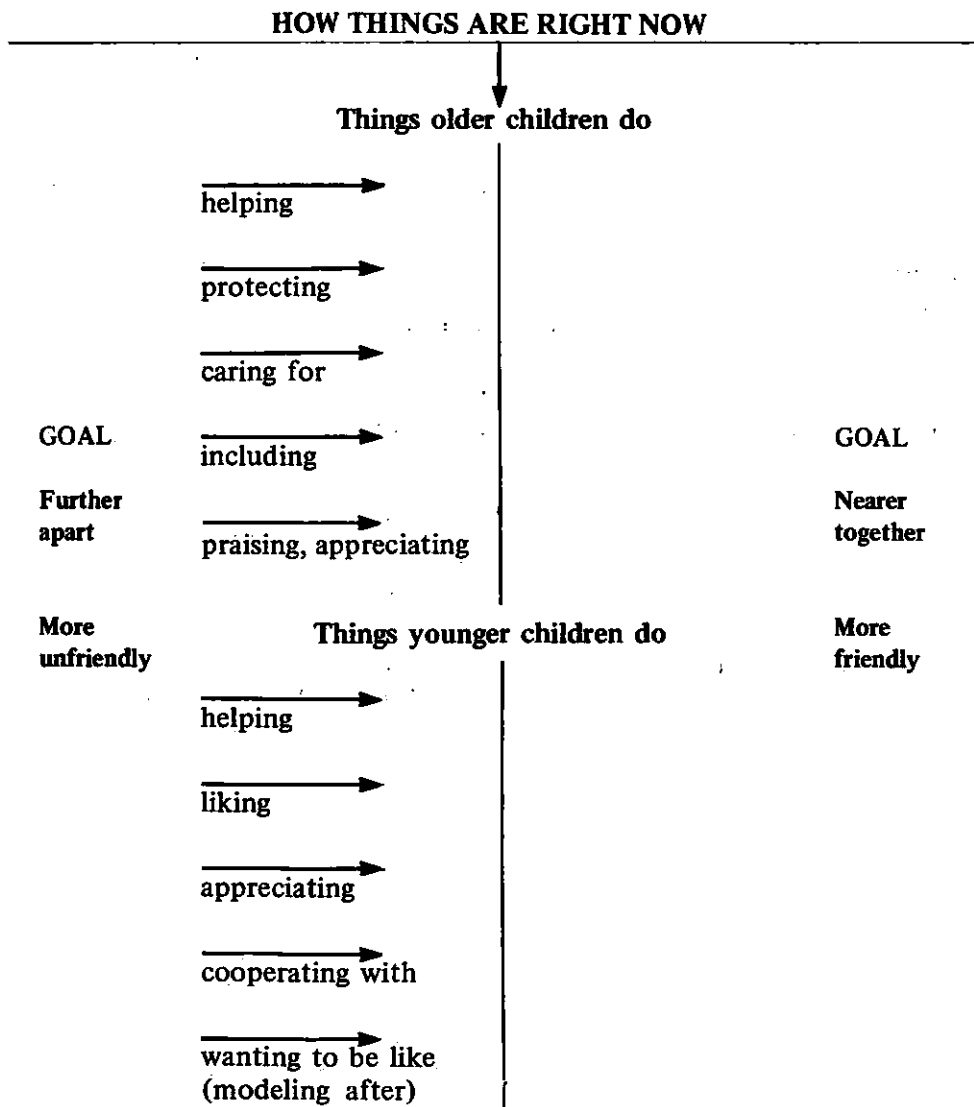
Example: *"This was a teasing behavior so we can put 'teasing' as a behavior which tends to make older and younger more unfriendly."* Then he could draw the arrow pushing toward *further apart, more unfriendly* and label it "teasing." If this were done by older he can put it under "things that older do." If this were done by younger he can put it under "things that younger do."

As the forces are diagrammed, they might include:

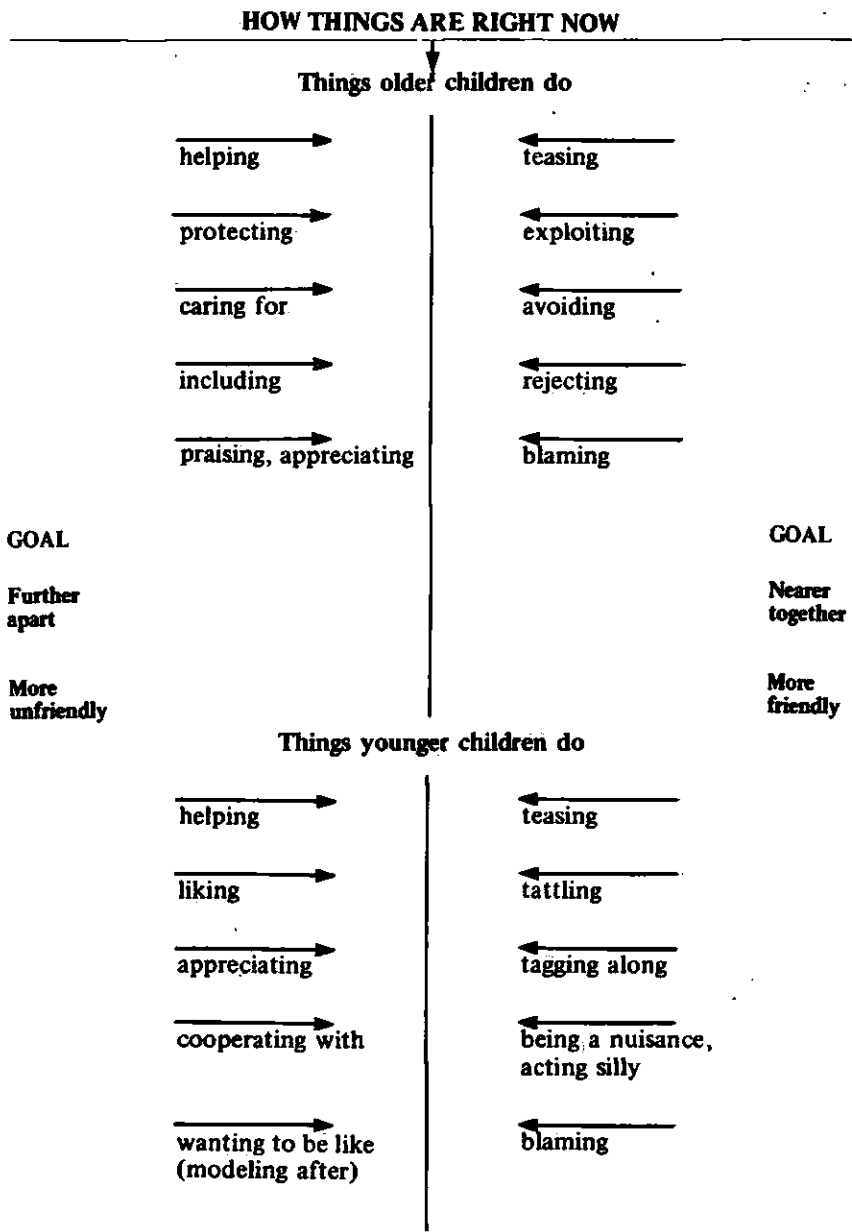
HOW THINGS ARE RIGHT NOW



The leader can point out that if these were the only forces connected with older-younger relationships, the line showing where the relationship was would be pushed all the way over to the *further apart* (more unfriendly) side and older and younger would be completely alienated from one another. But there are other forces in older-younger relationships, too. He can then ask for examples of behavior either acted out (or discussed) that would tend to bring older and younger more closely together and make them more friendly. These can be observed for the same inquiry questions as before and also put up on the diagram. These forces would push the other way. Included in this list would be things like:



Let's look at the diagram of both sides of the force field put together in the light of Inquiry Question 3—What needs to happen to help relationship between olders and youngers change for the better?



First there has to be a consensus about what is better. Since this is a seminar to learn skills of *helping* youngers, there should be no trouble in establishing that more friendly relations are more highly valued.

What then, looking at this diagram, needs to happen so the line of relationship will move toward the *nearer together, more friendly* side?

The olders will come up with ideas which will fit under the headings of *increasing the forces that make for more friendliness* or *eliminating the forces that cause more unfriendliness*.

SESSION IV: CASE HISTORY OF A YOUNGER CHILD

OBJECTIVES

Help the older put himself in the shoes of the younger in order to understand forces which:

effect the formation of the younger's opinions of themselves and their abilities;

influence their desires, fears, and aspirations;

help shape their attitudes toward school, older and younger peers, and adults.

INQUIRY QUESTIONS

What forces in a child's world influence his opinions about himself and his abilities?

What forces influence his attitudes toward school, other children, and adults?

MATERIALS

Record for training sessions, side 1, band 4, of an older group looking into the above questions.

A recording of an interview of a younger by an older; bands 5, 6, 7, and 8.

Skill packages of training techniques: brainstorming or getting out ideas, leading a discussion.

RECOMMENDED SEQUENCE OF ACTIVITIES

1. Introduce the record band of older students deciding to interview younger as a way of learning more about them—band 4 on training record. Play this for seminar group.
2. Play recording of older's interview of younger—bands 5, 6, 7, 8. Stop after each band for analysis of data. If time is a factor, one or more of these record bands of the interview may be omitted.
3. Have a general discussion about findings.

ACTIVITIES IN MORE DETAIL

You might begin this way:

"A group of olders, who were helping youngers in reading, thought that if they could see the children as they arrived at school, they might find out more about them so they could help them more. So the teacher made arrangements for the olders to come before school to watch the children as they came in from home. Here is a recording of the olders discussing their observations: side 1, band 4."

(Band 4) The written script of this band is as follows:

1st Boy: *They are all so different. Not one is the same.*

2nd Boy: *Joey has no friends. He came all alone and never talked to anyone.*

1st Girl: *Nancy is so sparkling! You want to hug her. Those sunny eyes!*

2nd Girl: *My little Betsy has beautiful eyes, too. But did you notice how sad she looks?*

1st Girl: *Yes, and always with a button off her coat or her hem out.*

2nd Girl: *That Peter! He's just looking for trouble. He stands at the door and trips kids as they come in.*

1st Girl: *What's the matter with him?*

1st Boy: *Who knows? Maybe he got teased on the bus.*

2nd Girl: *We talked about seeing these kids at the beginning of the day, but their day has already begun.*

1st Girl: *You're right. I wonder how many people have said something encouraging to Peter since he woke up this morning.*

1st Boy: *Or all day yesterday for that matter.*

1st Girl: *He's certainly not acting happy about himself!*

2nd Boy: *What influences a child's attitude toward himself?*

2nd Girl: *Or toward other people or toward school?*

The leader could continue by saying: *"In order to find out more about these two questions, the olders decided to interview their youngers. Here is a part of the interview with Peter. As you listen ask yourself, what forces in this child's world seem to influence his attitude toward himself, other children, adults and school?"*

This interview is divided into four bands. It is recommended the leader stop after each band to analyze with the seminar group what inferences can be drawn from the answers to the questions presented. If time is short the leader may want to play only two or three of the bands, choosing the ones he thinks most interesting or significant. Side 1, band 5 begins the interview.

Band 5 includes questions 1 through 7.

Band 6 includes questions 8 and 9.

Band 7 includes questions 10, 11 and 12.

Band 8 includes questions 13, 14 and 15.

RECORDED INTERVIEW OF OLDER WITH YOUNGER— BAND 5 ON TRAINING RECORD

Ted: *Hi, Peter. I'm Ted Adams. Our helping seminar is conducting a survey to find out what children your age do, what they like and don't like and what they are interested in. Will you help us out by answering some questions?*

Peter: *O.K.*

Ted: *What you say will be very useful in helping us find out these things about children your age.*

Peter: *What do you want to know?*

Ted: *How old are you? (1)*

Peter: *Nine.*

Ted: *How many brothers and sisters have you? (2)*

Peter: *Five—three brothers; two sisters.*

Ted: *How many are older? What grade are they in? (3)*

Peter: *Two of my brothers. One's in junior high school and the other's in the fifth grade. Then my twin sister in the fourth grade.*

Ted: *How many are younger? What grade are they in? (4)*

Peter: *My other brother is in the second grade and my baby sister's not in school yet.*

Ted: *How did you know when it's time to get up in the morning? (5)*

Peter: *Joe jumps on me.*

Ted: *Who is Joe?*

Peter: *He's my younger brother. We have the same room.*

Ted: *What did you have for breakfast? (6)*

Peter: *Toast and peanut butter and a glass of milk—I got it myself.*

Ted: *Did you come to school alone or did you come with someone else?(7)*

Peter: *Alone.*

After Band 5 (Questions 1, 2, 3, 4, 5, 6, and 7, of the older helper's interview with the younger), it is suggested that the leader stop the record player and say something like: "*What things have we found out so far that may influence Peter's attitude toward either himself, school, or other people? These are inferences on our part. We do not know for sure, but we guess they might affect Peter. We would have to ask Peter himself in order to know for sure how he feels.*" It is important that the students realize that these are only guesses on their part about things that might influence Peter.

INFERENCES GROUP MAY DRAW FROM ANSWERS TO QUESTIONS 1, 2, 3, 4

1. He's a little old for the grade.
2. His twin sister is smarter.
3. Maybe he was held back.
4. He's not the biggest or the littlest:

He's never had attention all to himself as a baby.

With a lot of children close together, he doesn't get much attention now.

With this information, we infer he may feel dumb, unsuccessful, and not very important. As a result, he may not like school much.

He may feel mad at his sister and take it out on other kids.

He may not like other people because you have to like yourself before you can like others.

Maybe he's not very good in school—at least not as good as his twin sister who probably started at the same time he did.

INFERENCES GROUP MAY DRAW FROM ANSWERS TO QUESTIONS 5, 6, 7

1. He shares a room with a younger brother who wakes up first.

2. He shifts for himself.
3. No one cooked anything hot. Mother probably was busy with the baby.
4. He may not like to go to school with his sister or younger brother (or they may not want him going with them).
5. He didn't go with his older brother (maybe his older brother doesn't want him tagging along).
6. He gives no sign here of having any special friend in his neighborhood. From answers to questions 6 and 7 which show he shifts for himself, we can infer a force that might make him think well of himself.
7. He seems to have no particularly warm support from relationships at home, and no evidence of special attention or appreciation given to him on this particular morning.

INTERVIEW CONTINUED—BAND 6 (questions 8 and 9)

Ted: *Before you got to school today, what happened that you liked a lot—that made you feel good? (8)*

Peter: *I was the first to leave the house this morning.*

Ted: *Why did you like leaving first?*

Peter: *I like to be first.*

Ted: *And what happened that you didn't like at all, that made you feel bad? (9)*

Peter: *My sister took the bread I wanted and there was only the heel left.*

Ted: *Which sister?*

Peter: *Mary—in the fourth grade.*

Ted: *Why didn't you like this?*

Peter: *I wanted a middle piece.*

INFERENCES GROUP MAY DRAW FROM ANSWERS TO QUESTIONS 8, 9

1. He likes to be first.
2. He is not often first.
3. His sister is not only smarter, but apparently she gets what she wants around home. He doesn't feel good about her getting what she wants.

It doesn't help his opinion of himself (it really makes him feel bad) to have a girl his age in his family so much better than he is.

4. He may not find it easy to get along with other kids if he feels bad about himself.

INTERVIEW CONTINUED—Band 7 (questions 10, 11, and 12)

Ted: *What happened at school that you liked a lot?* (10)

Peter: *Playing marbles with Bobby before the bell rang.*

Ted: *Why?*

Peter: *Because I won his best shooter.*

Ted: *What happened at school you didn't like at all?* (11)

Peter: *Standing in the hall during music.*

Ted: *Why didn't you like standing in the hall?*

Peter: *Because it was boring—nothing to do.*

Ted: *How do you feel about school work?* ¹(12)

Peter: *It's boring.*

Ted: *Why?*

Peter: *I don't know. I'm bored. I can't do it.*

INFERENCES GROUP MAY DRAW FROM ANSWERS TO QUESTIONS 10, 11, 12

1. He is good at marbles. Winning is important to him. He doesn't seem to win often either at home or at school. Will winning bring him friends? He doesn't seem to have many friends. He was apparently a nuisance in music and was asked to leave. He isn't successful in school. With few friends, little success, and teachers not wanting him in the room, he hasn't much in school to contribute to a high opinion of himself.
2. He probably hates the music teacher.
3. He's bored at school.

INTERVIEW CONTINUED—Band 8 (questions 13, 14, and 15)

Ted: *How do you feel about older children?* (13)

Peter: *I wish I were big.*

Ted: *Why?*

Peter: *Then I could beat them up.*

Ted: *What does your best friend think of school? (14)*

Peter: *He doesn't like it.*

Ted: *What's the most important thing you are going to do today after school? (15)*

Peter: *Play marbles.*

INFERENCES GROUP MAY DRAW FROM ANSWERS TO QUESTIONS
13, 14, 15

1. Bigger kids in his family do not treat him very well.
2. He perceives bigger kids as more powerful.
3. Compared to bigger kids, he perceives himself as on the losing side.
4. This doesn't help his opinion of himself as an adequate or successful person; he thinks he is inadequate and unsuccessful.
5. He resents big kids and is afraid of them.
6. He may bully little kids because he can take out his anger on them safely.
7. He doesn't like school.
8. His friends (if he has any) are probably not successful in school either. That is, he tends to associate with people who think the way he does.
9. He tends to think the same way as his associates.
10. He is interested in the thing he is successful in—marbles.
11. But it doesn't necessarily help him to have friends. So, in spite of the fact he is good at marbles, he may find it difficult to get someone to play with him. Therefore, it doesn't help him feel appreciated or liked. When you feel people don't like you, you're not apt to like them.

