



Delta Gamma

1873

Voting Model Workshop

Educational and Cultural Interests

SET-UP DIRECTIONS:

- The workshop will have large and small group conversations
- The space should be large enough to allow everyone to stand in a large group circle during large group activity
- The workshop will need a pre-made flip chart paper. It should have a circle drawn on it and split into 8 equal parts that are labeled with the following: Academic Performance, Educational Aspirations, Educational Service, Educational Honors, Diverse Experiences, Cultural Awareness, Community Engagement, Self-Awareness

KEY:

- *Italics* = script intended for the facilitators
- Regular text = gives instructions for the facilitators
- Time = this tells you how much time should be spent on each section.
- Materials = tells you what materials will be needed in each section

Time	Content	Materials
1 minute	Facilitator Opening <i>In this workshop, we are going to explore what “educational and cultural interest” means to our chapter. Through exploring this, we will be able to better understand how to identify an interest in these topics during conversations with PNMs.</i>	
15 minutes	Concentric Circles <i>To start, please organize into two circles - one facing the outside of the room, and one facing the inside of the room. Everyone should have a partner.</i> Once everyone has a partner and the circles are formed, explain the following:	

	<p><i>I am going to give you a prompt to talk about with your partner. You will have 2-3 minutes to discuss each prompt, and then I will give you instruction to move in the circle to be aligned with a new partner.</i></p> <p>Questions:</p> <ol style="list-style-type: none"> 1. How do you display educational and cultural interest? What do these words mean to you as a member of Delta Gamma? 2. How does our chapter display educational and cultural interest? Give some specific examples. 3. What are ways we could identify educational and cultural interests in PNMs? 4. What is the climate of educational and cultural interests on campus? How is Delta Gamma contributing to that climate? <p>Instruction: give the pairs 2-3 minutes to discuss the first prompt. Then, instruct the outer circle to move two people to their right, and provide the new pairs the second prompt. Continue this pattern until each member has spoken to four other members.</p>	
20 minutes	<p>Small Group Exploration</p> <p>Instruction: ask group to organize themselves into smaller groups of 5. These groups can spread out and sit together. All groups should be given a sheet of paper and a marker.</p> <p><i>Now that we have explored a bit about what educational and cultural interest means to us individually and as a chapter, we are going to refine how our chapter displays this value. Each group has a piece of paper and some markers. Please draw a large circle on the paper. After you have the circle, divide it into 8 equal parts. Utilizing the example up here, you can see that 4 parts of our circle are dedicated to educational interests and 4 of them are dedicated to cultural interests. In your groups, discuss these 8 pieces, and define what each topic includes.</i></p> <p><i>For example: How do we practice or place importance on Academic Performance?</i></p> <p>Take up to 3 answers from members. Listen for the following answers: Academic Performance can include improving study skills, studying together or encouraging each other to do well in classes.</p> <p><i>Your goal on this pie chart is to illustrate our chapters identity in each area.</i></p> <p>Give the group 15 minutes to complete this activity, then ask for 2 groups to share their work with the large group.</p> <p>Example:</p> <ul style="list-style-type: none"> ● Academic Performance (GPA, study skills) ● Educational Aspirations (career goals, research interests, graduate school, fellowships, internships, co-ops, etc.) ● Educational Service (mentoring, tutoring, job shadowing, etc.) ● Educational Honors (honor societies, scholarships) 	<p>Sheets of paper and markers</p> <p>Pre-made flip chart with pie chart</p>

	<ul style="list-style-type: none"> • Diverse Experiences (involvement with “non-Greek majority” clubs/organizations, on-campus or off-campus employment, engagement with the arts) • Cultural Awareness (current events, activism, campus climate) • Community Engagement (passion for a cause, service experience) • Self-Awareness (consciousness of self, intersectionality, articulate values, basically define who are you and where do you connect?) 	
10 minutes	<p>Generating Recruitment Questions</p> <p><i>Now that we know a bit more about how to exhibit educational and cultural interests, we will explore what questions we can ask PNM during recruitment to gauge their commitment to this value. In your groups, come up with three questions that you could ask a PNM to better understand her connection to each of the identity slices we explored in our small groups.</i></p> <p>At this point, you could choose to have the chapter split into their bump groups to do this activity. Once the group has had time to come up with their questions, ask each group to share 2 of the questions they came up with.</p>	
10 minutes	<p>Educational and Cultural Interest Scoring</p> <p><i>We have a better understanding now of what educational and cultural interests means and how to have a conversation about it with a PNM. During recruitment, we will give each PNM an educational and cultural interest score.</i></p> <p>Take 3-4 answers to each question and record answers on flip chart paper.</p> <ol style="list-style-type: none"> 1. <i>Based on what we have talked about, what do you believe are the characteristics of a PNM who should be scored a 1?</i> 2. <i>How about a 3?</i> 3. <i>And a 5?</i> 	Flip chart paper