Running Head: The 33rd Annual Children's Day in the Plaza

Teaching Children About Multiculturalism

A senior project submitted in partial fulfillment of the Requirements for the Bachelor of Science Degree in Psychology

by

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Chapter 1

INTRODUCTION

For my senior project I will be organizing, carrying out and running Children's day in the Plaza 2011 as part of a team of students. This is an annual event and the work that I will do is an extension of the work of past students. Also, my work will be passed on to the students who run the event next year as a set of guidelines and what not to do's. This event consists of local vendors and entertainment that are geared towards the children of the community. It is meant to bring together the families and other members of the community in a fun and positive environment. The event gives children the opportunity to explore creativity and individuality, while it provides adults and parent's access, information and resources of a variety of services and organizations within San Luis Obispo County. Children's Day is sponsored by SLO County Child Care Planning Council, San Luis Obispo Child Abuse Prevention Council (SLO-CAP) and the City of San Luis Obispo.

In the following chapters I will be presenting all parts of my participation in the event based on the role that I will be taking, entertainment coordinator, as well as a literature review of teaching multicultural competency, a tolerance and understanding of cultures other than your own, to elementary aged, or younger, children. I believe in our society today it is becoming more apparent that many children are biracial or multiracial and the kids can see the cultural differences. I think that teaching them that diversity is a good thing at a young age can help to reduce the chance of racism and ignorance that many of us encounter in our lives. Children's Day in the Plaza could possibly, in the future, become a sort of multicultural awareness event or maybe there could be a multicultural event in itself.

As well as the pros and cons of teaching multicultural competency to pre-school and elementary school aged children I will be reviewing literature on the impact of multicultural teachings in communities that are or aren't diverse. These teachings might only be beneficial to certain demographics. Perhaps only diverse communities will benefit from these teachings or possibly a not so diverse community; such as San Luis Obispo, would be enlightened by them. Also, the level of diversity could simply determine the method or intensity of the teachings making it not only a success or fail situation.

I believe that children need events like these because they can learn but also have fun. A simple demonstration of a cultural dance or a booth selling not typical American food; hot dogs and hamburgers, is a positive yet also educational way to demonstrate that people come from different places and that's ok. Also at Children's Day in the Plaza each booth that participates is required to come up with an activity for the children that could be educational and multicultural. Obviously a long lecture on the importance of all cultures wouldn't be effective in an elementary school setting but kids definitely respond well to interaction and demonstration.

Chapter 2

LITERATURE REVIEW

The world has many different types of people or cultures. The U.S. is predominantly white however; we do have a significant number of other cultures in every state. The Census Bureau reports its 2009 estimates of the U.S. population as; 65% white non-Hispanic, 16% Hispanic, 0.2% Native Hawaiian or Pacific Islander, 5% Asian, 1% Native American and Alaskan native, and 13% African American. Also we have 2% of people reporting two or more

races. Given the size of these populations we can no longer ignore this diversity in our school curriculums as well as in our communities. By making a few simple changes in elementary school classroom assignments as well as possibly creating a fun community event similar to Children's Day in the Plaza, we can start to address the diversity and teach multiculturalism to our kids.

We have already begun to teach multiculturalism but we have been focusing on the wrong demographic. So far there have only been "treatment" programs for the intolerance and racism problem. Multicultural education, since its creation, has been directed towards the teachers; not the students. In training teachers are taught how to treat all kids equally while accounting for possible cultural differences. The question I'm asking is why not explicitly teach this to the kids too rather than leading by example? These children are learning about cultural differences whether we like it or not so I think we should teach them acceptance before they can learn prejudice. A lot of the media these kids are seeing has a positive multicultural competent aim; seeing people of different races interact and work together on TV for example, so it should also be in the classroom where it can be addressed head on. Obviously teaching the kids about slavery, the cruelty Native Americans experienced as well as events like Pearl Harbor and the aftermath that followed should be saved for when they are older. What they should learn early on is that everyone is different in some ways but also alike in other ways. They should learn that cultural differences can be a good thing and should be appreciated. A lot of questions arise when addressing this issue. First of all how do you teach such young kids serious issues? Also can young kids understand such things? Lastly, should we even make multicultural competency an issue in elementary school? The following literature review aims to answer these questions.