POSSIBLE QUESTIONS FOR THE DISCUSSION

1. How often during the school day do you suppose he feels successful, appreciated, useful, needed, wanted, part of a group (belonging to something bigger than himself)?
2. How many times has he had his wishes taken into consideration?
3. How important does he feel? How unsuccessful do you think he feels? How unimportant? How unliked? How left out?

SESSION V: INTERVIEW WITH A YOUNGER CHILD

OBJECTIVES

Develop a better understanding of younger children.

Provide first hand experience interacting with a younger in school.

INQUIRY QUESTIONS

From the interview with your younger, how do you predict he will perform in school?

What do you think his attitude toward himself would be like? Why? Toward other children? Toward adults? Toward school? Why?

MATERIALS

Interview schedule for older to use in interviewing younger children.

Skill package of training techniques: utilizing on-the-job experiences.

Data analysis sheets, if teacher plans these as homework (see page 142).

RECOMMENDED SEQUENCE OF ACTIVITIES

1. Solicit the help of a teacher of a younger grade who would welcome elders as interviewers of his or her class.
2. Introduce the idea of interviewing a younger grade.
3. Go over the technique of interviewing.
4. Go over the questions, telling the elders the sort of information the questions are designed to elicit.
5. Discuss inquiry questions.
6. Have each older interview a younger.
7. Collect questionnaires unless you want the elders to analyze the individual data on data analysis sheets for homework. In that case, give each older a data analysis sheet to fill out and bring to the next meeting.
8. Next time, analyze data from individual interview schedule.
9. Ask each older to write up his inferences about the child he interviewed. (See skill package on utilizing on-the-job experiences for differences between description, inference, and value judgment.)

ACTIVITIES IN MORE DETAIL

1. Introduce the idea of interviewing a younger grade by saying it will be helpful to gather more data about children of the age the seminar group is going to work with. One way to find out more about a group of people is to interview them. We can use a shortened form of the interview schedule used by the older who interviewed Peter (page 139), or we can decide what other questions might be helpful to have answered.
2. Tell olders to let youngers know why they want the information, and how they are being helpful in answering the questions. Tell the younger they are interviewing that they are conducting a survey to find out what children his age do, what they like, what they don't like, and what sorts of interests they have. Tell the child their name and ask him his if he doesn't volunteer it first.
3. Give out the interview schedule. Go over it item by item with the interviewers, telling olders the reasons for selecting these questions:

Question 1 was chosen because it is one the younger can answer easily. It gives him a feeling of success right away. It also tells if he's younger or older than most of his classmates, which might have some bearing on his attitude toward school.

Question 2 gives information about his place in his family, whether he is a youngest, middle, oldest, or only child. This may affect his attitude towards himself and his ability.

Question 3 tells us about his self-reliance, his home relationships, and who cares for him. It also gets him to think about his day from the beginning.

Question 4 tells more about his family life and has definite bearing on his energy level when he reaches school.

Question 5 tells if he has friends living near by, if he's alone and who are his associates.

Question 6 is to find out what causes him to feel good.

Question 7 tells us what causes him to feel bad.

Question 8 gives us an idea about his attitude toward learning school subjects.

Question 9 tells us his attitude toward older children, which may be important if we are to help him.

Question 10 gives his idea of what a child his age, besides himself, thinks about school. It is sometimes a truer picture of his own attitude than the one he says is his attitude. He has no need to give an answer he thinks he should just to protect someone else whom he has not identified.

Question 11 tells us if he has major interests outside of school or what is important to him.

4. Talk about what they hope to discover by the inquiry questions. Decide questions to be used (these or some which the class decides to use instead).
5. Send the olders to a classroom which has been prepared for their coming. It will be helpful if the youngers to be interviewed welcome the interviews as an interesting experience in which they play an important and helpful part. Another option for interviewing youngers might be after-school appointments with some younger child in the neighborhood or younger children of family friends.

QUESTIONNAIRE FOR INTERVIEWING YOUNGERS

1. How old are you? _____
2. (a) How many brothers and sisters do you have? _____
(b) How old are they? _____
(c) In what grades? _____
3. How do you know when it's time to get up in the morning?
4. What did you have for breakfast?
5. Did you come to school alone or did you come with someone else?

Who did you come with? (If he says a name ask him, "Who is that?"
For example, brother, friend his age, older friend.)
6. What happened today that you like a lot? Why?
7. What happened today that you didn't like at all? Why?
8. How do you feel about school work? Why?
9. How do you feel about older kids? Why?
10. How does your best friend feel about school? Why?
11. What is the most important thing you are going to do after school today?

SESSION VI: DATA ANALYSIS FROM INTERVIEW

OBJECTIVES

Have olders compile data from interviews.

Develop an older's understanding of a child from answers to the interview questions.

INQUIRY QUESTIONS

How do you think he feels about himself, other children, school, and teachers or "authority figures?"

From his answers to the interview questions, how well do you think your younger is doing in school?

MATERIALS

Interview schedule completed by each seminar member.

Data analysis sheet for each interview schedule.

Skill package of training techniques: brainstorming or getting out ideas.

RECOMMENDED SEQUENCE OF ACTIVITIES

1. Each older fills out a data analysis sheet for his own younger. (See page 142.)
2. In small groups (two, three, or four to a group), the olders compare their findings with those of the other members of their group to see the differences and similarities between the youngers with reference to the inquiry questions. They compare reasons for reaching the conclusions each older has drawn about his younger.
3. The groups report back to the whole seminar. The leader lists findings on the board.

ACTIVITIES IN MORE DETAIL

1. Each older fills out the data analysis sheet from the answers given by his younger. This can be done as homework outside of seminar time, or time may be given for analysis at the beginning of the seminar.
2. In small groups of two, three, or four seminar students, each compares the findings he has about his younger with what the other

members of the group found out about their youngers: How many like school? How many dislike school? Which youngers think well of themselves? Which do not? Do they like other children or not? How do they feel about teachers? Are the reasons for attitudes different in each case or are they the same?

3. In reporting back, the leader may want to list total findings on the board. He might ask:

How many youngers appeared to like school?

What are the reasons you infer this? How many had this reason?

What other reasons did you have for believing that your youngers liked school? How many had this reason?

How many interviewed youngers who do not like school?

What are the reasons you infer this?

4. Help them share their individual data and make a cumulative report of all youngers interviewed.

If the youngers being interviewed are of different ages, note the age of the younger on the cumulative report. Patterns characteristic of different age levels may emerge.

5. Help them make generalizations from the cumulative data from the interviews.

An example of a general trend might be:

Children who say they like school tend to do well.

Children who do not do well tend to dislike school.

DATA ANALYSIS SHEET FOR INTERVIEW SCHEDULE

**How do you think the younger
you interviewed feels about
himself?**

What makes you think this?

**How do you think he
feels about other
children?**

What makes you think this?

**How do you think
he feels about school?**

What makes you think this?

**How do you think he feels about
teachers or "authority figures?"**

What makes you think this?

**How do you think he
is doing in school?**

What makes you think this?

SESSION VII: WAYS TO HELP YOUNGERS

OBJECTIVES

Have olders see alternative ways of handling a learning situation.

Have olders evaluate alternative methods to see which is the better way and why.

INQUIRY QUESTIONS

What experiences will help a child feel better about himself and his abilities?

What will help him try to learn?

MATERIALS

Observation sheets for observers of the role-playing episodes.

Briefing sheets for the role takers.

Record for training sessions, side 1, band 9 and side 2, band 1 may be used as examples instead of using role-playing episodes. (But a lot of olders love to set up their own role-playing examples of alternative methods of helping. In field tests this has been reported as an enjoyable exercise.)

Role-playing name cards with strings or pins.

RECOMMENDED SEQUENCE OF ACTIVITIES

1. Summarize how youngers with learning difficulties feel.
2. Introduce role-playing scenes.
Brief role takers and observers. (This may take place before seminar session.)
3. Play out the first episode.
4. Ask observers to fill in observation sheet information.
5. Play out second episode.
6. Ask observers to fill out observation sheet information.
7. Discuss in small groups the alternative ways of handling each situation.

For each alternative, examine the consequence of the older's behavior both on the younger and on the learning goals. Decide which way is better and why.

8. Share small group discussion with whole seminar.

Note: On the training record side 1, band 9, there is a first version of Bill helping Eddie. On side 2, band 1, there is a second version of Bill helping Eddie. These may be used instead of having class members role play the alternatives.

Advantages of student's own role playing:

The role takers may be interviewed about how they felt as a way of checking to determine if inferences about feelings made by students are correct.

Using actors who are the same age as the members of the group allows the seminar member to identify more easily with the helpers in the role-playing episode than with those on the recorded episode. The record was made by high school age boys.

The players are seen as well as heard. Nonverbal cues about feelings may be picked up by observers.

Advantages of the record over live role playing:

The students on the record have illustrated the points the leader may want the older helpers to understand. If the leader is not sure his students can role play well enough to get these points across, he can use the record.

No briefing of role takers is necessary.

ACTIVITIES IN MORE DETAIL

1. Introduce this session.

The leader might begin this session by getting the olders to summarize what they discussed in the first session about children who were having difficulty learning.

2. Ask the olders to describe how younger children with difficulties often feel about themselves.

Write on the board:

"Younger children who have difficulty with learning often feel . . ."
and write down their answers. Examples of what the olders might say:

Dumb, confused, afraid of ridicule, afraid of failure, there is no hope of success, disliked, rejected, discouraged, full of self-hate.

The leader might continue in this way:

"Suppose you are given a specific job assignment to help a younger in spelling. One of the reasons he doesn't know how to spell may be because he is discouraged about himself. One of the reasons he is discouraged about himself may be because he can't spell. In helping him learn to spell, you need to try to encourage him, as well as to help him learn spelling skills."

3. Introduce role-playing scenes: If the record bands are used instead of the live role playing, brief the observers to listen in the same way they would be briefed to observe live role playing.

"Today we are going to look at some role-playing situations of older helping younger. In these first two scenes we'll call the older 'Bill' and the younger 'Eddie'." (Choose names not associated with people the students know. Have name cards for the role takers to wear, either pinned on or on a string to go over their heads. Print on each card both name and role—Bill—older; Eddie—younger.)

"In these scenes, the role takers are playing the parts of older and younger, not themselves. They have had specific briefing on how to behave in order to show you two somewhat different ways that older might act in helping younger."

"You are observers. In these two scenes you will see two different ways in which Bill, the older boy, helps Eddie, the younger boy, review words which Eddie has missed before. Bill is trying to help Eddie prepare for a spelling test he's having the next day. As observers, look carefully at what is going on between the two boys."

"Half of you pretend you are Eddie, the younger boy, (the leader designates which half—such as 'all those on the left side of the room'). Half of you pretend you are 'Bill, the older boy'." (All on right side of room.)

"Right after the scene is over, you'll be asked to fill out some observation sheets. All of you pretending to be Eddie will write down how Eddie feels or what he might be thinking."

"All of you who are pretending to be Bill will write down how Bill feels or what he might be thinking."

4. Play out the first episode.

Again, introduce the players who are now wearing their name cards and tell a little about what will be happening such as, "Now we are

going to look in on Bill as he is helping Eddie with his spelling words."

The role takers then go ahead with the first way that Bill helps Eddie.

OBSERVER SHEET FOR OLDERS

You are pretending to be _____

1. How do you feel about your younger?
2. What makes you feel that way?
3. How do you feel about your task (helping youngers learn the list of words)?
4. What makes you feel that way?
5. How do you feel about yourself as a helper?
6. What makes you feel that way?

OBSERVER SHEET FOR YOUNGERS

You are pretending to be _____

1. How do you feel about your older?
2. Why makes you feel that way?
3. How do you feel about your task (having to learn the list of words)?
4. Why makes you feel that way?
5. How do you feel about yourself as a younger receiving help?
6. What makes you feel that way?

In the first version, Bill dictates the words which have been giving Eddie difficulty. The words are: "fish," "apple," "egg," "bread," "cheese," and "half."

Eddie writes the words as Bill dictates them.

Eddie gives his paper to Bill to correct.

Bill is kind and matter of fact. He says, *"You got these two words wrong: 'half' and 'egg.' Look them up on this list and correct them. After you've studied them and think you know them, I'll give you the test again."*

5. Ask observers to fill out answers to observation sheet question about how the person they are pretending to be feels or thinks.
6. Play out the second episode.

In second version of this situation, Bill asks Eddie if he wants to study more or if he is ready now to try writing the words.

Eddie says he's ready now.

Bill dictates the words to Eddie.

Eddie gives the paper to Bill to correct.

Bill looks over Eddie's paper and says, *"Good! You got four of them right! There are only two that you aren't sure of yet."*

He goes over with Eddie the two that are wrong: "half" and "egg."

Eddie has left out the "l" in half and the second "g" in egg.

Bill asks Eddie if he sees what's the matter with the two words.

He shows Eddie how they look on the list. Eddie then corrects them on his paper. Bill asks Eddie how he thinks he can remember to put an "l" in half. If Eddie can't think of a way, Bill suggests something like *"since half a box looks like 'L' you always put 'L' in 'h-a-L-f'."*

"How can you remember there are two g's in 'egg'?" Bill asks. Eddie has an idea—*"Eggs for breakfast, goodie-goodie!—two goodies = two g's."* Bill tells him it's a good idea. Then Bill tells Eddie that if he thinks up a sentence using "half" and using "egg," Bill will write them down for him and Eddie can read back his own ideas to see if Bill wrote them correctly.

7. Right after the second episode, instruct the observers to fill out the answer to the question which applies to the person they were pretending to be.

8. Compare the two episodes.
9. Then get together in small groups of four or more to discuss and evaluate the two ways of handling the learning situation. What was different? Which was better? Why do you think so?
10. Share the small group discussions with the whole seminar. Have a discussion of what they think. The role takers are available for the observers to interview to see if their feelings coincide with the observations and inferences or to supply other data.

Some points which could be brought out in discussion are:

Episode 1. Eddie might feel good because he is getting individual attention. As he looks up the words, he is getting practice in being self-reliant and he is learning how to use a list for reference. He is being supported in studying more and not being satisfied until he got them all right.

Episode 2. Eddie had all of the above and, in addition, Bill made him feel good about *himself* in several ways. He considered Eddie's feelings when he asked if he were ready to write the words or if he wanted to study more. This consideration gave Eddie a feeling that he was someone *worth* considering. It made him feel good to be asked if he were ready and not just commanded to begin.

By saying, "*four right*," Bill gave Eddie a feeling of success and accomplishment. "*Two wrong*" is just as accurate a statement but it puts the emphasis on the mistakes instead of the successes. There is no appreciation expressed by the statement "*two wrong*." By saying "*you are not sure of two yet*," Bill intimates that a time will come when Eddie will be sure of them so he gives him *hope* of success.

By saying "*good*," Bill may have given Eddie the first word of approval he had had all day. It would make Eddie feel better about himself to have his efforts appreciated.

In going over the two wrong words with Eddie and watching him write them correctly on the paper, Bill makes sure that Eddie really knows the right way instead of just asking him to correct them and taking it for granted he will see his mistakes. The youngers will say they understand, but often they don't. It is a good idea for the olders to ask the youngers to *show* them that they understand.

In asking Eddie how he can remember the "L" in "half," Bill is supposing that Eddie *can* remember. This is expressing faith in

Eddie's ability which helps Eddie believe in it himself. It also gets him involved in solving the problem.

If Eddie doesn't know how he can remember, Bill's idea will help him; it makes learning more fun—not so serious. It shows Eddie that Bill is really interested in Eddie's doing well.

When Eddie becomes involved in the problem-solving process and says "*goodie-goodie with two g's for egg*," Bill's delight reinforces Eddie's feeling of accomplishment and adds to his self-esteem.

Having Eddie dictate a sentence which Bill writes makes Eddie feel "in command." He's giving orders now. He feels important and successful in *using* the word he is learning to spell. It gives *meaning* to the word and it helps Eddie create something with his new knowledge. It's a thrill to see your idea "in print" and it is a good game to play to help Eddie see how to use words. He is having fun with his new knowledge.

Having Eddie read back the sentence he has made up gives him firsthand knowledge that words express *ideas*. It is the *idea* one tries to get when one reads, not just being able to sound out several unrelated words. The idea that Eddie can check on Bill's work gives him a really important feeling of being able to influence Bill or help Bill. It's more fun than studying in the usual way and, for Eddie, it is probably more effective.

SUGGESTIONS ABOUT THE BEHAVIORAL SPECIMENS

Here, behavioral specimens are used to provide a common experience for seminar consideration and evaluation. Watching someone demonstrating is a great help to learning.

It is not difficult for the seminar students to pretend to be in helping situations.

The purpose of producing behavioral specimens in this session is to demonstrate the differences between two methods of helping youngers. To provide an idea how this specimen could turn out, a specific way of producing it has been written out. But the actors are not supposed to memorize their lines. They act out the situation spontaneously, using their own words.

