

# **EMPOWERMENT FOR EXCELLENCE**

***Program Resource Guide***

***2002 - 2006***

## Table of Contents

### Empowerment for Excellence

Note: All **forms** are found together immediately preceding the resources at the end.

Program Planning: Introduction .....	6.2
Identifying Chapter Program Needs .....	6.2
Whole Group Chapter Discussion—Carousel Activity.....	6.2
Small Group Chapter Discussions—Brainstorming Activity .....	6.4
Program Needs Assessment Inventories .....	6.4
Checklist.....	6.5
Open-Ended Survey.....	6.5
Elements of an Excellent Chapter Program .....	6.5
Teamwork.....	6.6
Program Evaluation .....	6.6
Integrating Visual / Performing Arts into Chapter Programs: Introduction.....	6.7
Music.....	6.8
Art.....	6.10
Dance.....	6.12
Drama.....	6.13
Other Suggestions.....	6.14
Program Presentation Methods: Introduction.....	6.15
Suggested Methods for Program Presentations .....	6.15
Strategies to Use with Small Groups .....	6.17
Strategies to Use with Question and Answer Sessions .....	6.17
Coordination for Excellent Programs .....	6.19
Checklist for Programs .....	6.20
Field Trip Planning Sheet—Specific Responsibilities .....	6.20
The Chapter Yearbook .....	6.22
<b>Forms</b>	
Needs Assessment forms.....	6.25
Checklist.....	6.25
Open-Ended Survey.....	6.26
Program / Speaker Evaluation .....	6.27
Evaluation of the Work of the Program Committee.....	6.28
Sample Program Form .....	6.29
Biennial Planning Chart: First Year.....	6.30
Biennial Planning Chart: Second Year .....	6.31
Presenter Information Form.....	6.32
Field Trip Planning Sheet – General Information .....	6.33
Field Trip or Workshop Reservation Checklist .....	6.34
Print Resources .....	6.35
Non-print Resources .....	6.37

### **Program Planning: Introduction**

Exciting, stimulating programs are an important part of the Society, and great care should be given to planning programs that are of interest to members.

Planning successful programs includes

- identifying chapter program needs
- identifying program priorities
- practicing member teamwork.

Whatever method is used to assess program needs, members planning the program should be sure that each member has the opportunity for input

- to determine preferred program topics
- to plan programs based on members' voiced and written choices, timely topics, and available presenters
- to provide programs relevant to the membership
- to involve members in some way in programs during the year.

Several program needs assessment inventories are included for general use. These samples may be used to tailor a specific program needs assessment that will address areas considered important to the chapter.

Chapters developing specific needs assessment inventories that are found to be successful are encouraged to add these forms to their *Program Resource Guide* and to send copies to the International Program Committee.

*Good, better, best; never rest till "good" be "better" and "better" best. — Mother Goose*

### **Identifying Chapter Program Needs**

#### **Whole group chapter discussion — carousel activity**

Instructions:

Chapter members sit randomly at tables.

Each table is given a different colored marker to use to record responses and is given a large sheet of chart paper on which is written one particular question related to determining program needs. It is helpful to have a second or third sheet of paper available in case some questions elicit many responses from each table.

The program chair or program committee member facilitating the Carousel Activity announces the time limit for each "turn of the carousel" discussion. One suggestion is to let the group at each table spend 6-8 minutes on each question depending on the number of questions used. The first time period might be a couple of minutes longer until the procedure is understood. The total discussion time should be 45-50 minutes in order to allow 20-25 minutes for whole-group reporting to complete the Carousel Activity.

- Each table selects a leader and a recorder.
- The leader reads the question and encourages the members to respond in a general discussion of the question. All questions should focus on developing ideas for programs that will “promote the professional and personal growth of women educators and excellence in education.”
- The recorder summarizes her table’s responses to the question on the chart using the colored marker.
- At the end of the first time period, the charts are rotated to the next table, and each table adds responses to those already on the chart paper. If a table agrees with a previous response, they may add a check mark with their colored marker with any additional comments.
- Closure activity: At the end of the table discussion time, the charts are then placed on a wall or displayed as space allows. The leader of each table may review the last chart on which her table responded, or the program facilitator may review them all. After each chart is reviewed, additional responses may be added.
- Optional closure for the activity: After the charts are placed on the wall, all members may be given stick-on dots—two to three times the total number of charts—and asked to walk around to all the charts and stick their dots by the two or three ideas on each chart with which they most agree.

Members should be reminded that the ideas generated by this activity will be used by the chapter program committee to plan programs for the biennium.

### **Possible Questions for Activity**

The following questions could be used for the Carousel Activity. The program committee may think of other questions or may want to revise or combine some of the following questions according to the chapter’s size and unique qualities.

1. What professional growth program topics would you suggest and why?
2. What personal growth program topics would you suggest and why?
3. What educational issues and trends would you like to see your chapter use as the focus of programs during the biennium? Do any of these issues suggest research that the chapter might want to conduct?
4. What workshop and program presenters would you recommend?
5. What chapter members have expertise and/or talents about which you would like to know more? Name the members and their expertise.
6. What are your favorite program presentation styles?
7. What are some attributes of effective programs and presenters? Of ineffective programs and presenters?
8. What programs and services provided by The Delta Kappa Gamma Society International would make an informative chapter program?

9. Can you think of chapter project ideas that might focus on the Society Mission Statement?
10. In addition to programs that focus on the Society Mission Statement, what suggestions would you give for chapter activities to promote fellowship among members?

### **Small Group Chapter Discussions – Brainstorming Activity**

The following procedure is a successful way to organize a brainstorming activity that will involve members in program planning.

The program chair determines a way to divide members into small groups.

The small group is given written instructions for the activity to allow all groups to organize efficiently and enable them to refer to the instructions during the activity.

- Select a facilitator and a recorder. The recorder should be provided with a printed form and/or chart paper or poster board on which to write the suggestions of the group. The facilitator will keep the group on task by summarizing comments, questioning, clarifying and/or encouraging the group members to be specific about program suggestions.
- Brainstorm ideas to suggest the following:
  1. Program topics that will “promote the professional and personal growth of women educators and excellence in education.”
  2. Names of persons who might be good presenters for the suggested programs.
  3. Chapter project ideas that will support the focus of the programs for the biennium.
- Complete the activity within the time allowed.

After the small group brainstorming, the chapter program chair will ask each group facilitator and recorder to present the group’s ideas to the members. When all groups have presented their ideas, the chair can either have members discuss the ideas they like best or have the members write two or three of the ideas they like best on individual cards or sheets of paper.

Members should be reminded that the ideas generated by this activity will be used by the chapter program committee to plan programs for the biennium.

### **Program Needs Assessment Inventories**

Needs assessment inventories are created to survey an individual’s preferences concerning a given subject. Since an inventory is meant to record a personal response, the form is usually distributed to the individual who is asked to complete it without group discussion. The inventory is then returned to the appropriate person or committee to be tallied.

The following two needs assessment inventories can be used for chapter program planning.

## Checklist

This type of needs assessment inventory is prepared by the chapter program committee based on previous input from members. The member responds to a list of specific program and project suggestions by a preference rating or by checking programs that sound interesting. The form may also include questions to be answered yes or no. See page 6.25 for a sample.

## Open-ended Survey

On this needs assessment inventory, open-ended questions allow members to make general suggestions to help the program committee plan programs and projects for the biennium. See page 6.26 for a sample.

Either type of assessment inventory may be used for evaluation at the end of a biennium or for planning at the beginning of a new biennium. Also, either type of assessment inventory may be printed in the chapter newsletter, posted on the chapter website or distributed at a chapter meeting with instructions to bring it to the next meeting or mail it to the chapter program chair.

