

Title: Learning Ethnic Identity Development Using Human Sculpture
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Subject: Diversity
Audience: College Students, especially Student Leaders

Learning Outcomes:

1. Students will be able to identify the six schemas of Janet Helms's Black and White identity development models.
2. Students will be able to identify examples of when interactions between Black and White students in various developmental schemas may result conflict.
3. Students will be able to tell the story of their own ethnic identity development.
4. Students will develop specific strategies to welcome college freshmen to the university campus and/or to a specific organization, floor, etc.

Curriculum Standards:

- Diversity/Multicultural Competency

Guiding Question(s):

What is the role of ethnic identity development in college student adjustment and success?

Assessment Strategy:

- Outcomes 1-3 - Students will use schemas when telling their stories. Co-facilitators will use a Likert scale (1-5) to evaluate the degree to which students mastered learning objectives 1 & 2.
- Outcome 4 - Facilitators will use newsprint summaries to evaluate the degree to which students mastered learning objectives 3 & 4, also measured with a Likert scale.

Assessment Rubric:

	Poor	Basic	Competent	Accomplished
Outcomes 1-3	Student stories demonstrated limited or incorrect connections to Helms's developmental schemas.	Student references to the schemas were correct, but limited - either by focusing primarily on one schema or several schema, but only at a surface level.	Students correctly referenced several schemas in their stories, but did not address elements of personal or interpersonal tension or conflict.	Students' stories correctly referenced at least four schemas and appropriately discussed elements of personal and/or interpersonal tension/conflict.

	Poor	Basic	Competent	Accomplished
Outcome 4	Student welcoming strategies included limited or incorrect references to Helms's developmental schemas.	Welcoming strategies made limited (1-2 schemas), though correct use of Helms's theory. Strategies reflected an understanding of either the Black or White model, but not both.	Welcoming strategies addressed at least three schemas in both models & appropriately considered tension between various schemas in the Black and White models.	Welcoming strategies addressed 4-6 schemas from each model, spoke to the tension between the models, and considered means to assist students in utilizing more developmentally mature schemas.

Note: Students may have a difficult time self-assessing which schema best reflects their current development. This is natural and OK, especially given Helms's theory that multiple schemas are present at any given moment.

Necessary Materials:

- Summary of the models
- Newsprint (two sheets per anticipated group)
- Markers

Learning Connections:

- Visual—Human sculpture presentation
- Auditory—Telling and listening to ethnic identity development stories
- Kinesthetic/Tactile—Activity portion, especially for participants

Learning Activities/Teaching Strategies:

- A. Overview of schemas vs. stages
 - 1) Stages - sequential; one stage at a time
 - 2) Schemas - may be non-sequential; several or all schemas may be present at any given time
 - a. E.g. like the little devil and the little angel speaking in your ear, only six schemas are speaking
- B. Sculpture
 - 1) Twelve volunteers are needed for the sculpture—ideally six White and six Black or persons of color
 - 2) Begin with Black identity development model. One at a time, review the stage and have a person choose a phrase or two to say when acting out the role.
 - 3) After the first six are done, present the sculpture sequentially.
 - 4) Repeat with White identity development.
 - 5) Act out several interactions, especially in the middle of the model. Be sure to ask "how do you feel" questions.

C. Debriefing

- 1) Have students pair up. Spend ten minutes (five and five) telling the story of one's ethnic identity development to one's partner.
 - a. Have a facilitator model a story first.
 - b. Facilitators should listen to stories and take notes for the assessment rubric (outcomes 1-3).
- 2) Have student interview one another noting the following questions:
 - a. What do you think about Helms's models?
 - b. How do these models make you feel?
 - c. Which schemas have been most dominant or present in your life during the past year?
 - d. Which stages just bug you, especially when other people are in them?
 - e. Facilitators should take notes for the assessment rubric (outcomes 1-3).

D. Brainstorming Activities

- 1) In groups of 5-7, brainstorm responses to the following question:
 - a. What are the implications for working with college students, especially freshmen?
 - b. What specific strategies can you enact to welcome new students to campus or to your organization?
- 2) Have groups rank their top 2-3 items and report to the large group.
 - a. Keep copies of the newsprint summaries (actual or photos) for use in assessing outcome 4.

Evaluation:

Include this in the overall fall retreat evaluation.