Here is a suggested briefing for the first session:

BRIEFING FOR THE FIRST BEHAVIORAL SPECIMEN

(It is recommended that the leader read this over with the role takers in a briefing session, or they may read it for themselves. With children who have little experience in role playing, it is best for the leader to go over the briefing.)

An older boy, Bill, has an assignment to help a younger boy, Eddie, learn spelling words. Bill is kind and straightforward. He sees his job as getting Eddie to spell the words on the list correctly. He thinks only about that, not about how Eddie feels or why Eddie may be having difficulty. Bill dictates the words on the list. Eddie writes them down and gives his paper to Bill to correct. Bill looks at the paper and tells Eddie he has two words wrong. He gives the list to Eddie and tells him to correct the two that are wrong. Bill tells Eddie to study them again and when Eddie thinks he knows them Bill will give him the test again.

BRIEFING FOR BILL IN THE FIRST BEHAVIORAL SPECIMEN

(It is recommended that the leader read this over with Bill in a briefing session.)

You are Bill. You have been assigned to help Eddie, a third grader, with spelling. The third grade teacher has given you a list of words Eddie needs to know to pass the test tomorrow. You dictate the words to Eddie. You correct his paper which has two words wrong. Mark them wrong and tell Eddie that he has two wrong. The words are "half" and "egg." Give him the list to correct and tell him to study them again. You are kind and straightforward. You want him to get these words right so he'll do well in the test. Here is the list of words: fish, apple, egg, bread, cheese and half.

BRIEFING FOR EDDIE IN THE FIRST BEHAVIORAL SPECIMEN

(It is recommended that the leader read this over with Eddie in a briefing session.)

You are Eddie. You are a third grader who has trouble with spelling. Bill, an older boy, has been assigned to help you. You like Bill and follow his directions. You like the special attention that Bill is giving you. You become disappointed when you discover that you spelled some of your words wrong.

BRIEFING FOR THE SECOND BEHAVIORAL SPECIMEN

Bill, an older helper, has been assigned to help Eddie, a third grader, with spelling. Bill also wants to make Eddie feel better about himself—to encourage him and to help him feel successful. So when they get together

for a helping session, Bill considers Eddie's feelings. He asks Eddie if he's ready to write the words or if he wants more time to study. Eddie says he is ready. Bill dictates the words. Bill wants to encourage Eddie. So when he goes over the words Eddie has written:

He says "*four right*," focusing on the success Eddie has had, not the failure.

Bill wants Eddie to learn to correct spelling of "*half*" and "*egg*," which he does not know yet. He has left out *L* from the word "*half*" and a *g* from the word "*egg*." Bill gives Eddie the list and asks him if he can see how to correct these words. When Eddie discovers what he needs to do, Bill gets Eddie to write them correctly.

He wants Eddie to remember the correct way of spelling "*half*" and "*egg*" so he helps Eddie make an association which will help him remember. A box looks like ; half a box looks like *L*—so put an *L* in "*half*." Bill asks how he can remember the two *g*'s in "*egg*." Eddie says he likes eggs. "*Eggs for breakfast, goody-goody. Two goodies = two g's, so you can remember 'egg' is spelled with two g's.*" Bill expresses his delight with Eddie's idea.


Bill wants Eddie to have more experience with the two words he has missed. He wants them to mean something to Eddie so he will remember them better. So Bill tells Eddie that if he makes up sentences using "*half*" and "*egg*," Bill will write them down for him. Then Eddie can read them back out loud to see if Bill wrote them correctly.

BRIEFING FOR BILL IN THE SECOND BEHAVIORAL SPECIMEN

(The leader also should read this over with him at a briefing session.)

You are Bill, an older assigned to help Eddie, a third grader, who is having difficulty with spelling. You, Bill, want to make Eddie feel better about himself. You also want him to learn to spell the words on the list his teacher has given you. Ask him if he's ready to have you dictate the words to him or if he wants to study more. (Consider his feelings of being ready. This will make him feel important.) Here is the list of words: fish, apple, egg, bread, cheese and half. Please dictate these to him. When you correct what he has written, tell him he has "four right." (Focus on his success, this will give him encouragement.)

Go over the other two, half and egg (spelled "haf" and "eg"), and explain how to correct them. (Have Bill write down the whole list.)

Help him remember the L in half and the two g's in egg in some fun way (for example, a box looks like  and half a box looks like L, so L is in half. Ask Eddie if he can think up a way to remember two g's in egg. You are very pleased with his success when he does. Tell him if he makes up a sentence using each word, you will write the sentence down. Then he can read the sentences over out loud to see if you wrote them correctly. (You want him to use the words and to create for himself. By asking him to dictate to you, you are making him feel important and influential.

BRIEFING FOR EDDIE IN THE SECOND BEHAVIORAL SPECIMEN

You are Eddie. You don't think you are very good at school or very important. You are pretty discouraged about learning to spell. You like the attention Bill is giving you. You tell him you don't need to study the word list any more, but you're glad he asked you. You are very pleased when Bill says you have four right. You think maybe you can spell pretty well after all. It makes you want to learn more. You see what you have done wrong with half and egg and you correct them. You like playing a sort of game to remember half has an L. You are pleased with yourself for solving the problem of two gs in egg and happy that Bill is pleased. You feel very big and important about dictating sentences to Bill just as he dictated to you. You think it will be fun to see if he wrote them correctly.

ANOTHER BEHAVIORAL SPECIMEN

In this specimen of a helping situation, an older girl is helping a younger learn to read and spell by using lists of words all ending with the same sound, but with different beginnings. They are working on words ending in *ap*: nap, tap, lap, rap, etc. The older tells the younger what *ap* sounds like and goes down the list, having the younger read the word. The younger gets the idea and is having fun changing the first letter sound. The next word on the list is *clap*, but the younger says, "*cap*."

In the first variation of this situation, the older says, "*No, that's not right.*" The younger insists he is right. The older says, "*You aren't looking carefully.*"

In the second variation, the older sees why the younger thinks the word is *cap*. Recognizing that saying, "*that's not right*" would discourage the younger, she places her finger or a small piece of paper or a pencil over the *L* so *clap* reads *cap*. She says, "*That's almost right. Now it would be cap, wouldn't it?*" Then she takes away the cover and asks the younger what letter was being covered up. The younger tells her *L*. The

older then says, "Now you put *L* in the word and you'll have it right. What is it?" The younger sees her mistake and corrects it, saying "clap." The older tells her that's right or "Now you've got it!" or "Good!" or in some other way shows how pleased she is that the younger has figured out the right pronunciation and has read the word correctly.

The leader may wish to have the seminar compare how the younger feels in both situations. Also the seminar could discuss how the older feels in each situation.

Answers some older have given are:

In Situation 1

The younger feels unhappy, discouraged, like a "sap," as if she is a disappointment to the older.

The older feels the younger is discouraged and somehow the older should be able to help her, but she wants the younger to figure it out for herself. The older feels put out with the younger for not seeing her mistake, and also irritated at herself for not being able to help the younger succeed.

In Situation 2

The younger feels "I'm almost right," "I'm on the right track," "I'm not stupid, even if it's not just right." The younger feels grateful to the older for understanding her difficulty and helping her solve the problem.

The younger feels very happy and successful in being able to figure out the correct word from her first error. She feels encouraged with her ability to solve problems. She is pleased with the older's approval.

The older feels she understands the younger's difficulty and is pleased that she could capitalize on the situation to show the younger how to convert a failure into a success. She feels very happy her younger is so pleased with herself and she feels happy about her own ability to encourage the younger to solve her problem. She, as a helper, has been successful, too.

The leader might tell the seminar that next time they will have chances to talk about ways of encouraging younger.

SESSION VIII: WAYS TO HELP YOUNGERS FEEL IMPORTANT AND SUCCESSFUL

OBJECTIVES

To find as many ways as possible to give youngers a feeling of being appreciated, liked, useful, successful, included, important; a feeling that their wishes are considered and that they are growing in skill.

INQUIRY QUESTIONS

What could you do to help someone younger feel liked, important, successful, useful, as if he belonged?

What could you do to help him feel that his ideas are being considered and that he is growing in ability or skill?

MATERIALS

Skill package of training techniques: brainstorming or getting out ideas.

RECOMMENDED SEQUENCE OF ACTIVITIES

1. Introduce the session. Most people function better if they feel appreciated, useful, liked, important, included, and successful. Ask the group members to think of situations when they were smaller where someone made them feel important or successful, or they wished someone had been there to help them feel better.

Write these down.

2. Ask them to think of the child they interviewed or one of the children in the first session's pictures and think of all the things they could do to make this child feel appreciated, liked, successful, included, and important, assuming he or she were the younger they were helping.

Write these down in short keyword phrases, but don't bother about wording ideas in whole sentences.

Example: praise, compliment, etc.

3. Ask the olders to report their ideas. List all of them uncritically; you can sort out the best ones before moving on to the next step.

4. Try role playing some of the best ideas with a younger and older and an observer. The observer reports what the older did to make the younger feel good. Replay scenes for skill practice, changing the ideas.
5. Organize the list of ideas under headings for easier use and ditto them for their notebooks.

For example:

Make them feel important

Give them attention. Listen to them. Consider their desires. Supply a "caring" attitude. Compliment them.

Make them feel successful

Praise them. Tell them when they are doing well. Accept them where they are and show them how to get further (for example: the "clap" episode) Supply incentive to work, to stick to it.

Demonstrate your belief in them

Show them how they are growing from day to day. For example: *"You have six right. That's the best yet! Keep it up and one of these days you'll have a 100% paper."*

Give them a feeling of being accepted and liked

Be friendly. Be glad to see them. Share their joy in succeeding. Rejoice in their accomplishments. Be a companion in learning.

Make them feel useful

Suggest ways they can help you or others. Ask for their help while helping them. *"Can you help me think of a way to explain this to my little sister?"*

Make learning fun

Show them how they can use what they've learned. Make up games in drilling, etc. Get them to teach you.

SESSION IX: UNDERSTANDING THE RECEIVING TEACHER'S ROLE

OBJECTIVES

Promote cooperation between the older helper and the teacher of the younger he is helping.

INQUIRY QUESTIONS

How does the teacher feel about students who are having trouble?

How can an older best help a teacher?

What is the role of the teacher of the younger in relation to the older helper and vice versa?

MATERIALS

The pictures in Session I.

Skill packages of training techniques: acting out a situation, brainstorming or getting out ideas.

RECOMMENDED SEQUENCE OF ACTIVITIES

1. Introduce the session.
2. Look at the *teacher's* role in the pictures in Session I.
Questions: What might he or she feel about the child who is having difficulty?
What is the problem here?
How might the teacher feel about his or her ability to cope with the problem.
3. Discuss the three questions about how the teacher is feeling in the ten pictures.
4. Discuss how asking for help may *not* be a sign of inadequacy, but rather one of intelligent problem-solving—for adults just the way it is for children.

Here is a problem.

Here are possible solutions.

Teachers' strengths combined with older's strengths to meet younger's needs.

Team approach.

5. Discuss the division of labor for the helping team.

Teachers are trained to diagnose difficulties and recommend remedies.

Olders provide teachers with an extra pair of hands to help put their recommendations into action. Olders also provide ideas for reaching the goals because they are nearer the age of the younger.

ACTIVITIES IN MORE DETAIL

1. Introduce the session.

The leader might introduce this session by saying:

"You olders have been taking a look at youngers who are having problems. When a child is having a problem learning, who else is having a problem? Obviously, the person who is trying to help the child learn—the teacher."

2. Divide the seminar into groups of two, three, or four students and assign each group some pictures to think about from the teacher's point of view. One student in each group should be asked to take notes.

Instructions to the groups might be given like this:

"When looking at the problem situations in your group's pictures, pretend you are the teacher of this class.

How might you as the teacher feel about the child who is having difficulty?

What is the problem here?

How might you as the teacher feel about your ability to cope with the problem?"

"Let us take the first situation as an example and go through it together. This is the child who is afraid to let the others know he isn't understanding. As the teacher, what are some of the feelings you might be having about this child as you see him looking away and not paying attention?"

Here are examples of some of the responses the seminar students might give to picture 1:

QUESTION 1

"I wish he would ask the questions he wants answered."

"I don't want to embarrass him by asking him if he understands. It won't do any good anyway. He'll say he does."

"I wish I could help him."

"I wish I knew why he isn't paying attention."

"It makes me mad when he doesn't listen. He'll have it all wrong."

Continuing now with Question 2, you might say:

"Still pretending to be the teacher of this class, what do you think the problem is? Why is this youngster in this situation?"

Here is an example of answers the olders might give to picture 1:

QUESTION 2

"What is the problem here?"

"This child is different in terms of what it takes for him to learn."

"Maybe he's slower." "He may need more help."

The problem is how to give individual attention or individualized teaching when the teacher has 29 other pupils to teach. Or it may be stated this way: "There is no time to give individual help to everyone who needs it."

Continuing with Question 3, the leader might say:

"Still putting yourself in the role of the teacher, how might you feel about yourself and your ability to cope with this problem? What might you be wishing or feeling about yourself?"

Here are examples of responses the olders might give to question 3:

QUESTION 3

"I wish I had more time to give to Jimmy."

"I wish I could explain better so he'd understand. But what could I do with the rest of the class while trying to clear it up for Jimmy."

"I wish I had more help."

"I feel very frustrated not being able to help more."

"I wish there were some way to give children individualized instruction."

3. Ask seminar members to discuss the questions, pretending they are the teacher of the class in each situation. Whoever is working with pictures 6 and 10 should pretend he or she, as the teacher, has overheard what is going on.

Remember Question 1 refers to what the teacher feels about the child having difficulty.

Question 2 refers to what the teacher perceives the problem to be.

Question 3 refers to how the teacher feels about herself and her ability to cope with the situation.

4. After about five minutes of discussion in groups in which someone takes notes, pool the thoughts. The leader can list these by asking one group for *an* idea, listing it and asking how many had the same idea. Then ask another group for an idea, etc. until all groups have a chance to report their ideas.

Ideas for each of the questions for the ten pictures might include points like these:

Here are some of the responses the seminar students might give to picture 2:

QUESTION 1

"I feel sorry for her but she annoys me. I can't take time with her now. I have to work with another group."

"I'm mad at her for interrupting."

"I'm mad at her for not listening to the other explanations before."

QUESTION 2

"The problem—lack of time to give special attention to one student."

"She needs a lot more individual attention than one teacher can give her."

QUESTION 3

"I can't give the time needed for each child. I sometimes feel very inadequate. I don't like to be angry at the children. I really want to help, but how can one person give individual attention when there are 30 children who need different things at the same time."

"I wish there were five or six of me or that the class were smaller."

"I wish I had help."

Here are some of the responses the seminar students might have to picture 3.

QUESTION 1

"I wish I could help Sam."

"I wish he could feel better about himself."

QUESTION 2

"The problem—no time to give individual help."

"How can I teach better so they learn more? Or maybe it's not my fault. One person can't do everything. How can I find the time to help children like Sam?"

QUESTION 3

"I see the trouble these children have and wish I had five extra pairs of hands."

Here are some of the responses the seminar students might have to picture 4.

QUESTION 1

"Billy is a terrible nuisance. I feel like spanking him—but that wouldn't help him like school better."

QUESTION 2

"The problem—children who are unsuccessful don't have fun doing school work."

"Children who don't enjoy doing well in school often find other ways to have fun. They become successful in unconstructive ways."

QUESTION 3

"I wish I could find ways of helping Billy like school and have fun doing his work. Now he has fun avoiding it."

"I'm mad at myself for being mad at Billy and not being able to control him or help him."

Here are some of the responses the seminar students might have to picture 5.

QUESTION 1

"I wish I knew what was troubling Patty. Patty holds up the class. I wish she'd stop day dreaming and put her mind on what we are doing."

QUESTION 2

"The problem—children have many problems on their minds which are so important that they compete with the subject matter we are studying."

QUESTION 3

"How can you keep everyone interested in school work?"

"I wish I could give everyone success experiences all the time."

"I'm embarrassed for Patty, having caught her unprepared to do what I asked. What is wrong with me that I can't interest everyone?"

Here are some of the responses the seminar students might have to picture 6.

QUESTION 1

"I wish Sue would be kinder to Karen. I wish Karen could write correctly."

QUESTION 2

"The problem—children are often cruel to each other."

QUESTION 3

"Maybe it would help if I could establish an understanding that it is good to help people instead of criticize them."

"I wish I wouldn't be bombarded with so many immediate needs for help while I'm trying to give my attention to something else. I'm so torn with everything that has to be done—or should be done—for all these children that I can't possibly do by myself."

Here are some of the responses the seminar students might have to picture 7.

QUESTION 1

"There's Walter—all finished. Sometimes I wish he weren't so bright. No I don't. I wish I could think up things to challenge him."

QUESTION 2

"The problem—so many individualized learning needs in a class."

QUESTION 3

"Individualized work presents a real problem for a teacher. I wish there weren't such a wide spread of ability in this class. I can help the slower students or the faster students, but I can't help both at the same time."

"I wish I were more helpful. I wish I could find ways of working with students with different abilities so everyone is challenged."

Here are some of the responses the seminar students might have to picture 8.

QUESTION 1

"I wish I could get Bob to be challenged by studies. I get mad at him because he influences others not to study."