## Elements of an Excellent Chapter Program

1. **Central theme or subject** that promotes the international program theme, the Society Mission Statement and the Society Purposes.
2. **Pre-announced program subject or title** from which members may expect to increase their knowledge, gain new experiences or enjoy the program.
3. **Coordinated program flow** which connects inspirational thought, music and other arts and/or seasonal input to the planned program.
4. **Knowledgeable presenter(s)** who are secure in the presentation of the program material.
5. **Effective delivery of the program materials** through varied and appropriate presentation methods.
6. **Appropriate program length** to integrate with other segments of the meeting, such as membership activities, business session, and meal/refreshments.
7. **Involvement of each chapter member** in some portion of the program by relating personal experiences, preferences, remembrances, hobbies, career anecdotes, travel.
8. **Potential for extension** of program-related thoughts/actions/activities into lifelong learning situations.
9. **Closure or summarization of the program**, such as a memento, a recognition, a closing thought, a responsive reading, a poem, a picture, a handout or singing *The Delta Kappa Gamma Song*.

## Teamwork

One of the most important things that program planners do is work together in to plan interesting, relevant and timely programs. When a number of associates work together, each member should have a clearly defined role, yet recognize the preeminence of the total task. The diversity of members' roles and talents adds to the richness of the team. No one person can accomplish what the collective group can do.

To foster a spirit of teamwork:

- Empower chapter members to participate in the planning process and exchange ideas freely and clearly
- Encourage committee members to make decisions cooperatively
- Challenge each committee member to contribute to the success of all programs

In designing and constructing programs, a team comes together at the beginning, stays together to make progress, and works together to succeed. Successful teams also recognize the importance of evaluating their accomplishments. The following process may be helpful:

- Review the achievements of the team
- Recognize each member's responsibility and accomplishments in reaching proposed goals
- Review lessons learned relative to processes, content and group culture.

*Teamwork is the ability to work together toward common vision . . . the ability to direct individual accomplishment toward organization objectives . . . the fuel that allows common people to attain uncommon results. Simply stated, it is less me and more we. — unknown*

## Program Evaluation

Consider conducting an evaluation of each program. A sample evaluation form is included on page 6.27. It may be used to develop a specific form for the chapter. A needs assessment checklist and/or an open-ended survey can also be used as an instrument for evaluation of the entire year or biennium.

A written record of the work of the program planners can be a good resource for future committees, as well as a reference for completion of committee reports. See page 6.28.

*We are what we repeatedly do. Excellence, then, is not an act, but a habit. — Aristotle*

## **Integrating Visual / Performing Arts into Chapter Programs: Introduction**

*You ought, everyday at least, to hear a little song, read a good poem, see fine pictures and if it were possible, to speak a few reasonable words. — Johann Wolfgang von Goethe*

When your chapter includes visual and performing arts in chapter meetings, much is gained for members that is not immediately noticeable. Enjoying and performing the arts creates an atmosphere of togetherness, involves every member and provides an avenue to express emotional feelings with others. The arts enhance and contribute special meaning when used during the Society ceremonies of initiation, necrology and installation.

Members with talents in the visual or performing arts enjoy sharing their love of the fine arts and also sharing their students' progress with others – especially educational organizations. Inviting artists in your community to perform at meetings is an excellent way to share the mission and purposes of Delta Kappa Gamma with non-members. Since many professional performers also teach privately, they may become prospective members for your chapter. Members who can share their talents and love of music, art, dance and theater not only foster greater appreciation of the arts among other members but also reveal more about themselves, creating a stronger feeling of fellowship.

On the pages that follow, you will find ideas for including music and other fine arts in chapter programs. These examples may serve as a springboard for including imagination and creativity in your program planning.

Chapters are challenged to consider all forms of the fine arts when planning programs. Whenever possible, include music, visual arts, dance or drama. The atmosphere at your meetings will be changed from black and white to color!

### **Purposes of visual/performing arts in Delta Kappa Gamma meetings**

- To promote genuine fellowship among members
- To involve members actively at meetings
- To enhance chapter programs and ceremonies
- To provide meetings with a change of pace
- To incorporate affective elements into the meeting atmosphere
- To give talented members performance opportunities
- To allow students an opportunity to perform for educators
- To introduce other musicians/artists in the community to Delta Kappa Gamma
- To provide entertainment for members through an expression of the arts

## Music

*Our woods would be very silent if no birds sang there except those that sing the best.*  
—Henry David Thoreau

### 1. The great classics of a music collection

Ask talented members to briefly outline the periods of music/art/architecture (Renaissance, Baroque, Classical, Impressionistic, Twentieth Century), or choose one of the periods and review famous selections of music, art and/or architecture of the period. Play partial recordings of each example. Provide members with lists of recordings for classroom use or for personal collections of music in order to increase the understanding and appreciation of the arts. Include music by composers from the fourteen member countries of the Society.

### 2. Music through technology

Ask a library media specialist or musician (preferably a member in your chapter) to share new modes and techniques of listening to and composing music that have been developed in recent years. She may wish to demonstrate how to compose music on the computer or demonstrate other technological developments.

### 3. Making music of your own

Gather “home-made” instruments, such as bottles filled with various amounts of water (to be used as individual notes of a “wind-vibraphone”), old pots and pans (for cymbals), saltshakers filled with seeds or small stones (for maracas), wooden spoons (wood blocks), etc.; or use natural “instruments” found at the dinner table, such as water glasses filled with various amounts of water (played by tapping with a spoon); or ask members to perform by clapping, snapping, knocking on the table, whistling, etc. Give members a handout with directions of when to perform specific “sounds” that will accompany a familiar melody (played or sung). Record the performance to play back afterward. This activity would attempt to involve every member present.

### 4. The composers of Song Book VI

To acquaint chapter members with songs published by Delta Kappa Gamma members in *Song Book VI*, ask members to sing several chosen songs from *Song Book VI* after giving information about the composer and the story behind the composition. This information is included in Berneil Drake’s booklet “Composers of *Song Book VI*” which is available from International Headquarters.

### 5. Celebrate the seasons

Using a collection of slides, possibly photographed by a chapter member, synchronize a screen projection of seasonal photos of nature, children, families while music is played in the background. Readings of seasonal poetry would add to the effectiveness of the celebration of the seasons.

### 6. Holiday singing

Ask several chapter members to prepare a history of an assigned traditional carol or holiday song, giving information about the composer and lyricist, when it was written and the situation or reason the song was written. Then ask the members to join in singing these songs. Include music appropriate to the diversity of members in your chapter.

### **7. Singing for the community**

Arrange for members to sing at community hospitals or nursing homes to brighten the lives of others at holiday times. Take home-baked goodies, homemade items, floral arrangements or potted plants for the continued enjoyment of the shut-ins. Prepare lyric sheets placed in a festive folder for members who are not familiar with all of the lyrics.

### **8. Holiday performance from the community/schools**

Arrange for a youth (or university) choral or instrumental group, a handbell choir, drama group or a dance troupe to enhance your chapter holiday meeting.

### **9. Music throughout the year**

Using twelve familiar songs, progress through the months of the year by singing a song that relates to each month. Lead the group in singing, use a soloist, an ensemble or a combination of all three. Plan music that represents as many of our Society's member countries as possible.

### **10. Great performances**

Arrange for chapter members to pool rides to attend a professional (or a school or university) music performance. Or arrange for a professional musician to perform for your chapter, enlightening members about the skills demonstrated and the artistic nuances of the performance.

### **11. Other ideas for including music in Delta Kappa Gamma meetings**

#### **Membership Performance / Participation in Music**

- Unison singing of new and familiar songs
- Rounds/canons/descants/partner songs
- Divided group singing (i.e. tall/short, teaching/retired, eye color, aisle division)
- Lyric parodies of familiar melodies
- Physical movement/action songs
- Rhythmic, melodic, harmonic instrumental accompaniments by members
- Karaoke performance

#### **Special Music Performance of Musically Talented Members**

- Vocal soloist; small choral group (duet, trio, quartet)
- Instrumental soloist; instrumental ensemble (An organist might perform at a chapter meeting held at her church.)
- Special music by a handbell choir that includes members of your chapter.
- Instrumental accompaniments (piano, electronic keyboard, flute, recorder, guitar, strings)
- Instrumental dinner music
- Choreography with vocal or instrumental performance
- Combination member/student performance

#### **Music Listening / Experiencing: Music tapes, CDs, videos**

- Sharing members' responses, opinions, analysis of music recordings
- Identification and presentation of historical music styles
- Examination/review of music therapy research/programs
- Video viewing of a concert or musical

### **12. Shorter ways to include music as a part of chapter meetings**

- Ask members to answer roll by naming a favorite song.