Washington (1981) describes some multicultural training for teachers. These trainings are very intensive. They are aimed at making sure teachers won't treat students differently because of race/ethnicity. The U.S. is filled with people from cultures all over the world. These different cultures can be used to teach our children to be proud of where they come from as well as interested in where their peers come from. Adults know what the issues are. Adults understand the political and more serious implications about the issues of racism and maltreatment of minorities. Teachers need to be trained to be multiculturally competent because they have already formed their own opinions and come from a generation that was less diverse in elementary school.

The Classic Doll experiment and the "Show Me" test use a white doll, a black doll and ask certain questions to show that at a fairly early age kids are making racist observations (Litcher and Johnson 1969). In the experiment kids were shown two dolls and asked questions like, "Which doll is nice? Which doll is bad? which doll do you like best?" Both the Caucasian and African American children named the white doll as positive and the black doll as negative. This experiment was originally done in the 1940's but was re-examined more recently in May 2010 by CNN with a similar and worse result. The CNN study found not only prejudice towards the pictures of dark kids but the African American children also had prejudice against the light kids (Greene 2010). Kids know about cultural differences early on so we should guide them to acceptance early on. My idea is to start early so that later in life they don't need to go through intensive training to learn how to act with people of different cultures. A child's brain develops almost entirely in their first five years so that time should be taken advantage of. This event could be perceived as a "prevention" program for racism. Most multicultural classes are taught at a college level but I think it could start earlier, much earlier. I'm not suggesting making

multicultural psychology a part of the elementary curriculum, but simple adding in art projects or culture assignments would suffice.

Baer and Glasgow (2010) suggest using literature to teach multicultural competency as well. Through readings they can get students to think about real world issues in their own way. This article describes work with adolescent students but the idea behind their work is the main thing I want to point out. Using things like literature that the students can understand and relate to is an easy way to bring up the issues without overwhelming the kids or confusing them. For younger students such as elementary aged kids the idea would be the same, using something they relate to or understand like a festival, to teach them about the issues. Having a multicultural and fun event would engage kids while teaching them at the same time. In my elementary school we had an assignment to bring something in to the classroom that represented our own heritage. This type of assignment should be commonplace in school. It is a fun way to learn a little bit about your peers and where they come from. For my class most of the items were food. Obviously parents were very involved in making the food so this was also an opportunity for the parents to teach their own kids about where they come from in a fun and easy way. Parents should always be involved.

As well as literature, poetry can also be used to teach multicultural competence. McCall (2004) wrote an article about ways to teach social justice and cultural diversity in elementary and middle school classrooms. The article shows that in social studies, poetry can be a useful method that is current as well as interesting for the kids. Poetry is all about interpretation and personal analysis which makes it very multiculturally competent or in other words is relevant across various cultures. Especially in middle school classrooms, discussion between students can spark

new ideas or awareness about all kinds of things, not just culture and ethnicity. Poetry readings or "slams" are very popular today so having one at a multicultural event could be a viable idea. Perhaps having the kids write poems and sharing them would be more feasible for an elementary aged event but also having older kids contribute makes the event more community based and open to everyone. Interpreting poetry is definitely a bit advanced but this just shows different options for teaching kids in a creative way they enjoy as well as understand.

Literature and poetry are useful but choosing the right content is very important Yoon, Simpson and Haag (2010) also discuss multicultural literature aimed at teaching competency. Four books are analyzed in the article "Assimilation Ideology: Critically Examining Underlying Messages in Multicultural Literature". The books are aimed at teaching cultural pluralism, acceptance of more than one culture, but at the same time often have the theme of assimilation, adapting the popular culture as your own, woven into them. The article discusses using appropriate literature, not just any, to teach cultural pluralism. There are certain themes in some of the literature that can be counterproductive rather than helpful. The U.S. has a long bloody history of assimilation by force so perpetuating these ideas while trying to promote multicultural competency doesn't make any sense. Yes the literature is a great resource and should be utilized but the selection should be very particular to be sure the right message is being promoted. Far too easily we can be misled into believing the wrong thing when we don't understand the point of what we are giving to the students. Taking books from different cultures would be an easy way to fix the assimilation problem. Rather than giving the kids American books who attempt to incorporate other cultures, using authentic text would be more beneficial. For example, a book of fables from another culture that perhaps kids are reading in their own homes would be an easy choice because it is valid as well as appropriate for the children.