QUESTION 2

"The problem—many students aren't interested in school work."

QUESTION 3

"How can school work be made more appealing?"

"I wish I had more influence on Bob."

Here are some of the responses the seminar students might have to picture 9.

QUESTION 1

"I get mad at him for not doing math. Maybe he's not understanding it, but how can he understand it if he doesn't try? If I could ever get him to succeed in math he might be interested."

QUESTION 2

"The problem—how to interest children in school subjects. How to use individual talent."

QUESTION 3

"Dick has artistic ability. How can I put this to use?"

"When will I have time to help Dick?"

Here are some of the responses the seminar students might have to picture 10.

QUESTION 1

"I wish I could find some way for these older children to use their influence to help smaller ones learn school work."

QUESTION 2

"The problem—olders' influence on youngers is great, but not always beneficial."

QUESTION 3

"The tendency for a smaller child to imitate an older one could be helpful if I could find a way to use it constructively."

"I would like to find a way of helping Tommy become a more skillful speller."

5. Have a general discussion of the following questions:

Is needing help a sign that you are an inadequate person?

Asking for help is *not* a sign of being inadequate, but rather it is an intelligent way to solve problems for adults and for children. It is making use of available resources.

Obviously a teacher needs help. How can you help him or her?

Does a teacher need to feel important, liked, useful, successful, too?

How can an older helper meet these needs for a teacher as well as for a younger?

Frustration can cause anger. It can also cause apathy in teachers as well as in children.

A team can sometimes be successful when the efforts of one person would not be enough. The team approach in Cross-Age Helping incorporates meeting the problems, working on solutions, and combining teachers' strengths with the olders' strengths to help meet the needs of the youngers.

6. Brief the olders to do what you would do yourself if you had more time. The teacher is responsible for the learning situation. She will step in if things go wrong. Remind older helpers to call on her for help if they are having trouble. She will be willing to talk over any ideas they have of how to help their younger reach his goal. She is not only interested in having them carry out ideas she suggests, she also hopes they will have ideas which will be interesting and helpful.

What can the older contribute to supplement the teacher's abilities?

Time.

Nearer younger's age—talks same language.

Provides a model for younger.

In a war against "authority," youngers feel that olders are on their side.

Friendship of someone other than an adult.

Possible new ideas of helping a child accomplish a learning goal—ways of interesting him, new learning games, etc.

7. Role-play situations with teachers.

Ways to make teachers feel important, successful, useful.

How to ask for briefing about the younger student.

How to give teacher information about the younger student.

How to offer an idea of something the olders would like to try out with their youngers.

What to do if the younger students won't behave.

SESSION X: ROLE OF THE SEMINAR IN A CROSS-AGE HELPING PROGRAM

OBJECTIVES

- Give elders techniques for helping each other in clinic sessions.
- Legitimize using one another as resources for ideas of how to solve problems in helping younger children.
- Provide opportunity for skill practice.
- Give elders some diagnostic skills.
- Give the adult a chance to function as a resource person.

INQUIRY QUESTIONS

- How can you tell if an idea you have about helping a younger will bring about the results you want?
- How can you diagnose the difficulty a younger is having and help him solve his problem?
- How can you help a child who is acting inappropriately to act differently?

MATERIALS

- A check list of questions to ask yourself or someone else to see if an idea you have will bring about the results you want for your younger.
- A check list of questions to ask yourself when you are trying to diagnose a problem your younger is having and help him solve it.
- A check list of questions to ask yourself when a child is behaving in an inappropriate way and you wish he would act differently.
- Record for training sessions—side 2, bands 2, 3, 4, 5, 6, and 7 are problem-solving questions which the older helpers are asking your seminar students to help solve. These may be used in making the seminar a problem-solving session to help each other. Band 2 is an example of a problem-solving session held by a group of elders during a seminar session.
- Skill package of training techniques: acting out a situation.

RECOMMENDED SEQUENCE OF ACTIVITIES

1. Introduce the session on diagnosing and problem-solving.
2. Present questions to check to see if an idea will bring about the desired results. Check it against any case brought up for problem-solving.
3. Present questions to help students diagnose and solve their younger's learning problems. Check this against cases brought in for diagnosis in which a younger is having a problem in math, reading, writing, playing a game.
4. Use the diagnostic check list in role-playing skill practice occasions.
5. Present questions to ask yourself when a younger is doing something inappropriate and you wish he'd do something else.
6. Play side 2, bands 2 and 3 of the training record—problem-solving where students are asking for help.

ACTIVITIES IN MORE DETAIL

1. Introduce the session.

The leader might say something like this: *"When you begin to work with your younger, don't be afraid if some problems come up. You have many people to help you. You can go to the teacher or you can bring your problem back here to the seminar for all of us to look at and help you solve."*

"Many problems which you run across will be problems the rest of the group has had or will have. So sharing your problems and pooling your ideas about solving them will help everyone."

2. Present questions to see if an idea will bring about the desired results.

Will this make him feel more successful?

Will this make him feel more respected, liked, useful, better about himself?

Will this give him the courage to try harder?

Will this help to lessen his fear of failure?

Will it make learning fun?

Write these questions on the board or duplicate them for the students. Apply these questions to an actual problem which came up in a seminar session of another school.

A younger cheated on a spelling test the older was giving him. The older didn't know what to do. She wanted him to still trust her and to be friends. She decided not to tell him she knew he had cheated. She had him take it over so it would be "neater."

He got them right the first time he copied from the paper. After he had taken the paper out of the book and had taken the test over again, he still had them all right. She wanted to know if she had acted wisely and what she should do next.

Let's use the questions to try and determine what advice to give her if she were a member of our group. (Let the student answer the questions. Possible answers have been included below to provide probes for further questioning if the students don't have immediate answers of their own, or as additional material which the leader might want to introduce to add to the discussion.)

Will thinking he got away with cheating make him feel more successful?

Answer: In getting away with something, yes; in spelling, no.

Will he feel more respected, liked, useful, better about himself?

Answer: Certainly not better about what he can do in spelling.

Will it give him the courage to try harder?

Answer: At cheating, yes; at spelling, no.

Will it take away his fear of failure?

Answer: No, because he won't be any more skillful at spelling.

Will it make learning more fun?

Answer: No, except learning to beat the system, how to get a good mark without knowing the work.

3. Present questions to ask older students to help diagnose and solve their younger's learning problems.

When a younger is having a problem learning, here are some questions you can ask yourself that will help you help him:

What difficulty is he having? Why?

What needs to happen for him to succeed?

What does he need to learn to do a better job?

How can I help him learn this skill?

How can I make him feel good about where he is now and at the same time encourage him to learn to do better?

Write these questions on the board or duplicate them for the students.

Apply these questions to the boy who cheats and this will help you decide how to help him:

What difficulty is he having? Why?

Answer: He doesn't know how to spell.

He's scared to admit he doesn't know.

He's afraid of failing.

He probably hasn't studied, at least not enough to be sure of the spelling.

What needs to happen in order for him to succeed?

Answer: He needs to study more, to have more faith in himself, to dare to take a chance.

What does he need to learn in order to do a better job?

Answer: He needs to learn how to study, how to handle the job.

How can I help him learn this skill?

Answer: Have a special time to study, make spelling more fun.

How can I make him feel good about where he is now?

Answer: Show him he did as well when he took the test over as he did when he looked at the paper with the words on it, so he really doesn't need to be scared. Think what he could do if he really worked!

Here are some other cases to which you can apply these questions.

MATHEMATICS

When you have a younger who is making a mistake in math or spelling or writing, try to find out why he is making the mistake. If a younger says 4 times 2 equals 6, what is he probably doing? Adding. (The leader can put this problem on the board and let the seminar students give the answers.)

What does he need to do? Multiply.

What does he need to learn in order to do a better job? (Look more carefully at the problem to get instructions correct; or clues; learn and understand multiplication tables.)

How can I help learn this skill? (Play a detective game with the problem to discover clues for action; flash cards on two's tables and four's tables; games of two bunches of four objects each, etc.)

How can I make him feel good about where he is now and at the same time encourage him to do better? (Say something like, "I see what you're doing. You're adding; 4 and 2 *are* 6—that's using good adding. But, what is this? (pointing to the multiplication sign). Now you're supposed to be multiplying—that's harder than adding. Let's get some flash cards to practice with so you'll know how to do it.)

(As you give this example to the class, let the olders figure out what the answers should be. But if they don't answer, you have these thoughts to use as probes to get them to figure out answers or you can give these answers as examples.)

READING

If every time in his reading your younger calls "is," "his," what is he doing?

Why is he making this mistake? (He is not noticing the beginning is different.)

What needs to happen so he'll succeed? (He needs to drop the h.)

What does he need to learn? (The difference between "his" and "is"—how to pronounce the "is" with no h.)

How can I help him? (Practice reading easy sentences. Have him use "is" in a sentence. Write it for him to read back.)

How can I make him feel good about where he is now and at the same time encourage him to learn to do better? (You can say, "Here is 'his,'" and write it out for him. Then say, "Here is the word 'is,'" and write it underneath. "When you say 'his' it's almost right, they do end the same. If it had an 'h' in front of it, it would be 'his.'"

WRITING

Look at the cartoon of the child who is writing the "c" backwards.

Why is she doing this? (She is copying from the girl on the other side of the table. Or she may be seeing it backwards.)

What does she need to do? (Make a "c" the other way.)

How can I help her? (Have a "c" on a card on her side of the table so she can copy it and trace it with her pencil a few times, so she can feel the way it's going before she writes her own.)

How can I help her? (Write the "c" on the card for her and show her how to trace it.)

How can I make her feel good about where she is now and at the same time encourage her to do better? (Say, "I see what you are doing. You are copying Mary's 'c.' You copy it very well, but it is on the other side of the table so you are really reading it backwards. You've made it go the opposite way. I'll write you a 'c' you can have on this side of the table. If you trace this one with your pencil, you'll see the way it goes. Then you can write your own on the paper.")

PLAYING GAMES

Take the example of a child playing a ring toss game. He is standing a long way from the peg, where the big sixth graders stand. He is not getting any rings on the peg.

Why is he making the mistake? (He's too far away.)

What needs to happen? (He needs to stand closer.)

What does he need to learn to do the job better? (He needs to get the feeling of how to throw it so it goes on. He needs to stand somewhere where he can get it on.)

What can I do to help him learn his skill? (Suggest he stand closer.)

How can I make him feel good about where he is now and at the same time encourage him to learn to do better? (Suggest that he stand closer at first.) Tell him: "See you got it on. Try it there for awhile till you get the feel of it, then move back just a little. If you practice, you will be able to put them on from further away each day."

6. Offer some examples for skill practice.

A child making a mistake in math, a child making a mistake in reading, a child making a mistake in writing, and a child unable to be successful in a ring toss game, may be used as role-playing skill practice exercises. These could be role played in trios, with everyone

either being the older, the younger, or an observer, to see how they did. Or they could be staged one at a time, with one student playing the older, one the younger, and everyone else the observers. Then discuss what the older did and how the younger felt about it.

When an observer has an idea of something good to do or say, he could trade places with the student taking the part of the older helper and try out what he wanted to do to see how it would work out. The leader may play the part of the younger at times if it seems better to do so. The advantages are that the students may not want to be cast in the role of a younger and the leader may be able to interpret the younger's feelings better. Sometimes it is hard for children to admit they feel bad or hurt or stupid, or even that they are very pleased by special attention. So the leader in the role of younger might be able to express these feelings more freely.

In planning for role-playing, the leader might say, "Suppose you were the older helping the child who makes the 'c' backwards and is called 'stupid' by the other one she is copying from. What could you do? I'll play the part of the child copying the c backwards. As you are working with me think:

First, why am I doing it that way?

Second, what needs to happen so I can succeed?

Third, what do I need to learn?

Fourth, how can you help me?

Fifth, how can you make me feel good about where I am now and at the same time encourage me to learn to do better?"

Then, the leader takes the part of the younger and lets the seminar students volunteer to help him learn and give him the courage to try. He invites comments from observers after the "olders" have acted out the ideas they have for helping him.

If the leader doesn't think they will have any ideas of their own at first, or if they are a little shy about trying something they are not sure of, the leader can illustrate a suggestion by having someone take the part of a younger while the leader plays the older. It might go like this:

Leader: *Here are some reading cards. All the endings are the same "ap," but the beginnings are different. (If you don't have any like this you can make some for the illustration.) I want to give you a tip about helping youngers. "Who wants to take the part of the younger so the rest of you can watch?" "Thanks, Terry. What is your name as a younger, Terry?" (This is so as to give him a different identity and*

no one can laugh at him, Terry, for making a mistake. It will be the younger name "Mike" or "Joe" who makes the mistake on purpose to help the class.)

Terry may choose "Mike" as the name he wants. "O.K. Mike," the leader can say, "You are a third grader and you are having difficulty reading. These cards show different words ending in AP, TAP, NAP, RAP, CLAP, etc. You say them all right until you get to CLAP. You call CLAP 'CAP.'" (He does this. The leader playing the role of the older helper indicates Mike is correct till he says "CAP.")

Leader: *What has Mike done? Answer. He has left out the l.*

Leader: *I see this, it's a very natural mistake. He is very shy and is easily hurt. I don't want to shame him. I want him to dare to go ahead in spite of mistakes and I want him to have the courage to solve his problems. So I do what he had already done. I put my finger over the "l," leaving it out, too, and say, "Now it's CAP."*

Leader: (As the older, take your finger away so Mike can see the letter.) *What did I cover up, Mike?*

Mike: *The l.*

Leader: *Yes, what sound does "l" make?*

Mike: *L-l-l.*

Leader: (Covering the L again.) *This makes the word CAP. Now put the "l" in and what do you have? (Leader removes finger showing "l.")*

Mike: *Clap!*

Leader: *That's right!*

The leader cuts the role play there, and says, "Mike, how did you feel about your mistake?" After Mike answers, the leader asks, "How did you feel about figuring out how to get the word right?" In leaving the role playing, the leader thanks *Terry* for playing the part of "Mike" to let the students see how to help a younger learn. (See package of training techniques: acting out a situation.)

Then the leader can ask how an older might help a small child to learn to catch a ball.

He or she can ask for another student to play the younger. Pretend this younger named "Billy" (or whatever name the older chooses) is having a hard time learning to catch a ball. So what do you do to help him? You begin being very close together tossing it back and

forth so close he can't possibly miss it, and move back slowly. If he misses, move a little closer and begin again. You, as leader, show them how. Again ask "Billy" how he felt. He will probably say he felt very good and grateful that you came in so close that he could catch the ball. This gave him a chance to learn how to hang on to it before trying from further away.

7. Suggest questions that the olders can ask themselves when a younger is doing something inappropriate. Tell them that children do many seemingly inappropriate things for reasons that make sense to them. When they see a child doing something that seems silly or something they wish he wouldn't do, have them ask:

Why is he doing what he is doing?

What purpose is his behavior serving for him?

What sort of behavior would serve that purpose better?

Are there better things he could do to bring about what he wants to have happen?

How can I give him some other ideas about ways to behave that would help him reach his goal or serve his purpose better?

How can I help him gain skills in these new and more appropriate behaviors?

8. Write these questions on the board or duplicate them for the students.

For example:

A 5-year-old boy was acting very silly, jumping on the table and on chairs and waving his arms around.

A 12-year-old boy, who had had training as an older helper, thought the 5-year-old might be wanting special attention or recognition. So he said, "If you stop jumping around and sit down over here I can show you my new wallet I just finished making in the craft shop." The little boy was very pleased at the attention. He gladly followed the older's suggestion. It made him feel big to be having a "man-to-man" conversation with an older boy.

The desire for attention was perfectly all right. The way the 5-year-old tried to get attention was not. By his suggestion, the older boy told the younger his actions were not appropriate and suggested a procedure that would be more acceptable. Talking gave them a common experience and helped the younger learn more skills of friendly conversation. The older had shown the younger a more appropriate

way of making contact with someone from whom he wanted attention. Hopefully, he might use this the next time they met. Instead of jumping on the table, he might think to say "Hi, Joe! Have you made anything new in crafts lately?" or "Hi, Joe! Look what I made in crafts!" or just a friendly "Hi, Joe!" He might also generalize this behavior to apply to other people whose attention and approval he wanted.

The idea is to refrain from telling the younger to stop *until you have tried to infer why* he might be doing it and *how he might be more successful* in reaching his goal by doing *something else*. Then try to get *this* way of behaving across to him as something to do *instead*. If his actions are going to hurt anyone, have him stop them immediately. Then try to discover better alternatives.

Here are some illustrative examples where you can try out the idea just suggested:

WHEN A CHILD GRABS SOMETHING FROM ANOTHER CHILD

If a kindergarten child is grabbing another student's shovel, his desire to have a shovel is *all right*. The way he is going about it is not. If you were supervising kindergarteners playing in the sandbox and one grabbed another's shovel, what might you say to help him solve this problem?

The following solutions are ones the leader might suggest if the students do not think of them:

You might say to the little child who is grabbing the shovel: "Billy is using this. If you want a shovel, you may take one from the box over there." Another possibility is, "Billy is using this one. There is a rake you can use until he is through digging his hole." You can also bring Billy into it by saying, "Billy, when you are through with the shovel will you please give it to Jimmy. He's waiting to use it."