- Hand out lyric sheets with occasional missing lyrics; ask members to fill in the missing lyrics.
- Teach chapter members one new song from *Song Book VI* at each meeting.
- Ask a soloist to sing an invocation or blessing at the beginning of the meeting.
- Arrange for students to play live dinner music.
- Lead the chapter in singing while waiting for food to be served, when the meeting is interrupted for any reason or when the meeting would benefit from all-member participation for heightened inspiration.
- Ask a talented member to perform a special song that highlights / complements the chapter meeting topic. Use special music during initiation, necrology and installation ceremonies.

### *The Delta Kappa Gamma Song*

Sing or perform *The Delta Kappa Gamma Song* at as many of the meetings as possible. Try new ways to “do” the song. Remember, it can be at any time in the meeting, and it is not necessary to hold hands if the facilities make it difficult to do so.

Sing both verses of the song (some of the more empowering lines are in the second verse) at the opening of the meeting or at the closing of the meeting while standing and holding hands.

Try reading both verses in unison as a choral reading or as a rap. Reading the song focuses attention on the moving and challenging words throughout the song.

At an informal fellowship event, assign four small groups to create dramatic movements to illustrate eight lines of the song as one of their group reads the lines OR give each of the four groups some chart paper and have them draw symbols that will help the chapter members remember the eight lines better. Show the symbols as the group reads or sings the lines.

Divide the room in half. Let one side sing two lines and the other side sing the next two lines, alternating until the whole song is performed.

At the first meeting of the biennium give every member a strip of paper and a copy of the song. Ask them to read it silently and select a word or phrase that they think is particularly powerful and relevant in today’s world. Set a time limit of two to three minutes. Then have members move around and find other members who chose the same word or phrase from the song and discuss why they thought their choice was significant. Finally, have members share their insights with the whole chapter.

Your chapter may want to consider using one of the most popular phrases from *The Delta Kappa Gamma Song* throughout the biennium to reinforce the 2002–2006 International theme: “*Empowerment for Excellence.*”

## **Art**

### **1. The great classics of an art collection**

Ask talented members to briefly outline periods of art such as Renaissance, Baroque, Classical, Impressionistic and Contemporary by including the artists within the period and their most famous art work. As an alternative, choose one of the periods or one artist and complete a more in-depth

study of them, particularly if the period or artist is the subject of an art exhibit nearby. Show slides or posters of art discussed during the meeting and throughout the year.

Create a handout of print and non-print references to help members add art to their classrooms, to expand their own personal collection of art books and to increase their understanding and appreciation of periods of art and of artists and their works. Choosing artists and art from many of the member countries in the Society will stress the internationalism of our members.

## **2. Art and eat**

Plan a field trip to a museum exhibit, complete with guided tours. Arrange a brunch or lunch that extends the theme. For example, after an Oriental exhibit, go to a Chinese restaurant for dinner; after a modern art tour, head for a high-rise restaurant with incredible vistas of modern architecture or after a tour of items of antiquity, enjoy a favorite Greek restaurant.

## **3. "Finger painting 101"**

After discussing one or more art styles and displaying art works in the styles, supply members with art paper and art materials and let them try to paint, draw or create a collage in a particular style.

## **4. Honoring student art talent**

Invite students to come to a chapter meeting to show their work and explain the technique used to create the work. This program could be considered as the first step of an ongoing chapter project. The chapter might take responsibility for a continuing exhibit of student artwork in public places such as the school administration buildings, community meeting places, airport corridors and medical facilities. Setting up the exhibit could create a partnership with the exhibit site. Since art instructors in schools will welcome a chance to have a place for student work to be exhibited, they will provide all the art your chapter needs.

## **5. Drawing on the right side of the brain**

Use *The New Drawing on the Right Side of the Brain* by Betty Edwards as a basis for a chapter meeting that supports current brain study research. After the members experiment with drawing, some of what they learn might be applied in the classroom to free students from their predisposed notions that they have no creativity. Some of the drawing exercises extend to creativity in writing and in analyzing problems holistically.

## **6. Women in the Arts**

Art works by members might be displayed at a chapter meeting, with each artist explaining the medium she uses and information about her background. The activity could be used as a springboard for a community project in which the chapter organizes an annual or biennial Women in the Arts exhibit and invites local women to exhibit. Donations could be taken at the door to be given to a local women's shelter or some other women's cause.

## **7. The Creative Woman**

An exhibit might center on creative designs done by members and/or non-members showing quilting, needlework, interior decorating, fashion design, floral arrangement, gourmet food preparations and other craft type designs. Exhibit fees and donations could be used to cover expenses and to donate to a chosen women's cause.

## Dance

### 1. International folk dances

Ask chapter members or members of the community to demonstrate international folk dances and to teach the members a basic dance. Go to a school where children have learned folk dances and watch them perform. Ask the children to teach the members a simple dance. Explanations of the music and instruments used, the stories behind the dances and connections to modern day music and costumes increase member understanding and appreciation of another cultural or ethnic group.

### 2. Aerobic dance

Ask members who attend aerobic classes to explain aerobics and demonstrate rehearsed routines at a chapter meeting, pointing out health benefits. After the demonstrations, members could volunteer to participate in a basic routine. Closure could be a discussion of where aerobic classes and other types of music-oriented exercise classes are offered in the community.

### 3. Ballet or cultural dance field trip

Attend a dance performance or a dance rehearsal. Research the type of dance and provide members with information prior to the trip. Take advantage of any lecture or guided tour before the performance. An appropriate meal function could be included.

### 4. Artistry in dance

Invite school, community or professional ballet dancers to perform for the chapter, probably at their performance or practice site. Ask the performers to explain the ballet story and the choreography. If the performers are students, honor their dance presentation in some way.

### 5. History of dance

Ask one or more chapter members to research and present a chapter program on the way dance has been influenced by historic events or social customs of the times. Contact nearby museums that might specialize in the nationalities that immigrated into the area and brought their dances with them.

### 6. Tai chi

Invite an instructor of Tai Chi to a chapter meeting to explain the ancient slow motion, dance-like martial art form that is effective as a means of reducing tension and stress. Even the oldest among chapter members could benefit from learning and participating in the slow meditative movements that aid in relaxation, stress reduction, balance and posture and give an effective total-body workout. No instructor in the area? Then check several Tai Chi websites that explain the basic movements and give suggestions of music to use as you practice Tai Chi.

### 7. Dance teacher

Invite a local dance instructor (or ask a member dance instructor) to present a chapter program, which may include a tour of her dance studio. Ask her to include information about the dance curriculum and how discipline, commitment and an evaluated performance recital are an integral part of a dancer's success.

## Drama

*All the world's a stage and men and women merely players. . . . —William Shakespeare*

### 1. Creating dramatic manuscripts from personal stories

Prior to a chapter meeting, ask each member to write a true anecdote about herself or a member of her family concerning an emotional experience that she would not mind sharing with the chapter. Subjects for the anecdotes might include a time when the importance of family, friends or country became paramount or a life-changing decision and the results of the decision. The chapter program committee could collect the anecdotes for a chapter publication or could select several to be dramatized. Selected anecdotes could be dramatized in one of two ways:

- A theater class in a local school could be asked to dramatize them and perform them for the chapter.
- At a later chapter meeting, small groups of chapter members could create dialogues and read and/or perform the dialogues for the chapter.

Energy and enjoyment will be enhanced by costumes and properties brought to the chapter meeting by facilitator.