Your example is helping Jimmy learn ways of finding a shovel of his own, doing something constructive while waiting for the shovel if he can't find one, and communicating with Billy and asking his help in solving the problem of how to get a shovel. All these substitutes for "grabbing" might not occur to Jimmy unless someone suggested them to him.

WHEN A CHILD IS PUTTING OFF GETTING TO WORK

If a child does not want to get started in his work you might think, "Why? Is it that he does not want to try for fear of

failing?" But he will not fail—you are there to help him—the only way he can fail is by *not trying*.

So you can reassure him that it doesn't matter if he makes mistakes. That's what you are there for, to help him see what he's doing wrong, and help him gain knowledge and skill so he will know what to do to be successful. But you can't help him succeed unless he tries. And it helps if you have him begin where he can have some success.

For example, you might be helping him in throwing and catching a ball. Don't wait for him to fail. Prevent his failing by beginning so close together he couldn't help but catch it. Then move away very gradually, so he can gain confidence and skill through repeated successes.

If he is learning to read and he is afraid, you might begin with easy material which he can read in order to give him courage to try the more difficult passages he needs to work on.

Or maybe he does not want to try because the work is uninteresting. Then try to make it exciting, or fun.

You might make up a reading game or a multiplication game that would be fun—or show him he will gain success and feel better about himself if he works at this job and overcomes his problem.

Or you might ask him what he *is* interested in—or what he'd rather be doing. Write down his answer so he can read it back to you. If it has big words in it you are not sure of, take him to the dictionary while you look up the word he wants to use so you can write it. Then he'll get a new idea of what written words do—that they are to communicate ideas. His ideas! That should interest him.

WHEN A YOUNGER CHILD'S BEHAVIOR PUZZLES YOU

If you do not understand why your younger is doing something you'd rather he didn't do, ask him. If he is wiggling ask him, "What is the matter?" Maybe he has to go to the bathroom.

One fifth grader said he understood his little sister a lot better now that he had been helping second graders. When she cried he used to say, "Shut up." Now he asks, "What is it?" This gives her a chance to tell him her problem.

You can ask these three sets of questions whenever anyone brings up a problem to get help on during future seminar clinic sessions.

9. Use bands 2 and 3 on side 2 of the training session record as an additional resource for skill practice.

This is an illustration of some older helpers in a problem-solving session. They are asking the rest of the students for help in dealing with problems they are having with their youngers.

This legitimizes using the seminar period for problem-solving. It also gives the students some skill practice in giving advice and using the techniques which have just been discussed in trying to help diagnose and remedy the problems the elders on the record band present.

10. Use bands 4, 5, 6, and 7 on side 2 to illustrate other questions asked by older helpers. These may be played to give your seminar students practice in helping these older helpers solve their problems. The leader can introduce the idea by saying "What help can we give the students with the problems they are having?"

SESSION XI: TERMINATING THE OLDER-YOUNGER RELATIONSHIP

OBJECTIVES

Give elders techniques in bringing to a close the helping relationship so that both older and younger can make the best use of this opportunity to go on to something new.

INQUIRY QUESTIONS

What do I want to tell my younger?

What would my younger want to hear?

What questions are there that need to be cleared up?

MATERIALS

Skill packages of training techniques: acting out a situation.

RECOMMENDED SEQUENCE OF ACTIVITIES

1. Introduce the activity.

The leader might begin by saying, *"Just the way it was helpful to get acquainted with your younger when you began helping him or her, now that we are reaching the end of the helping period, we need to think of how to make its end a smooth step into the next experience for your younger."*

2. Brainstorm possible responses to inquiry questions.

The older helpers might include:

That the younger's success has been important to the older helper.

The reasons for having to stop helping him.

How the younger can keep in touch with the older.

The things the younger has done for the older.

3. If responses are not forthcoming, probe for possible questions to ask.

If they don't have ideas at first, the leader might ask a probe question, *"Do you think your younger might like to know why you won't be helping him?" "How would it make him feel to know that it has been a good experience for you?"*

4. Select ideas to role play for skill practice.
5. Discuss accepting negative feelings from youngers.

The possibility that the younger may feel angry or sad should be dealt with. The leader might ask if the olders have ever had any experiences with children being angry or sad when something was going to happen that they didn't like or wished they could stop. They will perhaps mention times in their own lives when they felt this way. Perhaps they will tell of a brother or sister who did something destructive or threw a tantrum when a parent was going away without taking them.

If your younger said, *"I won't like you any more if you help someone else!"* What's he really saying?

That he really likes you now.

That he's scared you don't like him.

Maybe he's scared to do his work all alone.

The leader might ask, *"What could you say to him that would help make him feel you understand why he felt angry? That it was all right to feel angry?"* The olders might say to their youngers:

"I know how disappointed you are. I'll miss working with you too."

"I'll wave at you and you'll know I'm your friend."

6. End on a positive note. List accomplishments of relationship.
7. Plan, if possible, a social event for the olders and youngers.

SESSION XII: TERMINATING THE CROSS-AGE PROGRAM FOR OLDER HELPERS

OBJECTIVES

End the program on a constructive note.

Collect data from participants about how they valued the experience and why.

Collect suggestions for bettering the program.

Help older helpers review gains.

Help olders internalize techniques and feelings and generalize their use to new situations, and to think about possible future occupational interests.

INQUIRY QUESTIONS

What did I do that brought about the results I wanted?

What do I know now that I didn't know before about younger children, teachers, myself?

How can we generalize our learnings from this class to other situations and relationships?

How can the support from this group help us as we move into new situations?

How valuable has this experience been to me and why? Is it relevant to my thinking about my future?

What suggestions do I have for making the program better?

What can we plan that would be a good last session for our youngers?

MATERIALS

Suggested evaluation sheet.

RECOMMENDED SEQUENCE OF ACTIVITIES

1. Plan a review of experiences to evaluate the program.

Discuss building a relationship with youngers.

What did our youngers accomplish? What do I know now about younger children that I didn't know before?

Discuss building a relationship between teachers and older helpers.

What do olders know now about teachers that they didn't realize before?

Discuss building a relationship between older student helpers.

What do they know about themselves that they didn't know before?

2. Review what can be used in new situations from what has been learned here.
3. Discuss and plan how members of this group can support each other as they move into a new situation.
4. Distribute suggested evaluation sheet if the staff team wants one.

DETAILED LOOK AT ACTIVITIES

In order to have time for the older helpers to adequately assess their experiences, it is good to plan to review and evaluate in several areas. One session for each area you want to discuss is not too much time to allow if the older helpers are fifth and sixth graders. One session might be devoted to relationships with the youngers, one session to relationships to teachers, one session to relationships to each other and how the support from classmates and experiences here will help them in new situations.

1. A seminar devoted to reviewing olders' relationships to youngers

The leader might begin by saying, *"You and your youngers have formed such good relationships it is hard to remember what it was like when you first started. Think for a minute how you felt in the beginning and then how your relationship and your feelings toward your younger changed as you grew to know each other better. After you have had a few minutes to think by yourself, we'll share thoughts and feelings."*

Sharing might go like this:

Seminar leader: *"Who wants to begin?"*

One older helper: *"I was scared when I first went down to help Betsy. So was she. I'm usually very shy. But she was shyer so I had to begin the getting acquainted. This was good for me. I had always let other people begin before. Now we're good friends. We helped each other to get over being scared."*

Another older helper: *"At first I was scared. The second day I took my younger and John took his younger and we had lunch together. Then we began being better friends."*

If answers are not bringing out points the leader feels should be discussed he might make a probe question like, *"Do you remember exactly what you did the day you first felt you had made a real breakthrough with your younger? Did it happen all at once? Or was it gradual?"*

One older helper: *"My younger used to say 'What do I do today?' One day he said, 'What do we do today?' and I knew I had it made."*

If the leader thinks it would be helpful for the older's own sense of accomplishment to review the youngers' success, he might ask, *"What changes have you noticed in your younger's behavior since the beginning of the program?"* Or, *"What can your younger do now that he couldn't do before?"*

The leader might probe for reports of specific changes in the areas of academic performance, behavioral change, and attitude change. (See Evaluation Summary.)

The leader may probe for understandings which elders have gained. *"What do you know about younger children now that you didn't know before?"*

Some answers to this probe have been:

"They are brighter than I thought."

"They like to make up their own minds about things."

"The kids want help in starting projects but they want to finish by themselves."

"Everyone has problems, even little kids."

2. A seminar devoted to reviewing elders' relationships to teachers

The leader might ask in a similar way for the older helpers to think about the growth in their relationship to teachers. In one such discussion, a sixth grade older helper said, *"I didn't like teachers much till the teacher of my younger began thinking my ideas were pretty good. Now she includes me in the conference she has with my younger's parents. That makes me feel she really cares what I think. That is a good feeling. I like her a lot now."*

During these discussions the seminar leader has a chance to give feedback to the elders about growth he has noticed in relationships, too.

He might ask, *"What are some things you know now about teachers you didn't know before?"*

3. **Another discussion about what we have learned in this program which can be used in other situations**

The leader might ask, *"What do you do differently now in relating to younger children from what you used to do before you were in this program."*

One helper's answer was, *"When my little brother acted like a nuisance, it used to make me mad. Now it seems to me he doesn't do it to be ornery. He mostly needs someone to notice him, so I hug him or something instead of yelling at him. Lately, I've been trying to hug him first before he acts ornery. This has really worked well. He's not nearly as obnoxious as he used to be."*

Another older helper answered, *"I have a little sister. When she cried I used to say 'Shut up!' Now I say 'What is it?'"*

The leader might continue by saying, *"Another way to think about our experience of helping the youngsters is to think about the fact that over half the jobs in this country are people-helping jobs (as compared to working with 'things'—like machines, minerals, soil, water, etc.). And to be a good people-helper requires learning the skills and the ideas for understanding why people behave the way they do and how to work with them and help them. What kinds of jobs do you know about where helping or serving other people is the main part of the job? Do you think helping the youngsters has helped you understand this kind of work? How?"*

A leader can ask, *"What have you learned here that you can use in new situations?"*

One older helper, in response to a question like this, said, *"I think I know a lot that would help in baby-sitting jobs."* To which another asked, *"Would it be possible to get a kind of certificate from this course (program) which would be a good reference for jobs like baby sitting or being a junior camp counselor?"*

The staff raised this request with the administration. The result was that the older helpers were given certificates that showed they had had training in helping younger children.

4. **A discussion of how members of this group support each other as they move into new situations**

One leader who does not like the idea of endings has his last seminar focus on looking ahead to new situations the students may face and

talking about how each one may use the group for support in making decisions in the future. One time he began by saying, "All of you will be with me as I start the new program next Fall. I'll be supported by the memory of each one of you and our interaction here. I'll remember Joe's saying to tell the receiving teachers to let the youngers know that the olders will be learning from them as much as the youngers will be learning from the olders." "But don't tell the olders that," replied Joe, "let them find it out for themselves." "Right!" continued the leader. "Another thing I've learned is that you have wisdom to find answers to your problems when you understand what they are. I'll have faith in this next group of sixth graders to solve problems because I remember particularly the way you solved the problem of how to get each child's name on the kindergartens' place mats at the party without telling the kids where to sit. You waited till they sat down where they had selected to sit and then you wrote their names on the place mat in front of them. I'll remember the day I had laryngitis and you ran the seminar without a word from me. I'll remember how good it was and how supported I felt, at the same time you were letting me know it was fun for you to do all the talking. The next group is going to profit by a lot of the things I've learned from you. Think for a minute about some of the situations you may find in junior high school next Fall in which you can use what you've learned from all your classmates here. What will you remember about all of us and what we did together that will help you as you go into a new school? Write down notes to remind you of these things. Then we'll talk about them." Ideas might include such things as:

"When I'm scared, I'll remember how scared we all were at the first of the year and pretty soon we weren't any more. So I'll know it won't last."

"One thing I'll always remember is when I was watching Hal work with Bobby on the scale balance. How great it was to see Bobby's eyes light up when he discovered he'd gotten the weight right. I never really understood till then how important it is to let little kids find out for themselves that they are right when they're doing an experiment. I'll remember to give little kids plenty of time to make discoveries."

"I'll remember it's O.K. to put my arm around a little kid and hug him when I feel like it. I learned that by watching how pleased Lori was when you hugged her, Jane, the day you were happy she worked out how to carry when adding."

"I'll remember from Tony that it works better to smile."

5. Students fill out an evaluation sheet with items relevant to the information the leader wants to know.
6. The older helpers may want to plan something special for the last time the olders and youngers meet together.

SUGGESTED EVALUATION SHEET FOR STUDENTS

1. How valuable has this program been?

very valuable	mostly valuable	fairly valuable	mostly not valuable	not at all valuable

Why did you mark where you did?

2. How much fun has this program been?

a lot of fun	mostly fun	sometimes fun some- times not	mostly not fun	no fun at all

Why did you mark where you did?

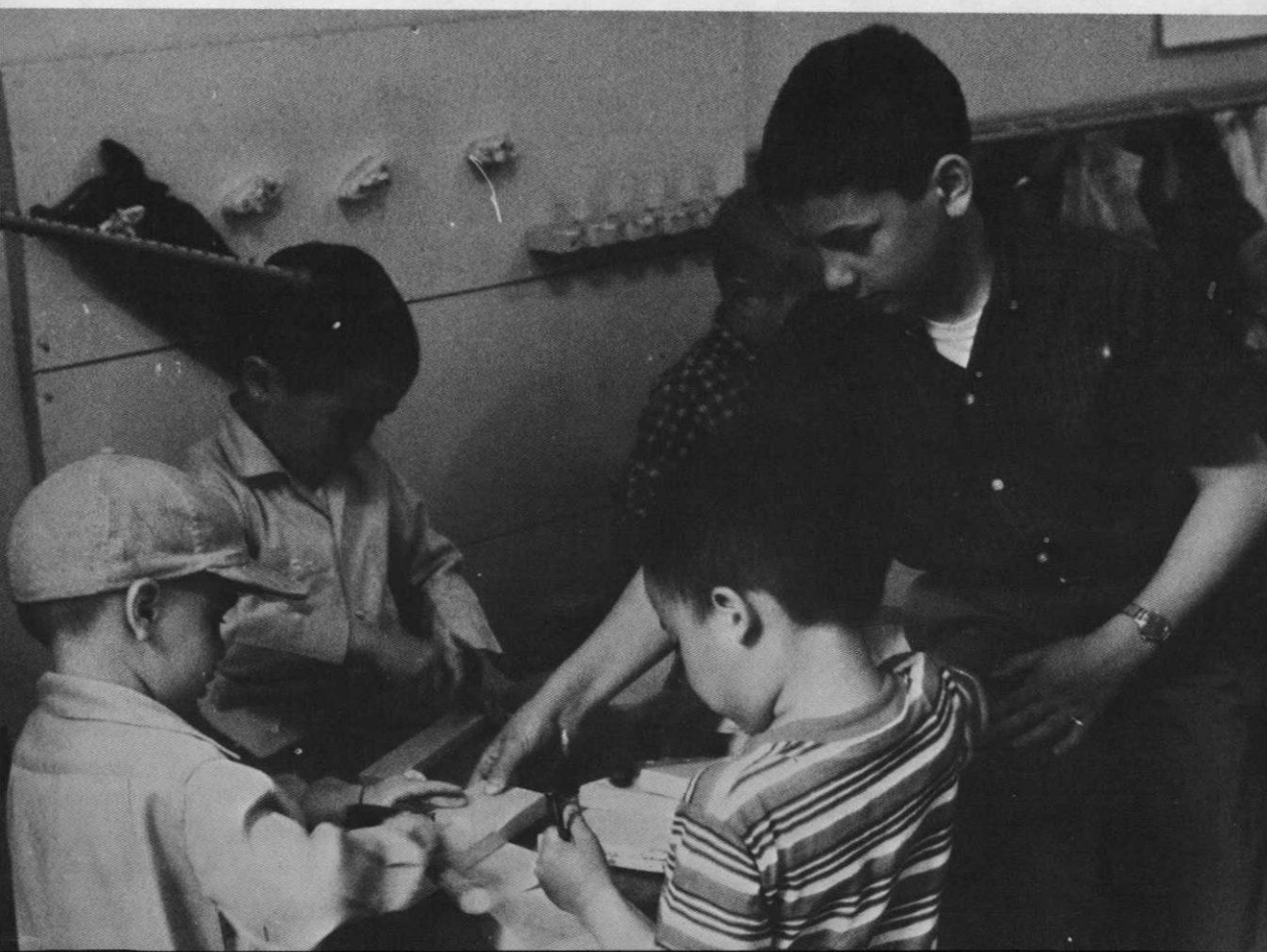
3. Is this program relevant to my thinking about my future?

very relevant	mostly relevant	somewhat relevant	mostly not relevant	not relevant at all

Why did you mark where you did?

4. What suggestions do you have for making the program better?

Appendices



APPENDIX A

**Articles About Cross-Age
Helping Programs**

A research-oriented demonstration in . . .

CROSS-AGE RELATIONSHIPS— AN EDUCATIONAL RESOURCE*

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AT THE INSTITUTE for Social Research, University of Michigan, we have begun to probe into areas of relationships between children of different ages.

Over the past three years, we have carried through a series of pilot projects in two elementary schools—first in the University of Michigan laboratory school and later in several biracial classes in a public school in a neighborhood of blue-collar workers—and in a summer day camp for boys and girls from 4 to 14 years of age.