### 2. Role playing

Briefly discuss the benefits of role-playing as rehearsal for improving professional and personal skills. Divide the chapter into small groups and give each group a specific situation for role-playing. Allow brief discussion after each “dramatic” presentation. Some of the situations might be:

- How to get along with difficult parents
- How to discipline the unruly student
- How to motivate the failing student
- How to ask an administrator or public official to support a proposal
- How to tell a colleague you are hurt by something she said about you that was not true
- How to persuade a chapter member to take a chapter office

### 3. Dramatic poetry interpretation

Select a short poem such as “The Road Not Taken” by Robert Frost or a cutting from a longer poem that could have many interpretations. Divide chapter members into small groups. Tell the groups that each person must be involved in dramatizing the poem. When the dramatizations are presented, one person can read the poem while others act it out, or each person may recite lines from memory as she acts out part of the poem. After all dramatizations are complete, there should be a closing discussion of the universality of the poem. The facilitator should summarize that the important part of the dramatic exercise was in the “thinking” about what the meaning could be, not in deciding the “correct” meaning of the poem. A list of poems that could be used in the same way at other chapter meetings or in the classroom may be distributed at the meeting.

### 4. Honoring dramatic performance

Invite school, community or professional theater groups to perform parts of plays or to present solo/duet acting for the chapter. If possible, distribute information about the play or players at the previous meeting so that members will arrive at the chapter meeting with a higher level of interest.

Include a question and answer period at the end of the performance. The chapter could present an award to student performers and a plaque or certificate of appreciation to the community and professional theater groups for their dramatic presence in the community.

### **5. Other community resources**

Students preparing for speech/drama competitions need opportunities to practice their performances. A sympathetic audience of women educators can help them polish their presentations, and a chapter program featuring these students can provide interesting insights into their motivation and efforts. Another valuable resource is a Chautauqua-style program, in which individuals in a community impersonate historical figures. Often there is a youth program associated with the adult presentation. Chapter members may be interested in the training and coaching of these youngsters, as well as in the benefits of participating in such programs.

### **6. Storytelling**

Storytellers preserve cultures of ethnic groups, communities/states/nations and families. Storytellers can preserve the history of periods or events and can teach values and ideologies. Plan a chapter program using storytelling in one of the following ways:

- Ask older members to relate anecdotes of early days of teaching or other aspects of living.
- Ask storytellers from an area cultural center to present a program relating folk tales that have contributed to the passing of values from one generation to another in their culture. Perhaps the chapter meeting could be held at the cultural center where chapter members might experience the sights, sounds, smells, and perhaps tastes of that culture.
- Partner with an assisted living or retirement home. Interview residents about subjects such as holidays, experiencing storms or other natural disasters, wars, or just simple daily life routines or work routines of many years ago. Get permission to tape these oral history stories. Edit and print them for the residents and chapter members. The published stories might become a joint project between the chapter and the home, even creating revenue that might benefit the residents.

## **Other Suggestions**

### **1. Honoring student writing talent**

Ask literary arts winners from local schools/universities to read or perform their works at a chapter meeting. Honor the students in some way. If the schools publish literary magazines, ask educators involved in the publication process to bring issues for sale or distribution and talk about the process. The chapter may consider volunteering time as judges and/or assisting in the publication of student literary works.

### **2. Creative arts retreat**

Once a biennium, plan a retreat on a Saturday morning at a local school art room (or an overnight retreat if facilities are easily available) and have specialists demonstrate a variety of creative arts. Follow with ample time for members to create something of their choice. Invite prospective members to join you. Some creative arts to consider are:

- Water coloring, glass etching, calligraphy, bookbinding, jewelry making, clay sculpturing, basket making
- Guitar or keyboard music
- Journal or poetry writing
- Dramatic or poetry readings
- Folk singing or dances

### **3. Continuing education for creative art**

Information about creative arts classes in the area could be gained in chapter programs, such as:

- Touring creative arts centers in the area and participating in guided tours to learn of classes available
- Asking a university creative arts instructor to show his/her work and to explain the university's continuing education creative arts program
- Asking members to share information about writing workshops, creative arts retreats, art travel tours and other art-related experiences

### **Program Presentation Methods: Introduction**

An essential part of the design of a successful series of programs is the variety of methods of presentation. A fresh approach to each program is needed to maintain members' interest and participation.

Presentations involving speakers, panels or electronic programs should be designed to encourage member responses or interaction. On occasion an experience with the presentation method can provide an opportunity for members to learn new skills or techniques. For example, preparing to participate in a debate or a panel will utilize one's presentation skills in a new way.

Just as a balance of program categories is intended to appeal to the diverse interests of chapter members, a balance of presentation methods is necessary to accommodate the diverse learning styles of the audience. This poses a challenge for program planners but can enhance the impact of chapter programs on members' lives.

### **Suggested Methods for Program Presentations**

To maintain interest and provide a fresh approach to each program, chapters are encouraged to use a variety of methods to present chapter programs.

#### **1. Debates**

Formal debates that require a structured format and prepared speakers  
 Community/legislative issues  
 Informal point/counterpoint  
 Pro/con issues

#### **2. Field trips, with or without guided lecture tours**

Museums or galleries  
 Theaters: stage, dinner, film

Nature refuges/conservatories  
Historical sites  
Special campus centers: media, writing and technology

### **3. Films/videos or electronic presentations, with or without discussion**

Use documentaries, travelogues, excerpts from old and new film favorites to learn information or create discussion.

Use electronic presentations to present timely community, educational, governmental or Society information.

Foster fellowship among members by sharing inspirational/reflective/creative ideas.

### **4. Member-centered activities**

Technology workshops in computer labs or libraries

Writing workshops

- Résumé writing
- Grant writing
- Professional and personal journal writing
- Writing for publication

Games based on popular table games or television games

- To learn more about members
- To celebrate holidays

Sing-a-longs using standard songs or chapter written parodies

Members sharing through journal entries

Demonstrations or “show and tell” of talents/hobbies/interests/collections/fashions

### **5. Panel discussions**

Current and future educational and legislative issues

Results of surveys/questionnaires

Selected books

Local or state forum issues that may lead to an action plan, such as chapter project

### **6. Process activities with all members**

Brainstorming

Problem solving procedures

Team building exercises

Roundtable discussions (Issues from local to international)

### **7. Reports by members sharing research or sharing professional or personal expertise/experience**

Educational topics/issues of great interest to members and invited guests

Educational conferences/seminars

Travel experiences

Community service

Legislative lobbying

Education exchange programs

### **8. Skits/scripts that inform, persuade or entertain**

Pre-written scripts with parts randomly assigned at the meeting

Rehearsed scripts by performing members of the chapter

Impromptu skits created by members at workshops  
Role-playing

#### **9. Speaker(s) followed by questions and answers**

Education topics/ issues/resources

Community / statewide / national / international topics/issues/resources

Demonstrations of safety or fitness activities and/or of creative talents

Book reviews/talks by authors

### **Strategies to Use with Small Groups**

#### **Use creative ways to divide into small groups.**

- Ask the membership to line up by birthdays around the room. Decide how many members need to be in each group and count off enough members for each group starting with January birthdays.
- Hand each member a card from a deck of cards when they arrive. Have the cards pre-stacked alternating the four suits. When the time comes to move into four groups, ask the hearts to go to one corner of the room, the clubs to another, etc.
- Distribute a handout when members arrive on which a tiny number or letter has been written in one corner on the back of the sheet. If you need five groups, use a, b, c, d, e or 1, 2, 3, 4, 5. When the members need to break into groups, ask them to look on the back of the handout and assign places for each group to work.

#### **Anticipate supplies that each group might need.**

- Keep a record of what supplies are needed for different activities so that the materials can easily be assembled and ready before a meeting. Too much meeting time can be lost if groups have to share supplies or if a needed item is not available at all.
- Some typical supplies might be flip charts and markers, scissors, various kinds of tape, post-it notes, various stick-on dots or colorful stickers or sets of colored pens or pencils. Some special supplies might be straws, various kinds of string, pipe cleaners or clips of all designs and sizes.