In these pilot projects, we have attempted to determine what is required to implement a constructive program of cross-age interaction; and have begun to collect data on, and evaluate the impact of, the perceptions children have of other children who are older and younger than they are.¹

*Reprinted from *Children*, Volume 12, Number 3, May-June 1965, Pp. 113-117.

¹Fox, R. S.; Lippitt, R.; Lohman, J. E.: Teaching of social science material in the elementary school (final report on Cooperative Research Project E-011, U.S. Office of Education). Institute for Social Research, University of Michigan, Ann Arbor. 1964.

The process of educating children can be divided into two inter-related parts:

1. A process of socialization, whereby the child learns, internalizes, and practices certain patterns of values, attitudes, and expectations which have important implications for his behavior.

2. A process of subject-matter learning, whereby the child acquires and learns to use information and problem-solving skills to achieve some degree of mastery over the major domains of knowledge.

In our society today, the major responsibility for helping children acquire the skills, attitudes, and values necessary to function successfully as adults has been placed in the hands of parents and educators. This model of a few adults and teachers working with, and being responsible for, such a complex learning program presents serious difficulties. There are limits to the amount of individualized attention the learner can receive when the major weight of all learning transactions is placed on the relationship between adults and a large group of youngsters.

We may not be making the best use of the powerful potential educational resource represented by cross-age relationships among children. It is an observed fact that children, with proper training and support from adults, are able to function effectively in the roles of helpers and teachers of younger children—and that the older children find this type of experience meaningful, productive, and a source of valuable learning for themselves.

Most children are involved from a very early age with older or younger siblings, or both. In preschool neighborhood life there is usually a variety of significant cross-age relationships. Cross-age interaction is probably a potent learning experience for children of all ages.

For instance, a child observes how children older than he cope with adults; what the older ones are able to do; what they are permitted to do; and the fact that children younger than he seem to get more attention from adults. Furthermore, he learns how to cope with, or avoid, the greater strength and sophistication of older children; to exploit the younger ones; and to avoid the sanctions of adults for mistreating children weaker than himself. He learns that his age-graded classmates are supposed to be regarded as his equals. He develops his conceptions and expectations about the different levels of "grownupness," and what they mean in terms of privilege, responsibility, and skills.

Five Assumptions

One assumption underlying our pilot projects has been that much of the process of socialization involves use by younger children of the be-

havior and attitudes of older children as models for their own behavior. This process has great potentiality for planned development as an effective educational force, provided that children are trained appropriately for their roles as socialization agents.

Some of the important natural components of this cross-age modeling process include: an older child's ability to communicate more effectively than adults at the younger child's level; the fact that an older child is less likely to be regarded as an "authority figure" than an adult would be; the younger child's greater willingness to accept influence attempts when he perceives a greater opportunity for reciprocal influence; and the fact that a slightly older child provides a more realistic level of aspiration for the younger child than an adult would.

A second assumption of our projects has been that involvement of older children in a collaborative program with adults to help younger children will have a significant socialization impact on the older children because of (1) the important motivational value of a trust- and-responsibility-taking relationship with adults around a significant task, and (2) the opportunity to work through—with awareness but at a safe emotional distance—some of their own problems of relationships with their siblings and peers.

A third assumption has been that assisting in a teaching function will help the "teaching students" to test and develop their own knowledge, and also help them discover the significance of that knowledge.

A fourth assumption has been that both younger learners and their adult teachers will be significantly helped in "academic" learning activities through the utilization of trained older children available for tutoring, drilling, listening and correcting, and other teaching functions.

A final assumption has been that a child will develop a more realistic image of his own ability and present state of development, and will gain a greater appreciation of his own abilities and skills, if he has an opportunity to help children younger than himself to acquire skills which he already possesses and to develop positive relationships with children older than himself.

Children's Perceptions

There is a circular process in cross-age interaction. The feelings and attitudes of the older child affect both his intended behavior toward the younger one and his expectations and perceptions of the young child's behavior toward him. At the same time, the way the younger child sees the older child's actual behavior is evaluated by the younger child and, combined with his other attitudes, affects his attitudes and his intended and actual behavior toward the older child. Then the younger child's be-

havior, as perceived by the older child, produces feedback (information which enables the older child to compare his expectations of the younger child's reactions to his behavior with the actual effects of his behavior on the younger child), and this further influences the older child's attitudes toward the younger child.²

In response to questions asked in our pilot studies, children discussed their perceptions of children older and younger than themselves.¹

In general, we found that both boys and girls perceive older children (called "olders" in our project) positively when the olders include them in their activities, or are friendly, or offer help or recognition. On the other hand, the younger children ("youngers") appear to have a great deal of ambivalence in approaching olders, whom they so often perceive negatively as exploitive, hostile, or domineering. Considerable distrust is engendered in these relationships because the olders typically perceive the youngers as incompetent, and exclude them from rewarding patterns of interaction.

Boys, particularly, perceive younger boys to be incompetent and demanding too much of their time and resources. On the other hand, boys perceive youngers positively when the youngers are competent enough to participate in activities that the older boys like, or when the youngers will help them or submit to their influence.

Older girls, on the other hand, appear to experience youngers positively as objects for nurturing; or negatively, as teasing and demanding too much attention.

These perceptions, we believe, tend to reflect experiences encountered and attitudes and values learned as the child is socialized into his appropriate sex role in our culture. When such patterns of attitudes and expectations have ambivalent or negative components, they tend to discourage any tendency toward interaction among children of different chronological ages or developmental levels. Simply providing opportunities for children of different ages to interact, therefore, is not a sufficient condition for the development of growth-supportive patterns of cross-age interaction.

What is needed is a program of education or training, providing opportunities for children to gain insight into their own attitudes and those of others; a chance for them to practice skills of giving and receiving help; and the development of situations making it possible for them to examine and understand the consequences of their own behavior on the behavior of others.

² ———: The innovation of classroom mental health practices. In *Innovation in Education*. (Matthew Miles, ed.) Bureau of Publications, Teachers College, Columbia University, New York. 1964.

Therefore, we have designed a plan for such a program. This draws mainly upon our experience in the two schools—the university laboratory school and the biracial public school. We believe, however, that each of the program elements we have outlined for the school have parallels in other settings.

Program Elements

In our school pilot projects, sixth graders were involved as academic assistants in the fourth, third, second, and first grades. They helped children in the younger classrooms with reading, writing, arithmetic, spelling, and physical education. In addition, they were used as laboratory assistants in social science laboratory periods, working as group discussion leaders and producing “behavior specimens” presented for observation and study.

Their success was the result of several carefully planned steps in the development of collaborative cross-age interaction.

1. Providing opportunities for cross-age interaction through collaboration between adults.

First, the project coordinator and the teachers involved in the project held an orientation session to discuss the opportunities the program could offer, not only for the growth and development of positive relations between the children of different ages but also between the teachers of different grades.

The project was presented as one in which no teacher was giving up his authority over his class, but rather was lending the resources of his children to benefit both youngers and olders individually—and each class collectively. The concerns each teacher had for his own class were discussed, as were ways in which the project might help his children reach their individual goals, and, in addition, help the teacher to reach his goals for the class as a whole.

The project staff then met weekly for planning, discussion, and evaluation. A schedule was developed for times during the school day when the helping children, five or six in a squad, could be trained in skills of relating to younger children, also in skills in the teaching of content material; periods when the helpers would be in the youngers' classrooms; and periods when the teachers could have discussions with the student helpers about their pupils' progress.

2. Teacher-student collaboration.

Teachers then explained the purpose of the project to the sixth-grade classes. There was discussion of how difficult it is for one teacher to give a

great deal of individual help in her classroom. The role of the older students in the project was described in terms of the unique contribution which these students could make in helping younger children to learn.

In this and subsequent meetings, an attempt was made to develop a partnership between the teacher and each helper which would encourage mutual participation in goal-setting and the planning of strategy.

3. Building a peer-group attitude which supported the value of helping youngsters and being helped by elders.

One significant aspect of child life which tends to prevent constructive relationships between older and younger children is the fact that in the usual peer culture of children, no status can be gained by treating youngsters with anything but hostility or avoidance, coupled with the resulting assumption of the younger children that older children do not like them and cannot be trusted.

In order to change this state of affairs, which may not be enjoyed by either group, it is necessary to build within both older and younger classes of children an influential peer group which looks upon the idea of giving help as an attitude producing status and rewards.

This was done in our project by putting children held in high regard by their peers in the first two groups of sixth graders to be trained to relate to younger children; and by having the training and briefing of these children given at such a time and in such a way as to establish clearly that some glamour was connected with it.

In addition, a panel of four of the seventh graders with high peer status, who had had experience in the sixth grade the year before as trained helpers with the junior kindergarten, talked to the sixth graders about the advantages that they had perceived for themselves in this helping relationship. They taped this talk to be used for the sixth graders who were going to be helpers in the other school. The seventh graders also made and taped a different talk for the fourth graders, explaining to them the advantages which the fourth grade would be giving the sixth grade in allowing the sixth graders to help them. This was to show the younger children that the help was not just one-way: that the fourth graders had much to contribute to the older group which the latter might never get in any other way.

4. Training for the helper role.

These first two groups of helpers from the sixth grade, and subsequently the other members of the sixth-grade classes, were carefully trained in how to relate to younger children, and briefed in their specific jobs. This was accomplished through—

Seminars. Here the olders learned, through discussion and role-played episodes, how to approach youngers constructively, and how to help youngers to accept instruction. They learned what levels of expectation were realistic for children of a particular age, and for the individuals they were to help. They learned the techniques of correcting errors in encouraging, rather than discouraging, ways. They practiced giving praise without lowering performance standards. They practiced methods for taking youngers from the levels at which they were successful to higher levels.

Training in academic procedures. After the older children had had some orientation to younger children, they had a training session with the teacher whom they were helping. The teacher explained how the drill—or whatever she had planned for the olders to give—would help the younger children learn. She explained to the olders how they were to carry out the assignment; and, to see if they understood the method and procedure before teaching a younger child, gave them practice in working with each other.

Feedback sessions. The older helpers worked two and sometimes three days a week with the same child for two consecutive weeks—each session lasting from 20 to 30 minutes, depending on the age and attention span of the child being tutored. Before beginning the second week, each helper had a feedback session with the teacher of his child to report what progress had been made, and to get an assignment for the next week's sessions.

5. *"At-the-elbow" help.*

When the helper met for the first time with the child he was going to help, a teacher was nearby to give him "at-the-elbow" help if needed.

One fourth-grade teacher had her sixth-grade assistants come in a half-hour before school, to work with children to whom they were giving help. Because only two or three helpers were working at the same time, it was possible for the teacher to keep an eye on how things were going and to make suggestions.

Most of the tutoring was done during the same time that the rest of the class was studying the subject—as in a reading period or arithmetic class. The helper would work closely enough to the teacher for her to make suggestions.

An example of at-the-elbow help in the first day of tutoring occurred when neither the pupil nor the helper knew the meaning of a certain word. The teacher came to the rescue with "Jim, did you know all my fourth graders have a dictionary in their desks?" Jim picked up this lead. "Say! A dictionary of your own! That's great. Let's look it up."

At-the-elbow aid, in the early stages, helps the helper to become confident in using his newly acquired teaching techniques. It gives him the

same feeling of success that the teachers want him to inspire in his pupil. At the same time, it lets the teacher keep a quality control on his performance.

Beneficial Outcomes

In the course of our pilot studies, we have asked teachers and students to comment on their experiences. One teacher reported on Bob and Ted, two of her fourth graders:

"Bill was to help Bob choose and read a library book. After successfully finding a book on Monday, the boys returned to the room and began reading it. Bob became so interested that he did nothing but read his book all day. Bill returned on Tuesday morning to see how far Bob had progressed, and was surprised to find that he had covered four chapters. Bill took out some phonetic 'flashcards' and showed Bob a method of analyzing words. Bob was very enthusiastic about finishing the book and getting another. This was a complete change in Bob's attitude toward reading. Previously, he had had no interest in reading a library book."

"Ted has responded very well during the past two weeks. He finished his arithmetic assignment and is more alert to everything going on. The added personal attention motivates him to read, to do his arithmetic, and to want to get his work done."

Another teacher reported:

"The status of boys and girls in their own classroom has been increased by special attention from sixth graders. Fourth graders have learned that trained sixth graders can be of great assistance. The added drill has increased the learning of my slow group, and has given them a better feeling about themselves. The limited enrichment program provided by sixth graders has motivated top pupils and middle pupils to do more and better work."

A majority of the older students were eager to be involved in this type of helping program. This was particularly true of low-achieving student of lower socioeconomic status. Their relationship to adult authority figures (their teachers) was improved and their motivation to learn increased. A sixth-grade teacher reported:

"I was the at-the-elbow supervisor for physical education helping. Three sixth grade-fourth grade pairs, in basketball and tumbling, were working simultaneously. It was the second or third time for most of them. It was as perfect an example of this kind of fieldwork as could be hoped for. The helpers and the fourth graders had a sense of accomplishment as they practiced. With good preparation of the helpers, a large number of pairs might very well work with only one supervisor after the first period."

Another teacher, of an older group, reported:

"The children return from helping sessions with an increased will to do well in their own work. This has made more effective the time spent on the work in class. It has increased the self-respect and belief in their own ability of all of my defeated children, thereby contributing much to making them capable of learning."

The older children have given reports indicating that they have obtained deep personal satisfactions in this type of helping opportunity, and have gained insight into themselves and others. For example:

"They [kindergarteners] also have troubles. You wouldn't think they had troubles. Everyone has problems. They don't like to be told what to do. They want to make up their own minds."

"Sometimes everyone thinks teachers are real mean and you realize now they just try to help you."

In one seminar, sixth graders were asked what they would say to a shy child who, daring to show aggression for the first time, said: "I'm a hippopotamus, and I will bite you." One boy answered: "I'm a tiger, and I am your friend," and another, "I am a baby hippopotamus, and you can take care of me."

New Opportunities for Children

As we have continued to work with children, teachers, and counselors on utilizing the resources of older children in educational and related settings, we have been impressed and gratified by the enthusiasm with which both children and adults have reacted to this experience.

In a society in which motivation to learn is an increasingly critical issue, and in which service roles are the most rapidly expanding occupational areas, there is an urgent need to provide youngsters with opportunities to engage in relevant and meaningful service activities during their school years.

This places an obligation on those working with children to find new ways of providing them with opportunities to take initiative and responsibility, to test out newly developing skills, to learn about the gratifications of achievement and of helping others to achieve, to develop skills of relating more effectively to others, and to develop an appreciation of the value of understanding themselves and others.

What is to be gained by cross-age teaching in the elementary school?

What kind of training program is needed to develop good pupil tutors?

To have a successful program, what responsibilities must be assumed by teachers whose pupils are tutoring, or being tutored?

CHILDREN CAN TEACH OTHER CHILDREN*

PEGGY LIPPITT

The door of the principal's office opened. A red-headed fifth grader brushed past the visiting teacher, and disappeared down the corridor.

"What's Billy Schwarts up to now?"

The principal smiled. "You'd be surprised. He came to show me the spelling test of a second grader he's been helping. Every word spelled correctly. Billy is as thrilled as if it were his own."

"Will wonders never cease?" murmured the teacher, who had been called on more than once to try to resolve Billy's continual referrals to the office and his negative attitude toward school. "What caused this change?"

"I changed first," the principal explained. "I cast myself in a new role with these discontented bigger students. I approached ten of our most influential and bored under-achieving boys and girls, not as the big boss laying down the law, but as an educational leader with problems, I laid it on the line—how could I make school more fun for second graders who were having a hard time learning? Since they knew what it was like not to

*Reprinted from *The Instructor*, May 1969.

be getting along so well, what solutions did they have for the problems of the smaller youngsters? Then I invited these fifth graders to team up with me and the second-grade teachers to help the younger ones become more successful in school.

"They bought the idea that they could help, and began to work on a one-to-one basis. Now they keep coming in to show me how well their young students are doing."

This episode illustrates the growing recognition among educators that children helping other children learn may be a partial answer to four educational challenges: providing individualized instruction; increasing motivation; scheduling enrichment opportunities; and helping build self-esteem.

Children in the same grade often help each other. Recent experimentation reveals even greater advantages when older students become helpers for children three years or more their juniors. These outstanding gains are apparent:

Children receiving help from olders do not compare their skills unfavorably with those of their tutor.

Slower older students profit from tutoring. For example, sixth graders performing at fourth-grade level can readily help second graders performing at or below grade level.

The tutoring can provide enrichment for brighter students as well as remedial work for slower ones.

If you need a rationale for cross-age helping, certainly all children need more individual help than a teacher can possibly give by himself. Furthermore, older children, because they are children, offer resources adults cannot provide as well. They are closer in age and can often reach a child who is having difficulty when an adult cannot; they provide more realistic models of behavior; and they offer opportunity for friendship within the peer culture. Studies show a direct ratio between feelings of peer acceptance and ability to use one's learning potential.

But cross-age helpers need training to be successful. Without it, older children tend to boss youngsters because of their own frustrations at being bossed. Youngers are apt to distrust olders while at the same time copying their attitudes and behaviors.

Training of older helpers should include development of a sympathetic, caring attitude toward youngers and skill practice in how to make them feel useful, successful, and important. Youngers need reassurance that everyone needs help; that it is not dumb to ask for it, or stupid to receive it. With this training, teachers notice changes such as increased academic skill, more class participation, better school attendance, improved grooming, and growth in self-confidence for both the helper and the helped.

At the University of Michigan, social scientists, administrators, and teachers have been testing a Cross-Age Helping Program for six years, trying it out in suburban and inner-city elementary and secondary schools.

Older helpers have an in-service training seminar once a week on how to relate successfully to younger children. Also once a week they have a briefing session with the teacher of the younger pupil to exchange ideas on how to meet remedial needs, enrich learning opportunities, and increase motivation to learn.

Helpers work directly with the younger children for 20-50 minutes (depending on age and interest) three or four days a week in reading, writing, spelling, math, physical education, shop or other activities. Sometimes the olders work with small groups instead of a single individual. The helping sessions take place whenever and wherever convenient; at the younger's desk, at the back of the room, in the hall outside the door, or in the library or special activity room.

Teachers can make or break a cross-age program. If you are a teacher of younger children, you must consider the help of older students as a chance for your children to have individualized learning opportunities otherwise difficult to arrange. The helpers should be appreciated partners, and you should do for them what they hope to do for the youngers—give clear directions and check to see if these are understood; voice appreciation and build self-esteem; and act as a model of how one person can relate constructively to another. As a receiving teacher you must create a classroom attitude that cross-age helping is a desirable opportunity for everyone.

If you are a sending teacher, you must regard the program as a valuable experience from which children can learn a great deal in academic and social skills they might not otherwise be motivated to attain. You must think of it as an opportunity for them to be appreciated by other teachers and younger children and to develop their resources by using them. The experience does not compete with the learning you provide, but makes the learning in their own classroom more meaningful.

In all cases, the role of the teacher is to support growth rather than maintain control. You become a promoter of collaboration, an establisher of the norms of helpfulness rather than competition. You delegate responsibility and share the limelight. In turn, you get a high level of cooperation and commitment to learning. The youngers enjoy school more because they are more successful. The olders grow in academic achievement, gain insights, and learn service-oriented techniques.

THE PEER CULTURE AS A LEARNING ENVIRONMENT*

PEGGY LIPPITT AND RONALD LIPPITT

TEACHERS OF THE FUTURE, rather than being themselves the major resources for learning, will be designers and orchestrators who identify, retrieve and facilitate use of the resources of others. As social scientists have learned, however, providing an enriched environment is not in itself enough to assure effective learning.

Each child-learner is already immersed daily in a *human* environment full of transactions with age-mates, younger peers, older peers and a variety of adults; but very little of the resource-potential of these contacts is constructively utilized to enhance his growth. Indeed, the many influences a child receives from those around him often conflict or compete in ways that prevent integrative self-development. Why? What can be done about it?

Many children incorrectly assume that the norms and expectations of their peers militate against active involvement in learning tasks or collaboration with teachers. Noncommunication about real feelings helps perpetu-

*Reprinted from *Childhood Education*, December 1970, Pp. 135-138.

ate such misunderstandings—as do adult-created *competition* between like-age peers, *separation* and *exploitation* by older peers, and *authority barriers* between adults and children. Too often asking for help is viewed as a sign of weakness or giving up of autonomy.

Needed Improvements in the Educational Resource Environment

Derived from these observations are directions for needed improvements in the human resource environment. Ways must be found to

- legitimize the use of like-age peers as noncompetitive resources that seek and give help to each other
- connect older peers to younger peers as constructive models and providers of educational counsel
- foster open communication about learning goals and expectations in the classroom group so as to promote group norms that support individual differences of effort and commitment
- develop self-esteem and self-potency in each child so that, rather than be a passive and defensive victim of a barrage of inputs from others, he gains initiative to use others selectively as resources for his own growth.

Three current innovations in educational practice that serve as action-models are designs for (1) establishing a classroom human resource bank that includes all members of the class; (2) utilizing cross-age educational helpers; (3) developing peer-group norms about the use of teachers and other adults as resources.

Classroom Resource Bank

Here is an actual example. On the wall in the back of a fourth-grade classroom is a copy of the Classroom Resource Directory, entitled "Who's Good at What in This Class?" It contains a separate page of information about each student and an index of resources, with names for each item—e.g., "American History" (Jerry, Nancy, Eldridge); "Basketball" (Jackie, Peggy, Larry); "Computer" (Tim, Mary, Jack); "Settling Quarrels" (Sonia, Mildred, Tim). To develop this directory, students paired to interview each other with a prepared interview schedule designed to elicit many types of resource materials. The first version of the directory was revised to include additional information the children and the teacher learned about each other's resources.

The teacher encourages and supports active use of the directory at any time and makes frequent referrals to it when approached for help. Several good class discussions have been conducted about skills involved in being a good helper and an intelligent seeker for help. Now the class is beginning a directory of adult and child human resources (a) in the entire

school building and (b) in their community. This procedure can work from first grade through high school.

Cross-Age Helping

Many schools now include some type of Cross-Age Helping Program in their curriculum. One effective model includes two types of training for older student helpers.

First, they take part in a seminar discussion and skill-practice session held once a week by the principal or someone he designates—a counselor, a social worker or a teacher. Sometimes the training is led by a pair of staff people, such as a teacher and a parent-volunteer aide, or the sending teacher and the receiving teacher to whom the older helpers are to be sent. The goal is to learn how to relate constructively to younger children, to make them feel important and successful. Discussions, therefore, focus on ways to help them feel that their wishes are being considered and that they are growing in skill.

The *second* type of training, given through weekly briefing sessions with teachers of youngsters to whom older students are assigned, stresses how to help with specific content material. At these meetings the teachers and older helpers discuss goals to be achieved with the younger children and exchange ideas about effective ways to attain those goals.

Protecting the older student's self-image as an "expert" is easier if he is at least two grades ahead of the child he is helping—sixth-graders work with third grade and below, fifth-graders with second grade and below, etc. Often those older students who themselves have difficulty in learning prove very understanding of the difficulties a younger child is encountering and, thereby, feel competent and useful as helpers.

In a self-contained elementary classroom, older students may help at various times of the day, depending upon mutually satisfactory agreements between the teachers involved. In a junior or senior high school program, older helpers usually come from one class—in psychology, perhaps, or social studies or homemaking. A junior high school arrangement that appears to work very well schedules cross-age teaching as an elective. Participants help two or three times a week in cooperating elementary school classrooms and spend a period another two days in a teaching seminar.

Cross-Age Helping has proved beneficial in a number of unforeseen ways. Teachers and administrators find that this concept of education has not only afforded valuable resources with small budget outlay but has also provided an effective link between the generations. It gives older students a chance for status and influence in ways other than confrontation and rebellion. Learning as they teach, older students often discover that by helping their younger peers they can at a safe emotional distance work

through some of their own problems in relating to others. They also gain an apprenticeship in a number of service-oriented jobs and encouragement to assume voluntary citizenship roles.

Younger children, in turn, naturally look to an older peer for accepted norms and examples of what they themselves can become. Younger students who are experiencing difficulty in school sometimes will accept needed support from older peers more readily than from adults; those youngsters quicker than their classmates may in turn be helped to explore new material and avoid the problems of boredom. Added to improved academic performance, therefore, are better attitudes toward self, teachers and others.*

Developing Peer Group Norms About Adult Resources

All children need (and most would like) active, supportive relationships with interested adults—teachers, parents, club leaders and others. But the climate of intergenerational conflict and attitudes about authority roles cause many children and youth to feel strong inhibitions about reaching out to an adult for help. The collusion of noncommunication and ignorance leads pupils to feel that most of their peers would actively disapprove of their being friendly toward or working too actively to please the teacher—or even of their seeking needed help from an adult-resource. On the other hand, teachers and parents worsen the situation by a continuous invitation to “tell” children what resources to use, without having been asked or having arrived at joint goals and plans. As a result of a variety of skilled defenses against “being told,” the young reject, avoid, or at best tragically under-utilize their adult mentors.

A curriculum project in “How To Use Grown-ups” has proved to be an effective way to help children break the vicious circle of child-adult hostility that appears to be spreading throughout our society, even at the lower elementary level.

The project starts with analysis by the class of a preplanned role-playing episode in which a teacher (one of the children) conducts a lesson with three pupils. One of the three soliloquizes reluctance to ask for help because of concern about “what the other kids will think.” Another sees the teacher as disliking him. The third feels the teacher will be disappointed if he is unable to “do it alone.”

Observation teams of three or four students discuss their interpretations of *why* role-playing children are using the teacher inadequately and *how* he and the children might behave differently to relate better and

*For further information, write Cross-Age Helping Program, CRUSK, The Institute for Social Research, University of Michigan, Ann Arbor.

learn more; often this advice is tried out in a new episode. The open analysis and discussion effectively develop new expectations and norms about child-initiative in seeking and utilizing resource helpers.

Summary

Barriers of competitiveness, exploitation, and distrust cause human resources to be tragically under-utilized. As educators accept the necessity to individualize instruction, they must seek to provide for differences in learning goals, rates, and styles. More and more it becomes crucial that they create environments where learners are also teachers, motivated to give help, trusted and trusting in efforts to seek help from others.

APPENDIX B

**Evaluation Forms for a Cross-Age
Helping Program**

EVALUATION FORMS FOR A CROSS-AGE HELPING PROGRAM

This is an evaluation instrument to measure attitude and behavior change, developed to evaluate effects of a Cross-Age Helping Program, by Carl Furr, School Psychologist at the Lincoln School, Monroe, Michigan.

Teachers are asked to check their students, youngers and olders, on the scale before the start of the program. They check them again at the end of the program without referring to the first evaluation. If "control" students are used, they are also checked before and after the program.

This form is used together with the Anecdotal Report which gives the teacher's rationale for checking the scale where he/she did, and provides for a more detailed description of behavior.

EVALUATION FORM

Student's name:

Date:

School:

Teacher's name:

Grade:

Subject:

For each item, put a check in the space which best describes this student on this seven-point scale.

Interested in schoolwork						Disinterested
Low class participation						High class participation
Self-confident						Lacks self-confidence
Relaxed						Tense
Cooperative						Uncooperative
Dependent						Independent
Doesn't try hard						Tries hard
Persistent						Gives up quickly
Self-centered						Considerate of others
Does assignments						Does not do assignments
Attends class						Does not attend class
Fools around						Self-controlled
Attentive						Inattentive
Disrespectful						Shows respect
Needs to be prodded						Self-starting

ANECDOTAL REPORT

SOCIAL AND SCHOOL ADJUSTMENT OBSERVATION OF

Student's name

Date _____

Teacher's name

[illegible]

APPENDIX C

Evaluation Summary: Ontario-Montclair (California) School District

ONTARIO-MONTCLAIR SCHOOL DISTRICT

CROSS-AGE TEACHING

Evaluation Summary*

1969-1970

In an effort to answer the educational needs of improved academic achievement and the development of an improved self-concept in pupils, the Ontario-Montclair School District undertook this project.

The term Cross-Age teaching is defined as "a dynamic teaching-learning process where older students help younger students with their learning problems on a one-to-one tutorial basis." Through the Cross-Age teaching process, the program proposes to demonstrate the educational resources inherent in relationships among children (relations of children with those older and younger than themselves).

The major objective of the project is to improve achievement, both academic and social, of the participating students.

The 60 younger students are fourth, fifth, and sixth grade students from Moreno and Margarita Elementary Schools, who participate in the program for the

*Copies of the complete evaluation document are available from the Ontario-Montclair School District Federal Projects Office, Ontario-Montclair School District, 950 West D Street, Ontario, California 91764.

*This summary is duplicated here exactly as submitted to us by Mr. John Mainiero, Coordinator, ESEA Title III.

full year. The olders are eighth grade students from Serrano Junior High School who elect to take a one semester class in Cross-Age teaching. They receive a three-week training session prior to cross-age interaction where they are oriented to the purposes and techniques as well as content training in Cross-Age teaching. They also have a content training session on Monday and feedback sessions on Friday of each week. These sessions are handled by two elementary and two junior high clinicians who work half-time in the project.

The olders are transported three times a week (40 minutes per day tutoring) to the elementary schools. Each older is matched with a younger for specific help in subject areas and/or interpersonal relationships as prescribed by the receiving teacher.

The evaluation for the second year was divided into five categories: Academic Learning; Self-Concept; Social Acceptability; Discipline; and Attendance. Baseline pre-test data were collected in October and post-testing was done in May (a seven-month experience period). Tests included California Achievement Tests (Sections on Language, Reading, and Math), McDaniel Inferred and Self-Concept Scales, and Sociograms. Data were also collected on attendance patterns and discipline. Poole-Young Associates research team, Long Beach Day College, Long Beach, California analyzed these data and provided the evaluation package.

The following is a summary of these data.

Academic learning

A positive improvement for the experimental students over the control students was made in five of the six areas measured. (Reading, Language, and Math for the junior high students and Vocabulary, Math, and Spelling for the elementary students.) Specifically, results were as follows:

Junior High—Olders

The Cross-Age teaching students exceeded the mean growth of the older control groups by two months or more in Reading, Math, and Language during the seven-month period.

- Reading scores exceeded controls by three months;
- Math scores exceeded controls by three months;
- Language scores exceeded controls by two months.

Elementary—Youngers

The Cross-Age students receiving help exceeded the mean growth of the control groups in Language and Reading. In Mathematics, each group gained eight months during the seven month test period.

- Reading scores exceeded controls by two months;
- Language scores exceeded controls by one month.

Statistical significance was reached at the .01 level in Reading at both levels and the .05 level was reached in Language for the older students. About 75% of the students tutored received the majority of their tutoring in reading as requested by the receiving teachers.

It should be noted that both the younger and older students in the program had a lower mean I.Q. and grade placement scores when entering the program than did the control group of students selected.

Self-concept

It was the goal of project planners that the mean improvement in the self-concept of the youngers and olders would exceed that of the control groups by at least .50 pt. on the McDaniel Inferred and Self-Concept Scales. This objective was met by all groups. The younger tutored children exceeded their controls by 1.4, the olders by 5.69, according to teacher ratings on the Inferred Scale. The youngers exceeded their comparison groups by 5.22 and the olders exceeded by 5.39 on the pupil-rated reported Self-Concept Scale.

These data reflect a strong change in self-concept on the part of participating students and the teachers of these pupils identified the same strong change.

Social acceptability

On sociometric ratings for learning and leadership, both older and younger experimental groups increased in acceptability by their peers, while all comparison groups declined. The growth gained by each group is as follows:

Younger Leadership	+2.90
Learning	+3.99
Older Leadership	+5.00
Learning	+3.55

+3.00 was the desired growth set forth by project staff.

Discipline

It was the goal of project staff that 25% of the experimental older and younger children will have improved more in discipline according to teacher opinion than the children in the control group during the Cross-Age teaching period.

The olders exceeded the control group by positive gains of 6 percent points.

The youngers exceeded the control group by positive gains of 23 percent points.

Both of these gains are considered statistically significant at the .01 level of confidence, but did not reach the staff goal. It is believed that the 25 % goal was extremely high.

Attendance

The youngers in the project significantly reduced their absences as compared with the control groups. The percentage non-attendance was 5.71% for project students and 6.44% for the comparison group. This is significant at the .01 level of confidence.

The older students had an 8.33% of non-attendance as compared to 6.58% for the control students.

THE CROSS-AGE TEACHING PROGRAM has shown many positive actions: underachievers have been motivated to learn and have met success; olders have reinforced and improved their academic learning by teaching others; students have become intimately involved in the learning process improving both their own self-concept and their image with their peers; students have had the opportunity to experience a positive relationship with school, and have participated in learning through cooperation.

APPENDIX D

**Contents of the Record for Training
Cross-Age Helpers**

CONTENTS OF THE RECORD FOR TRAINING OLDER HELPERS

- Band 1 – An interview with children who have been older helpers. They report what happened to them that showed they could be successful in helping younger children do better in school. (For use in Seminar Session I, Recommended Sequence of Activities, number 6.)**
- Band 2 – An interview with children who have been older helpers in which they answer the question “How did you know what to do?” (For use in Seminar Session I, Recommended Sequence of Activities, number 6.)**
- Band 3 – One older helper’s answer to a young child’s question, “Why do I have to learn all this anyway?” (For use in Seminar Session II, Recommended Sequence of Activities, number 6.)**
- Band 4 – Olders discussing their third grade visit. (For use in Seminar Session IV, Recommended Sequence of Activities, number 1.)**

Band 5, 6, 7, and 8 – Interview with Peter, the third grade boy who tripped his classmates. (For use in Seminar Session IV, Recommended Sequence of Activities, number 2.) It is suggested that the record be stopped after each band (5, 6, 7 and 8) to discuss what has been discovered so far about Peter from his answers to the interview questions. (See detailed suggestions for activities in Seminar Session IV where this interview appears in written form for convenience of the seminar leader.)

Band 5 – Includes interview questions 1-7.

Band 6 – Includes interview questions 8 and 9.

Band 7 – Includes interview questions 10, 11, and 12.

Band 8 – Includes interview questions 13, 14, and 15.

Band 9 – First version of Bill helping Eddie.

Band 1 (side 2) – Second version of Bill helping Eddie.