#### **Keep rules simple for group work.**

- Prepare a copy of the instructions for each group so they can refer to it often. Include how the accomplishments or products of the small group will be reported to the whole group.
- Ask groups to choose a facilitator and recorder.
- Set a time limit and give a three-minute warning before time is up.
- Following the presentation of the accomplishments or products of the small groups, inform the large group how the material will be used or will be distributed to the membership.

### **Strategies to Use with Question and Answer Sessions**

#### **Use creative ways to solicit and manage questions from the audience:**

- Distribute index cards when the audience arrives. Instruct the audience to write questions on the cards as the presenter(s) are speaking. When the presentation of the material is complete,

the program facilitator collects the questions, reads them aloud and directs them to the presenter or presenters. The facilitator will be able to eliminate similar questions, combine questions and/or clarify questions to expedite a more effective question and answer time.

- If the program is a panel discussion, the facilitator could also sort the cards collected above while a panel member makes some final comments. A small stack of cards could then be handed to each panelist to answer as quickly as possible.
- Give each audience member three index cards of different colors when they arrive, particularly if the subject of the night's program is controversial. When the question and answer session begins, assign a color to each side of the issue and a color as the neutral color. Holding up the appropriate color of card will indicate to the program facilitator which side of the issue the audience member would like to ask a question or make a comment about. Using the colored cards will allow the program facilitator to call on each side alternately. The neutral card will indicate that the audience member wants to ask a question or make a comment that supports or favors neither side of the issue.

#### **Use effective procedures to answer questions**

- Repeat each question after it is asked before directing it to a panel of experts or before answering it. Repeating the question accomplishes two things:
  - All audience members will hear the question.
  - Presenters often benefit from the repeated question time because it allows them a little time to think of how to begin their answer. The short delay also allows the presenters time to signal the facilitator to call upon them to answer the question.
- If it is impossible to answer a question because the information is not known or available at the time of the presentation, the program facilitator may suggest that the answer will be researched and printed in the newsletter, distributed at the next meeting or placed on the chapter website.
- The program facilitator should be prepared to close the question and answer session by reviewing what the program covered and restating the purpose for the program.

#### **Keep rules of the question and answer session simple**

- Have a time limit for the question and answer period and stick to it. Questions not answered can be collected and answered as suggested above.
- If the audience members are to ask their own questions, start the session with rules similar to the following:
  - Wait to be recognized before asking the question.
  - Stand to ask the question or speak from a microphone.
  - Ask only one question and then sit down. (Only when all members have asked their questions should a person be recognized to ask a second question.)

## Coordination for Excellent Programs

Chapter program planners/facilitators must do their work in constant coordination with the work of other chapter groups, individuals and groups in the community, and other Society groups. Checklists and forms can be helpful in making this coordination smooth and effective, with all details attended to. The key is communication!

The chapter president/executive board should be included in scheduling meetings and coordinating planned programs with other chapter activities.

The chapter communications committee should be involved in disseminating program information to all members through chapter newsletters, websites, telephone “trees” or other means of contact. This group should also assist with publicity of chapter events.

The chapter membership committee should be consulted in designing ways to encourage attendance at meetings, such as car pools. This committee also shares in the scheduling of special ceremonies and membership activities at the meetings.

Chapter members who are asked to do a presentation or report should be informed about limitations imposed by the site or the time of the meeting.

Invited presenters who are not members should be asked for rather detailed information so that a proper introduction may be made, all needs of the presentation may be met and all acknowledgments may be correctly delivered. Moreover, the presenter should be informed about the nature, size and duration of the meeting, etc., for effective presentation.

Special meeting sites, whether a community facility or a field trip destination, are cause for extra attention to organizational details necessary when members are visiting unfamiliar locations.

Joint meetings with other chapters or organizations call for increased communication with the parties responsible for their participation to ensure an amicable working relationship.

Some chapter programs may be planned to spotlight Society services such as scholarships, World Fellowships, Golden Gift Fund opportunities, Educational Foundation projects and seminars or travel and study opportunities. Other committees could be involved in such programs, with information obtained from state organization meetings or International Headquarters.

The following forms and checklists may be adapted to each chapter’s activities and needs:

### **Biennial planning charts**

After basic decisions have been made about meetings, the Biennial Planning Charts can reflect month-by-month planning. See page 6.30 and 6.31.

### **Presenter information form**

This form describes the needs of the presenter and clarifies what will be provided by the chapter and what needs to be provided by the presenter. The information can be obtained in person, by phone or by mail. See page 6.32.

### **Field trip checklist**

The Field Trip Checklist may be used by an individual chapter or in cooperation with two or more

chapters. The first section lists questions that will determine the overall plan. The second section lists specific details that should be considered, although some of the details may not apply to all types of field trips. See page below on 6.20.

### **Field trip or workshop planning sheet and reservation checklist**

Reminders of items to be included in the planning and reservation processes for one chapter or for multiple chapters. See pages 6.33 and 6.34.

### **Program checklist**

The items on the Program Checklist may serve as reminders of the elements of an excellent program. Some of the responsibilities may be shared between the program committee and members of other chapter committees.

## **Checklist for Programs**

1. Select topic, speaker/presenters, location, date, time
2. Confirm speakers/presenters. Provide necessary information:
  - Title/subject of program
  - Date, time, place (provide map, if necessary)
  - Size and nature of audience
  - Limitations of time and facilities
  - Transportation arrangements
  - Contact information for program facilitator
3. Obtain information from speakers/presenters:
  - Professional position and background (for introduction)
  - Requests for audio-visual equipment, special properties, room set-up, etc.
4. Coordinate plans with chapter members responsible for
  - Meal, refreshments
  - Transportation
  - Communication (newsletter, website, telephone tree)
  - Business session, ceremonies or other special events
5. Provide for some form of program evaluation.
6. Have a back-up plan in case something goes wrong.
7. Acknowledge members and/or guests responsible for total success of the program.

## **Field Trip Planning Sheet—Specific Responsibilities**

Specific responsibilities to implement successful field trips can be handled by individuals, by small committees or by task forces of two or three members. Some of the responsibilities that should be considered are listed below.

**Facilitator's name:**

- Establish and monitor the following tasks assigned to members or take full responsibility that the tasks are completed.
- Inform members of any threat to their safety – rough terrain, extreme heat or cold, insects, etc.
- Establish a “buddy” system, if appropriate.
- Supply nametags, if needed.
- Inform members of the availability of restrooms, refreshments or shopping opportunities and provide maps when possible.
- Keep the field trip on its time schedule by setting time limits at all rest stops and time limits necessary at the site.
- Follow through with evaluations or reminders to bring photos and stories to share at a meeting.

**Site liaison – person responsible:**

- Establish and maintain contact with the site selected for the field trip.
- Make the initial reservation and all adjustments to reservations with the site although the chapter treasurer may receive trip payment for deposit in the chapter account.
- Confer with site contact or docents/guides to determine the best agenda for members.
- Cancel the trip if necessary and make arrangement for alternate date with the site.

**Transportation – person responsible:**

- Determine place of departure and return.
- Arrange for public or rented transportation, if applicable.
- Organize carpools of member cars/vans.
  - Provide maps with address and phone numbers of site.
  - Provide parking information.
- Use nametags, if available, to organize who rides in what car/van.

**Meal and/or snacks – person responsible:**

- Locate public eating-place appropriate to site.
  - Distribute copies of menus if members are to choose and pay for their own meal.
  - Choose menu if the meal is included in price of trip.
- Contact caterer, if special meal (i.e. picnic) is needed.
- Notify members if they are to take their own meal.
- Arrange for snacks and water, if applicable.
  - Notify members if they need to bring their own.
  - Solicit member volunteers to provide snacks for each traveler.

**Invitations – person responsible:**

- Create an invitation or flyer with all pertinent information included.
- Create a reservation form to be on or attached to the invitation or flyer.
  - Include to whom the reservation and money should be sent and deadline.

- Distribute the invitations.
  - Provide sufficient copies to chapter members at a chapter meeting so they will feel free to invite guests, particularly prospective members.
  - Mail the invitation as part of the chapter newsletter.
  - Keep the invitation posted on the chapter website.
  - Send invitations to known prospective members.
  - Send invitations to Society officers in the area.

**Publicity – person responsible:**

- Before the trip, promote member participation by
  - An article in the newsletter and/or on the chapter website.
  - E-mail reminders.
  - Asking the chapter telephone tree to remind members to make their reservations.
- During the trip, take photos and write brief notes in order to record
  - What was seen and done by the group and
  - What fun things individual members said and did.
- After the trip, write a summary article for the newsletter and/or the chapter website. Include photos from the trip if they are available. Remember, celebrating a “good time” is the best advertisement for your chapter’s next field trip.
- If possible, create a “human interest” story that might get publicity for the chapter in a local newspaper.

## **THE CHAPTER YEARBOOK**

**A reference book for chapter programs**

The chapter yearbook can be the vital link between the member and her active involvement in the chapter. Chapters usually produce a yearbook each biennium, updating program information, addresses and leadership positions each year.

The chapter yearbook provides information about programs and projects of the chapter listed chronologically month by month and also serves as a directory of information about members and about the Society including future dates and events that should be of interest to members.

Each chapter yearbook reflects the personality and priorities of the chapter. Some state organizations may have guidelines for chapter yearbooks for chapters to follow. Otherwise, the following guide may be helpful in designing yearbooks. Remember, yearbooks are to be used as “reference” books by chapter members.

**Cover or title page information**

- Legal name of the Society: The Delta Kappa Gamma Society International
- Chapter name/chapter location
- Date of chartering of chapter (location optional)
- Name(s) of sponsoring chapter(s) or individual(s) (optional)
- Geographic and Greek state organization name

- Year(s) for which the yearbook is to be used

#### **International and state information**

- List of International Founders and list of State Founders
- Current International Administrative Board with addresses, telephones, Fax and E-mail
- International Headquarters administrative staff with addresses, telephones, Fax and E-mail
- Current state organization officers with addresses, telephones, Fax and E-mail
- International and state organization website addresses
- Dates of future international, regional and state meetings
- Deadlines for applying for Society scholarships, seminars, stipends with instructions as to where to get application forms

#### **Chapter information**

- Chapter officers with addresses, telephones, Fax and E-mail
- Committee chairs and members
- Chapter website address

#### **Program/meeting information**

- International program theme, dates
- State organization or chapter project information
- Titles and descriptions of chapter programs and non-program events and activities
- Date, time, location of chapter meetings
- Date, time, location of chapter Executive Board meetings
- Date, time, location of local area/district meetings
- Hostesses and other special assignments for chapter meetings
- *The Delta Kappa Gamma Song*

#### **Historic information**

- **Chapter charter members**
  - Past chapter members
  - Deceased chapter members
  - Chapter members who have received chapter, state or international awards
  - Achievement awards
  - Scholarships and study stipends
  - Travel stipends

#### **Other optional information**

- “Telephone tree” communication chain

**All of the above information could be listed on the chapter website in addition to, or in lieu of, a printed yearbook. The following information, however, can be displayed on a website only if members have given written permission at the beginning of each biennium for their names and addresses and other information to appear on the website.**

### **Chapter member directory**

- Member information: Name, address, telephone, Fax, E- mail
- Professional position, title and place of work
- Membership status: active, reserve, honorary
- Year of initiation for each member
- Optional information about members
  - Birthdays
  - Photographs

## Forms

### Needs Assessment Inventory: Checklist

Please check the **ten** subjects you would like for chapter programs. Your responses will help the chapter program committee plan programs that will best meet your professional and personal needs and will promote excellence in education. Thank you for your time!

- |  |   |
|--|---|
| <input type="checkbox"/> Positive attitudes and behaviors                                | <input type="checkbox"/> School violence                            |
| <input type="checkbox"/> High achievement  | <input type="checkbox"/> Distance learning                          |
| <input type="checkbox"/> Respect for diverse cultures                                    | <input type="checkbox"/> Interactive technology                     |
| <input type="checkbox"/> Technology and lifelong learning                                | <input type="checkbox"/> Character education in theory and practice |
| <input type="checkbox"/> Textbooks versus technology                                     | <input type="checkbox"/> Talents of members                         |
| <input type="checkbox"/> Criteria for choosing appropriate software                      | <input type="checkbox"/> Impact of technology on the arts           |
| <input type="checkbox"/> Travel and study opportunities                                  | <input type="checkbox"/> Medical marvels                            |
| <input type="checkbox"/> Non-traditional students  | <input type="checkbox"/> Intercultural communication                |
| <input type="checkbox"/> Role of extracurricular activities                              | <input type="checkbox"/> Mobile population                          |
| <input type="checkbox"/> Vouchers  | <input type="checkbox"/> Role of interscholastic sports             |
| <input type="checkbox"/> School-to-work programs   | <input type="checkbox"/> Alternative learners                       |
| <input type="checkbox"/> Numeracy  | <input type="checkbox"/> Alternative schools                        |
| <input type="checkbox"/> Violence prevention   | <input type="checkbox"/> Gender bias                                |
| <input type="checkbox"/> School care – before and after                                  | <input type="checkbox"/> Charter schools                            |
| <input type="checkbox"/> Grant writing   | <input type="checkbox"/> Health care                                |
| <input type="checkbox"/> Mandates without funding  | <input type="checkbox"/> Volunteering at school                     |
| <input type="checkbox"/> Educational reform  | <input type="checkbox"/> School/business partnerships               |
| <input type="checkbox"/> Critical thinking skills  | <input type="checkbox"/> Public versus non-public funds             |
| <input type="checkbox"/> Attributes and skills of women<br>in prominent leadership roles | <input type="checkbox"/> Teacher preparation programs               |
| <input type="checkbox"/> Electronic communication  | <input type="checkbox"/> Problem solving                            |
| <input type="checkbox"/> Educational jargon  | <input type="checkbox"/> Learning styles                            |
| <input type="checkbox"/> Multi-language classroom  | <input type="checkbox"/> Communication and leadership               |
|  | <input type="checkbox"/> Expertise/experiences of members           |

Do you have expertise in any of the above areas? Yes  No

If yes, which one(s)?

Would you be willing to share your expertise in a program? Yes  No

If yes, on what subject(s)?

In what way(s)

Name \_\_\_\_\_

Phone E-mail

### Needs Assessment Inventory: Open-ended Survey

Your responses will help the chapter program committee plan programs that will best meet your professional and personal needs and will promote excellence in education.

1. List the two or three chapter programs that you enjoyed the most during the last biennium. Why did you enjoy these programs? (A list of all chapter programs of the last biennium is attached.)
  
2. List the two or three chapter programs that you enjoyed the least during this last biennium. Please explain.
  
3. What program topics or subjects would help you meet your personal or professional goals? Why?
  
4. Please recommend members of the chapter or other professional educators that you have seen present programs or workshops as possible presenters for our chapter programs.
  
5. What methods of presentation do you like best? Why?
  
6. Do you have an idea for a chapter project that promotes literacy and numeracy and also promotes the professional and/or personal growth of members? Explain. Use the back of this sheet if necessary.

Name \_\_\_\_\_

Phone E-mail

## Program / Speaker Evaluation Form

Title of the Program

Date

Program Category

Name of Speaker/Presenter

---

Please rate the effectiveness of the program by following the instructions below. Add additional comments on the reverse side of the sheet. This information will help when planning future programs.

	N/A	Poor	Average	Excellent					
Quality of material presented				0	1	2	3	4	5
Speaker's knowledge of subject				0	1	2	3	4	5
Overall presentation				0	1	2	3	4	5
Presentation method				0	1	2	3	4	5

---

Suggestions for alternative presentation method:

---

Effective use of multimedia aids				0	1	2	3	4	5
----------------------------------	--	--	--	---	---	---	---	---	---

---

Suggestions for other aids that might have been used:

Respond to the following questions with yes or no and give suggestions for improvement, if you wish.