These two versions of Bill helping Eddie, Band 9 and Band 1 (side 2), may be used as examples of alternative ways of helping youngers in Seminar Session VII instead of setting up the role playing behavioral specimens described. In case you decide to do this, brief your class to listen to the record just the way it is suggested to brief them to look at the alternative role played behavior episodes.

Band 2, 3, 4, 5, 6, and 7 (side 2) – Seminar clinic questions which olders ask and the seminar members discuss. (For use in Seminar Session X, Recommended Sequence of Activities, number 6.)

Band 8 (side 2) – An example of a receiving teacher briefing her older helpers.

This may be used effectively in a training session with receiving teachers during staff team building and training sessions.

Band 9 (side 2) – An example of a seminar teacher briefing Bill and Eddie in role playing their scenes in Seminar Session VII. This may be used effectively as an example when the seminar leader is learning about how to help students act out behavioral situations.

APPENDIX E

**Script for Film Strip Including
Suggestions for Operating
the Film Strip**

SUGGESTIONS ON OPERATING THE FILM STRIP

These directions are for the person doing the actual projecting of the pictures and operating the sound.

The film strip package contains:

1. The strip of pictures.
2. a record with the sound to go with the pictures.
3. a copy of the script, with cues marked to show when to turn to the next picture.

Steps in showing the film strip are as follows:

1. Insert film strip in projector and focus it. Then turn to Frame 1.
2. Put side 1 of the record on record player. Have record player warmed up all ready to go.
3. The operator of film strip follows the script as the sound is being played on the record player.

The bold words mean "Ready."

The number of the frame means "Turn."

Example — The projector is focused on Frame 1. The sound on the record reaches the words you are following on the script which are in bold face **"Right! How about this word down here?"**

When you hear **"Right! How about..."** "put your hand on the turning device on the film strip projector. When the sound reaches the words **"down here"** you see on your script the number ②. This means to turn at that place to Frame No. 2 in the film strip. It is easy to catch on to this way of cueing the picture changes. The flow of the picture and sound is smooth and uninterrupted, giving the effect of a movie.

5. The end of the first side of the record comes on the cue **"They had many thoughtful and serious reservations ②7."**

The person leading the meeting may want to pause here for a discussion of the reservations of the audience watching the film strip.

In this case, shut off the film strip—turn to Frame 27 ready to begin after the discussion. Turn to Side 2 of the record. Keep the power on the record player so it is all warmed up ready to go.

The person leading the meeting should give you a sign indicating when to turn on side 2 of the record and turn on the film strip projector with the focus on Frame 27.

6. Continue projecting the rest of the film strip.
7. At the end of side 1 of the record, if no discussion is desired, turn directly to side 2 of the record and proceed with the projection of the film strip, with Frame 27 ready to show.

SCRIPT FOR FILM STRIP

OLDER: Now what's R and ap together?

YOUNGER: Rap.

OLDER: O.K., what's this word?

YOUNGER: Cap.

- OLDER: Right! Can you think of any word that starts with T?
- YOUNGER: Tap.
- OLDER: Now, think of some word that starts with N.
- YOUNGER: No.
- OLDER: Right! Now can you guess a word that starts with N and ends with ap?
- YOUNGER: Nap.
- OLDER: Nap, right! Now, guess what this word is.
- YOUNGER: Cap.
- OLDER: Well, it would be cap if I covered this letter. What would this letter be?
- YOUNGER: L.
- OLDER: All right, what does C-L sound like?
- YOUNGER: Clap.
- OLDER: Right! Now how about this word down here? "Can you guess what that is? ② It ends with ap and it starts with Sn like snow.
- YOUNGER: Snap.
- OLDER: Great! Now, one more word. These are three beginnings. One starts with Str like strong and ends in ap.
- SCIENTIST: You just heard a sixth-grader helping a second-grader learn to read. They and many others are part of a demonstration project called **Cross-Age Helpers** sponsored by ③ the Center for Research on Utilization of Scientific Knowledge of the University of Michigan. I'm part of this program too, along with other researchers from The University of Michigan, and teachers from participating schools. In the next few minutes we want to tell you our story. We think it's an exciting one. It began in 1961 when some of us were trying to find a new approach to getting children excited about learning, children from the first grade to the twelfth grade.④ First, we social scientist had to get together with classroom teachers—the people on the daily firing line. ⑤
- TEACHER: And that's where I came in. Because I am a teacher and very much concerned with helping to motivate children in

school. Children who too often don't have much motivation in the first place. As any teacher knows, children come in different sizes^⑥—different physical, emotional and mental sizes. The one thing they all have in common is the classroom. They're all together in one place trying to share the learning experiences we try to provide. Sometimes there are real barriers to this sharing. Look, for example, at how Ellen Hastings feels.^⑦

ELLEN: I wish I knew what she was talking about. I don't get this. Why doesn't she explain it to me? If I raised my hand and said, "I don't get it," all the other kids would laugh. I know they would!^⑧

TEACHER: Ellen has difficulty keeping up with the rest of the class. I see all this but I've got 29 other children in the room. Would it be fair to them to hold them down to Ellen's pace? I know I'm going too slow for Timmy Marvin.^⑨ Just one look at Timmy tells me he's bored already.

TIMMY: She's still going over it. Same old stuff. I got the point twenty minutes ago and she's still talking about it. Why doesn't she go on to something else? How long do I have to listen to this?

TEACHER: If the class work is going too slow for Timmy and too fast for Ellen, it's not going at all for George Cook.^⑩ He's not listening to me.

GEORGE: Yak, yak, yak! School! Nuts to it, I say. You can have it. Means nothing to me. I'm only here because I have to be.

TEACHER: Students like George, for a variety of reasons, have come to distrust school and adults. School is part of an adult system. So the George Cooks of our world are alienated from learning at an early age.^⑪ And through the years they fight all our attempts to get them involved—to help them do better. What teachers need are smaller classes and more time.^⑫ Time to give more individual attention to our students. Time to establish better relationships with children like George Cook. To help them gain more confidence in themselves. Time to work individually with children like Ellen Hastings and like Timmy Marvin. But there just isn't that kind of time.

SCIENTIST: So we social science researchers, in looking for ways to help both the teacher and the student, took another look

at the students themselves. ^⑬ Could the answer lie in the students? We knew, of course, that children have strong ideas about how to behave in school. And most of these ideas come from watching older students. ^⑭ It's from an older student that a younger one learns what are the things to do and the things not to do. ^⑮

STUDENT: I know the answer to that question. It's just kid stuff. Why should I raise my hand?

SCIENTIST: Play it cool. Show you're not concerned with learning. You've got more important things on your mind. ^⑯ Show you can be one of the "in" group. So, Mary plays it cool. She imitates the older ones. And she cuts herself off from the learning process. ^⑰ But did the natural, wholly understandable desire of a youngster to emulate an older child—did this always have to work to the detriment of learning? This is the question we began asking ourselves. ^⑱ Couldn't a younger child's desire to emulate, to win approval—couldn't this be used for his educational benefit? And for the older student's benefit as well. And so we asked ourselves ^⑲ what would happen if we could get older students to help train younger students in good work habits. Help them with their school work, help them to learn to read, write, spell, divide and multiply. ^⑳ What would happen if a twelfth-grader worked with a ninth-grader? An eighth-grader with a sixth-grader? ^㉑ A sixth-grader with a first-grader? A fifth-grader with a third-grader? What would happen to the younger student? And what would happen to the older student? ^㉒ The younger pupil, we believed, would gain confidence. He'd be getting the individual attention and help he needed. He'd be involved in a close relationship with someone he admires and looks up to. Someone who will continually demonstrate an encouraging, actively positive attitude toward learning. We believed, too, ^㉓ that this relationship would help the older student. It would help him appreciate his own abilities and skills. Confidence would become a two-way street. He, too, would begin to feel he was a part of the educational process. School belonged to him, too. ^㉔ This is what Cross-Age Helpers is all about.

Getting both older students and younger ones to see learning as an important, successful experience. The olders help

the youngers, and help themselves. And, in the process, ⑳ help the overloaded school teacher in her search to find ways of providing more individual help for her students. ㉑ We, as researchers, were excited. And we talked over our Cross-Age Helpers idea with teachers and administrators. How would it work out in their schools? Although they were excited about some of the possibilities, they had some pretty thoughtful and serious reservations.

End of Side 1

These were some of their reservations. ㉒

TEACHER 1

REACTION: On paper it looks as if these Cross-Age Helpers make sense, but I don't want my class taught the wrong way. Older children may be models but they're not teachers. And they don't have teaching skills. ㉓

TEACHER 2

REACTION: I'm not sure I trust these older children to work alone with the younger ones. I've seen how the bigger children push the little ones around. ㉔

TEACHER 3

REACTION: I don't think the older students would even be interested. ㉕

PRINCIPAL

REACTION: And what about their class schedules? Wouldn't they be missing too much of their own work? ㉖

TEACHER 3: What do you think the parents would say? I mean, here they are sending their children to school to be taught by bona fide teachers, and suddenly a sixth-grader is teaching them. ㉗

TEACHER 1: This coming and going of students in and out will create a real disturbance. Are they going to do this right in the classroom while everybody else is working? ㉘

PRINCIPAL: How much of my time is this going to take?

SCIENTIST: Yes, there were real, and practical, reservations. ㉙ But to the over-loaded teacher on the daily firing line, they were also real and practical hopes.

TEACHER: The biggest hope, of course, was that something could be done to motivate children to participate in the learning process. Maybe Cross-Age Helpers was an answer. These were our goals:²⁹ that academic performance would improve for both older pupils and younger ones,³⁰ that more active involvement in learning would take place. Students would start to take initiative—would get more excited about learning.³¹ That there'd be better relationships with teachers. Students, both older and younger, would begin to see teachers as helpers.³² Finally, that there would be better relationships between children of different ages—less fighting and teasing—more friendliness. These were our goals, our hopes.³³ We began our program by choosing the younger children we thought could be helped. Pupils who were absent a lot. Pupils who found it hard to participate in class. Underachievers. It was up to the individual teacher to select them.³⁴

SCIENTIST: We had no problem picking the older students. We were surprised at how favorably they responded. They liked the idea of helping younger students very much.³⁵ They were not always chosen because they were the best students, but because it was thought that, in some situations, they could help the younger child, and could receive help themselves. This was the two-way educational street mentioned before.³⁶

TEACHER: The older students next took part in a seminar designed to orient them to the program. A seminar leader (sometimes a teacher, sometimes counselor or an administrator) led the discussion.³⁷

SEMINAR LEADER: All right, let's go on to a different subject. Bill, you've had some difficulty in math. The problem for you is 2 plus 3, and you've probably been hearing people laugh at you when you haven't been successful on this. Rob, how might you help him along?³⁸

ROB: If he says 2 plus 3 is 4, you have 2 objects and 3 objects and ask him to count these.

ANOTHER BOY: I'd just tell him that he has 3 fingers over here and a finger and a thumb over here, and he knows how many fingers he's got on his hand, so he just counts his hand.³⁹

SEMINAR

LEADER: This is similar to objects then. All right. When he gets the right answer, after using these objects, how are you going to help him along now?

FRANK: Well, just say, "That was real good. I couldn't even do that until I was probably in the third grade," or something.

SEMINAR

LEADER: Can you think of another way you might encourage him along? ④

DOROTHY: Tell him they don't laugh at him just because he gets an answer wrong.

TEACHER: As you can tell, the older students got quickly involved. ⑤
In the next step, the older students met with the teachers of the younger pupils they were going to help. In these conferences they discussed the goals for the younger pupils, what the teacher wanted them to learn, and here the older students were taught whatever special skills they needed. ⑥

TEACHER OF

YOUNGER: Roy, I understand that you might like to help a boy in our class who is having trouble with his reading. It's hard for him to get some of the words we've been working on in our third-grade class. It's awfully hard for him to realize that he's having trouble. He doesn't really like to admit that he's having trouble with these words; and I think to have an older boy like you help him would really make him feel good. He'd feel that you were really taking an interest in him and cared about him.

TEACHER: That very afternoon, Roy met for the first time with Jerry. ⑦

OLDER: Now, there's R and ap together.

YOUNGER: Rap.

OLDER: O.K. Now, what's this word?

YOUNGER: Cap.

OLDER: Right! Can you think of any word that starts with T?

YOUNGER: Tap.

OLDER: Now, think of some word that starts with N.

YOUNGER: No?

OLDER: Right! Now can you guess a word that starts with N and ends with ap?

YOUNGER: Nap.

OLDER: Nap, right! Now, guess what this word is. ⑤

TEACHER: Once a week the older students met in seminars to share experiences and talk about problems. This group of twelfth-graders had been working with eighth, ninth and tenth graders. ⑥

SEMINAR

LEADER: Maybe one question to look at is why he cheated, why he did this when he didn't have to. . . .

TWELFTH
GRADE

GIRL: I saw when I gave him the second test that he didn't have his list of words. And I saw that he did just as well. He knew the material. He could have done it without cheating.

SEMINAR

LEADER: Tom, Joan, any ideas about why he cheated? ⑦

TWELFTH
GRADE

GIRL: Maybe he didn't have to but maybe he didn't realize that he didn't have to. He thought that he didn't know them well enough and that he was pressured into spelling these words. He might have gotten them correct, but he was unsure of himself the first time. ⑧

TWELFTH
GRADE

BOY: I can remember when I was in the seventh grade and students I associated with sat next to me and did do this thing. On the whole, the person that was caught cheating wouldn't do it again, cause of the embarrassment. ⑨

TWELFTH
GRADE

GIRL: Should I just leave the situation as it is now? I haven't said anything to him.

SEMINAR

LEADER: What do you think would happen if Lois said that once she found out about what had happened? She feared losing her relationship with him.

TEACHER: Also the older students continued to meet with teachers of the younger students⁵⁸ to check their progress in class and to discuss new techniques and future assignments.

YOUNGER'S

TEACHER: Roy, look at these spelling tests. This one of Jerry's. Why, he's done so much better and I really think it's due to you helping with his words. Because of your help, he's ready to move along to something a little more difficult. If you could stick with him a little longer and see him through this next stage,⁵⁹ this would really make a big difference for Jerry. How do you feel about that, Roy?

ROY: I think I can do it. I'll give it a try.

SCIENTIST: Roy gave it a try. Since 1961, many Roys in the state of Michigan, California, and in New York have given Cross-Age Helpers a try.⁶⁰

OLDER'S

TEACHER: We noticed at the beginning of the year a very definite antagonism between the fourth-grade students and our students. The fourth-grade boys were blamed by our boys for all the disturbances in the bathroom or destruction of property, or just about anything. The fourth-grade boys were the villains. This picture has changed drastically. Now they play together on the same playfield outside voluntarily, before school. And they generally reflect a friendly behavior. This was particularly noticeable when they would come down for physical education help.

SCIENTIST: They gave it a try at Central High School, Detroit.⁶¹

TEACHER: I would say that I think it is a very valuable project from this standpoint: I've seen tremendous changes in attitudes in the youngsters towards me as a teacher—towards learning.

SCIENTIST: They gave Cross-Age Helpers a try at Durfee Junior High School, Detroit.⁶²

STUDENT: You have to look up to them some, but there are two ways of doing it. You can either act superior, or you can

act like you're just to help them and forget about how good you are, if you're any good.

SCIENTIST: They gave Cross-Age Helpers a try at Roosevelt Elementary School, Detroit. ④

STUDENT: Before I came here he wasn't in the top group. When I was working with him for awhile, he moved up to the top group.

SCIENTIST: They gave Cross-Age Helpers a try at Holmes Elementary School, Willow Run. ⑤

STUDENT: I used to think that the teacher was mean to all kids. Now that I've been working with them, they're just getting nicer, I think.

SCIENTIST: They gave Cross-Age Helpers a try at Riverside and in New York. They gave Cross-Age Helpers a try at Erickson School in Ypsilanti. ⑥

TEACHER: It's such an aid to me with these children. The time that I spend instructing the sixth-graders was only two 20-minute periods I think, and then they got started. And after that it was even less. This saves me an awful lot of time and effort, because I cannot devote so much time to these slow readers or in arithmetic. And they have caught up.

SCIENTIST: They gave it a try at Perry Elementary School, Ypsilanti. ⑦

STUDENT: I like it a lot. I think, now that I've been working with it, I can get along with the fourth and third grades better than I used to.

SCIENTIST: The principal of Custer School, Monroe, had this to say, about Cross-Age Helpers. ⑧

PRINCIPAL: We used the Iowa Tests of basic skills for the fifth-graders. We wanted to check the average monthly growth in reading and composite scores. At the beginning of the study these pupil-tutors were averaging six months below grade level. At the end of the study they were only two months below grade level. So they grew, really, at about nine times their previous rate. And we found the same thing with the second-graders. Every parent agreed. In fact, they were very happy. And we found that the parents were using these fifth-graders to tutor their younger brothers and sisters at home. ⑨

SCIENTIST: Cross-Age Helpers worked for all these schools, and many more. And the question that may be on your minds right now is "Will Cross-Age Helpers work in MY school?" ⑥

We believe the answer is "yes." The educational principles behind Cross-Age Helpers have been tested in theory and action. The outcome in all these schools has proved its soundness. ⑦ and it is in line with what we know scientifically about the growing up process in the world of children and youth. Are there some ideas here for you?

**Edited and designed by Joyce L. Kornbluh and Judith Kaplan.
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