Was the length of the program appropriate?

Did the program have applications for your professional life?

Did the program have applications for your personal life?

Would you attend another program given by the speaker? Explain why or why not.

In your opinion, what were the most effective parts of the program? Why?

How could the program have been improved to meet your needs?

What ideas related to this program would you like to see presented in a program in the future.

## **Evaluation of the Work of the Program Committee**

An annual evaluation of the chapter program committee can be helpful in completing the biennial reports that will be sent to the state program chair. Copies of the evaluation, including any proposals or suggestions for future program committees, should be filed. The following questions may be considered:

### **About the Goals**

Were the program goals for the biennium reached? If not, what were the obstacles?

How do you rate the overall success of your programs?

### **About the Process**

What was the most effective part of the planning process for your team?

How would you improve the process?

### **About the Committee**

How many times did the committee meet the first year?                      The second year?

Was this enough planning time? If not, what suggestions would you make to the next program committee concerning planning meetings?

Did the program committee represent the interests of all members within the chapter? If not, what suggestions would you make about choosing future committee members?

How did the program committee recognize the contributions of each team member?

### **About the Results**

What program planning practices and procedures of this biennium should be used by future program committees? What additional improvements in planning practices and procedures would you suggest for future program committees?

## Sample Program Form

**Program category:**             Professional     Personal     Societal     Fellowship

**Program topic:**

**Program title:**

**Program presentation method:**

**Brief summary of the program:** (Scripts, handouts, forms used with the program are attached.)

---

**The purposes of the program are:**

---

**Optional information:**

- Action Plan
- Continuing Activity
- Works Cited
- References for Further Study
- Professional Information Regarding Presenters

**Biennial planning chart: first year**

	business meeting	program	ceremony	social event	no meeting
August					
September					
(the above two programs may have been planned by the previous program committee.)					
October					
November					
December					
January					
February					
March					
April					
May					
June					

Summer plans:

**Biennial planning chart: second year**

	business meeting	program	ceremony	social event	no meeting
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					

Summer plans:

### Presenter Information Form

Title of Program

Date

Time

Place

Name of Presenter

Professional Title/Position

Address

City

State/Province Postal/ZIP Code

Country

Telephone (Home)

(Business)

Fax#

E-mail Address

---

Please check the equipment that you would like to use in your presentation. If it is impossible to provide your requests at the site of the program, you will be notified.

- |   |  |
|---|--|
| <input type="checkbox"/> Microphone             | <input type="checkbox"/> Slide Projector/Screen    |
| <input type="checkbox"/> VCR/Monitor            | <input type="checkbox"/> Overhead Projector/Screen |
| <input type="checkbox"/> Flip Chart/Pad/Markers | <input type="checkbox"/> LCD Projector/Screen      |

List any other special room arrangements needed such as a piano, table(s) or podium:

Attach a brief paragraph or list of information that can be used to introduce you at the program and/or in a newsletter.

- If the presenter requests an acknowledgment letter for his/her employer, include format, content and to whom directed.
- The presenter should plan to bring handouts unless other arrangements have been made with the program facilitator.
- If a chapter member is providing transportation for the presenter, information is attached to this form. Otherwise, a map to the program site is included with this form.

Any further questions or information should be directed to:

Program Facilitator

Telephone (Home)

(Business)

---

Fax# E-mail

## Field Trip Planning Sheet – General Information

The following questions will provide the basic information needed for planning field trips or special workshops.

What is the destination?

What is the purpose?

First choice date(s)

Second choice date(s)

---

### Who will lead the trip?

Chapter members

Other educators/instructors

Docents or guides at the site

How long will the trip be from start to finish?

---

### Who will attend?

Chapter members

Spouses and/or guests

Prospective members

Other chapters—if so, which one(s)?

Society officers in the area—if so, who?

---

### What method of transportation will be used?

Member cars/vans

Public transportation

Rented vans/buses

Will a meal need to be planned?  No  Breakfast  Lunch  Dinner

If yes, what plans need to be made?

**If the trip has to be cancelled at the last minute due to something unforeseen,**

How will the members be notified?

What is the alternate plan or “rain” date?

**How will the field trip be publicized?**

## Field Trip or Workshop Reservation Checklist

*Items that should be included:*

### **Information about the event**

- What is it—a field trip or a workshop?
- What is the purpose of the event? Give a brief description that “sells” the event.
- Where will it be?
- When will it happen? Print both the date and the beginning/ending times.
- May guests or prospective members be invited?
- What will be the mode of transportation? (Maps and parking instructions should be provided.)

### **Information about the reservation**

- List any costs such as admission fees, transportation, meals.
- List any choices that must be made about any fees, transportation or meals.
- State to whom and to what address the reservation should be mailed. Can it be faxed or E-mailed?
- State the deadline for the reservations.
- State the deadline for cancellations without penalty.
- Include space for names of any guests the member may be including in her reservation.

### **Other items that could be included**

- The telephone number(s), address and E-mail of the Chapter Program Committee member who is facilitating the event.
- Information about appropriate dress: casual or professional; warm weather clothing or cool.
- Information about any difficulties members may encounter: standing in lines, excessive walking, stairs or walking on inclines.

## PRINT RESOURCES

**Although a few general references have been suggested below, each program committee member will want to add to the list and share with chapter members and with other chapters.**

### **Applying research to teaching and learning**

Caine, Geoffrey and others. *Mindshifts*, Second Edition. Tucson, AZ: Zephyr Press, 1999. ISBN: 1-56976-091-8

Campbell, Linda and Bruce Campbell. *Multiple Intelligences and Student Achievement: Success Stories from Six Schools*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999. ISBN: 0-87120-360-X

Silver, Harvey F. and others. *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000. ISBN: 0-87120-387-1

Sprenger, Marilee. *Learning & Memory: The Brain in Action*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999. ISBN: 0-87120-350-2

Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999. ISBN: 0-87120-342-1

Wolfe, Patricia. *Brain Matters: Translating Research into Classroom Practice*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. ISBN: 0-87120-517-3

Zemmelman, Steven. *Best Practices: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: 1998. ISBN: 0-325-00091-3

### **Curriculum issues**

Apter, Terri. *The Confident Child: Emotional Coaching for the Crucial Decade – Ages Five to Fifteen*. New York: W. W. Norton & Co., Inc., 1997. ISBN: 0-393-04058-5

Brandt, Ronald S., Ed. *Education in a New Era*. ASCD Yearbook 2000. Alexandria, VA: Association for Supervision and Curriculum Development, 2000. ISBN: 0-87120-363-4

Marsh, David D., Ed. *Preparing Our Schools for the 21st Century*. ASCD Yearbook 1999. Alexandria, VA: Association for Supervision and Curriculum Development, 1999. ISBN: 0-87120-335-9

### **Health/fitness/safety**

Carlson, Richard. *Don't Sweat the Small Stuff . . . and it's all small stuff*. New York: Hyperion, 1997. ISBN: 0-78688-185-2

Kessler, Rachael. *The Soul of Education: Helping Students Find Connection, Compassion and Character at School*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000. ISBN: 0-87120-373-1

### **Integrating the visual/performing arts**

Brommer, Gerald. *Discovering Art History, third edition*. Davis Publications, 1996. ISBN: 0-87192-299-1

- Edwards, Betty. *The New Drawing on the Right Side of the Brain*. J. P. Tarcher Publishers, 1999. ISBN: 0-87477-424-1
- Gatto, Joseph A. and others. *Exploring Visual Design: The Elements and Principles, Third Edition*. Davis Publications, 1999. ISBN: 0-87192-379-3
- Hiller, Terry Ray. "Coming Changes in Public Arts." *The Futurist*. November-December 2001, 46-51.
- Jensen, Eric. *Arts with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. ISBN: 0-87120-514-9
- Shaw, Robert. *American Basket: A Cultural History of Traditional Domestic Art*. New York: Clarkson Potter Publishers, 2000. ISBN: 0-609-60333-7
- Walling, Donovan. *Rethinking How Art Is Taught: A Critical Convergence, 2000*. Corwin Publisher, 2000. ISBN: 0-76197-5195

### **Leadership**

- Johnson, M.D., Spencer. *Who Moved My Cheese?* New York: G.P. Putnam's Sons, 1998. ISBN: 0-39914-446-3
- McGinty, Sarah Myers. *Power Talk*. New York: Warner Books, Inc., 2001. ISBN: 0-446-52537-5
- McNally, David. *Even Eagles Need a Push: Learning to Soar in a Changing World*. New York: Delacorte Press, 1991. ISBN: 0-38530-502-8

### **Program planning and presentations**

- Jenson, Eric. *Sizzle and Substance: Presenting With the Brain in Mind*. San Diego, CA: The Brain Store, Inc., 1998. ISBN: 0-96378-329-7
- Jenson, Eric. *Super Teaching*. San Diego, CA: The Brain Store, Inc., 1997. ISBN: 0-96378-320-3
- Katzenbach, Jon R. and Douglas Smith. *The Wisdom of Teams*. Harper Business: 1994. ISBN: 0-88730-676-4
- Parker, Glenn M. *Team Players and Teamwork*. San Francisco, CA: Jossey-Bass, Inc., 1990. ISBN: 0-78790-185-7

### **Societal**

- Mueller, Carol. "Focus 2000: Delta Kappa Gamma Faces the Future." *The Delta Kappa Gamma Bulletin*, Winter 2000, 5-9.

### **Technology**

- Eisenberg, Michael B. and Robert E. Berkowitz. *Teaching Information and Technology Skills: The Big 6TM in Secondary Schools*. Worthington, OH: Linworth Publishing, Inc., 2000. ISBN: 1-58683-006-6.
- Healy, Jane. *Failure to Connect: How Computers Affect Our Children's Minds – For Better or Worse*. New York: Simon & Schuster, 1998. ISBN: 0-68483-136-8

Lathrop, Ann. *Student Cheating and Plagiarism in the Internet Era*. Englewood, CO: Libraries Unlimited, Inc., 2000. ISBN: 1-56308-841-X

Roerden, Laura Parker. *Net Lessons: Web-Based Projects for Your Classroom*. Sebastopol, CA: O'Reilly & Associates, 1997. ISBN: 1-56592-291-3

Steinbacher, Raymond. *Computer Friendly*. Erie, PA: Green Tree Press, 2001.

### **Testing and evaluation**

Danielson, Charlotte and Thomas L. McGreal. *Teacher Evaluation to Enhance Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000. ISBN: 0-87120-380-4

Marzano, Robert J. *Transforming Classroom Grading*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000. ISBN: 0-87120-383-9

Mitchell, Ruth. *Testing for Learning*. New York: The Free Press, a Division of Macmillan, Inc., 1992. ISBN: 0-02921-465-3 (Educator's Award Book)

### **Writing/publishing**

Reep, Diana C. and Helen M. Sharp. *The Educator's Writing Handbook*. Boston: Allyn and Bacon, 1999. ISBN 0-29528-519-8

*The Chicago Manual of Style*, Fourteenth Edition. Chicago: The University of Chicago Press, 1993. ISBN: 0-22610-389-7

## **Non-print Resources**

Chapters are urged to contact colleges and universities, museums, civic organizations, businesses and industries for available speakers and for opportunities to visit a variety of sites.

### **Curriculum and curriculum issues**

[www.nces.ed.gov](http://www.nces.ed.gov)

National Center for Education Statistics

[www.annenberginstitute.org/accountability/toolbox](http://www.annenberginstitute.org/accountability/toolbox)

[www.library.yale.edu/socsci/subjguides/education/resources.html](http://www.library.yale.edu/socsci/subjguides/education/resources.html)

Selected Internet resources for education

[www.ed.gov/free/](http://www.ed.gov/free/)

USA federal resources for educational excellence

[www.enc.org/](http://www.enc.org/)

Eisenhower National Clearinghouse Online:

The best selection of K-12 mathematics and science curriculum resources on the Internet

[www.classroom.com](http://www.classroom.com)

A newsletter of Internet enhanced lesson plans, activities and projects

2002-2006 Program Resource Guide: *Empowerment for Excellence*

**[www.eddigest.com](http://www.eddigest.com)**

A "readers' digest" for education

**Health/fitness/safety**

**[www.health.harvard.edu](http://www.health.harvard.edu)**

Harvard Health Publications

**Integrating the visual/performing arts**

**[www.artsedge.kennedy-center.org](http://www.artsedge.kennedy-center.org)**

The National Arts and Education Information Site

**[www.museumland.com](http://www.museumland.com)**

World culture and heritage site

**[www.musee-online.org](http://www.musee-online.org)**

A nonprofit organization linking museums, schools and the general public

**[www.kfki.hu/~arthp](http://www.kfki.hu/~arthp)**

Links to a virtual museum and searchable database of European painting and sculpture of The Gothic, Renaissance and Baroque periods (1150-1800)

**[www.si.edu](http://www.si.edu)**

Links to the museums, research centers, archives, publications, recordings, online collections and the virtual Smithsonian

**[www.colormatters.com](http://www.colormatters.com)**

A starting point for the exploration of color

**[www.homepage.mac.com/krohner/iad/index.html](http://www.homepage.mac.com/krohner/iad/index.html)**

An online art department provides lesson plans for all grade levels

**[www.ibiblio.org/wm/](http://www.ibiblio.org/wm/)**

Visit the Louvre or other great museums.

Browse by time period, by artists or begin with a special exhibit feature.

**Program planning and presentations**

**[www.teambuildinginc.com](http://www.teambuildinginc.com)**

The team building supersite

**Teaching resources/ideas**

**[www.kidzlit.org](http://www.kidzlit.org)**

An online after-school program

**[www.talkingwithkids.org](http://www.talkingwithkids.org)**

Talking about tough issues with your students

**[www.romaindomain.com/about.htm](http://www.romaindomain.com/about.htm)**

Books that communicate with children and young people

[www.trip1.org](http://www.trip1.org)

Classroom ideas and list of links for other resources

[www.school.discovery.com/schrockguide/](http://www.school.discovery.com/schrockguide/)

Kathy Schrock's Guide for Educators

[www.disciplinehelp.com/behindex/default.html](http://www.disciplinehelp.com/behindex/default.html)

Tips for handling classroom behavior problems

[www.ceismc.gatech.edu/busyt/homepg.htm](http://www.ceismc.gatech.edu/busyt/homepg.htm)

Busy Teachers' Website K-12

#### **Sites for teachers**

[www.classroom.com/edsoasis/default.htm](http://www.classroom.com/edsoasis/default.htm)

Ed's Oasis: K-12 teacher resources and opportunities

[www.websites.com](http://www.websites.com)

Free computer desktop photos to download

[www.disciplinehelp.com/yhta/default.htm](http://www.disciplinehelp.com/yhta/default.htm)

You can handle them all

[www.webenglishteacher.com](http://www.webenglishteacher.com)

Web English teacher

[www.teacherfirst.com/matrix.htm](http://www.teacherfirst.com/matrix.htm)

TeachersFirst Content Matrix

[www.thegateway.org](http://www.thegateway.org)

The Gateway to Educational Materials

[www.cyberbee.com](http://www.cyberbee.com)

CyberBee

[www.skewlsites.com](http://www.skewlsites.com)

Skewl sites: the best in educational websites

[www.rubistar.4teachers.org](http://www.rubistar.4teachers.org)

RubiStar (creates rubrics)

#### **Technology**

[www.internet4classrooms.com/on-line2.htm](http://www.internet4classrooms.com/on-line2.htm)

On-line technology tutorials

[www.remcii.k12.mi.us/bstpract](http://www.remcii.k12.mi.us/bstpract)

Best practices of technology integration

[www.gsn.org/pbl/harnessing.html](http://www.gsn.org/pbl/harnessing.html)

Harnessing the power of the web