As well as literature I believe an event for elementary school kids would be helpful because of the research done on cooperative learning which is when students work together in small groups. Slavin (1996) discusses cooperative learning and how successful it is in the classroom. A cultural event would be a perfect cooperative learning tool because it puts the children in groups with their peers rather than being alone and it would keep kids engaged while still showing them different aspects of new cultures or perhaps more information about cultures they're already aware of. The cultural event, like Children's Day in the Plaza, would have businesses from the community with booths and at each booth there would be an activity. For Children's day the activities always have a theme and at our new event the theme would simply be diversity and appreciation of all cultures. It is proven, as discussed in the article, that cooperative learning is effective at any age but I think it would especially be helpful at the elementary school level. Children in our society today are constantly being bombarded by new technologies and distractions so it can be argued they are losing their ability to concentrate. Having an event filled with small activities caters to their way of learning with an overload of stimulation.

In another article, structured cooperative learning (SCL) even improved interethnic relationships between students (Oortwijn et al 2008). In the study effects of SCL improved popularity and perceived cooperativeness among ethnic groups. In diverse schools segregation is very prominent. The study found that kids automatically rate peers of the same race as "friends" even when they don't know them. By engaging the kids in SCL the segregation was lessened and the kids rated their ethnically different peers as more friendly. This event would not only be engaging and informational for the students but it would also involve the families of the students or possibly the community. Children lives are very much ruled by their parents and families so

involving them in an event like this would also present the opportunity for the teachings to continue outside of school.

Having a community event brings together children and their families which has many benefits. Henderson and Mapp put together a great amount of studies that talk about these benefits. One of the positive outcomes from bringing family and community together, when teaching children, is improved school achievement. Obviously just bringing the family in isn't the only thing you need to improve a child's performance in school but it has been found to help.

Henderson and Mapp (2002) use 51 different studies that are all looking at family and community involvement that improves school achievement in children. Because there are so many different studies they use general terms to define what they mean by "involvement". For family involvement they include things like; parenting, communicating, supporting school, learning at home, decision making and collaborating with community. These categories, they say, are all important points to consider when you are trying to help your child do better in school.

By creating a community event such as a Multicultural children's day, we can help our children learn better, as proven by all of these studies. What does "improve in school achievement mean"? Again there are some general points made by all of these studies. Some of the "improvement points" are: teacher ratings of school adjustment, vocabulary, reading and language skills, social and motor skills, report card grades, GPA's, attendance, staying in school, improved behavior and healthy development.

Multiculturalism is something that needs to start being implemented in school curriculums and these studies say that the way to do it so that children learn and improve overall in school is to involve the family as well as the community.

Now that we know how to teach it, why is multiculturalism important to teach right now? South Korea has diversifying demographics and it knows it. Choi (2010) reviews the need for a change in social studies curriculum in schools in South Korea because of the increase in multiculturalism. The U.S. for the most part has had a "melting pot" view meaning that everything should be mixed together as one. Recently this view has been evolving to take into account the differences in the many cultures of this country instead of promoting assimilation with the country being referred to as "a seven course meal" that incorporates different parts that complement each other. Although politically the view is changing, the way we teach the children is not changing. We need to take a page out of South Korea's book and change the curriculum. We have been teaching elementary aged children about Columbus and the pilgrims for far too long. They should know the truth about how this country was created and how it has evolved. The essence of how the U.S. is a place for people all around the world should remain the same but the truth of how we got here should be taught. Also when I was in elementary school we learned about the local Native American tribe but not so much about cultures around the world. Changing the curriculum to incorporate more cultures would broaden many views and give more opportunities for kids to learn about their peers and where their peers' families come from.

Perceived multiculturalism in schools has even been found to promote happiness and well-being among students in ethnically diverse settings (Lei et al 2010). In a recent study students of diverse backgrounds were asked to rate their life satisfaction as well as levels of

happiness or subjective well-being. The students who rated their school as more multiculturally competent in context were also found to do better academically, socially etc. By having our elementary schools promote multicultural competency, in diverse communities, the students do better. They feel more comfortable in their school and among their diverse peers. The study also found correlations between perceived multicultural competency and positive peer relations, ethnic identity, social support, and ethno cultural empathy. Overall these students and their schools were better off than schools that had no multicultural competence amongst the students. I believe that our country is very diverse already and is only getting more culture by the minute. By starting early in elementary schools we can start the next generation off on the right foot. If we can improve student's experiences in schools perhaps we can keep them in school and se t them up for greater achievement later in life.

There isn't much research or data about the effects of teaching multicultural competency in elementary schools where there isn't a lot of diversity, which makes sense. If the community is predominantly one or two ethnicities there wouldn't be a great need to educate the students on the cultures of the world. This does, however, pose a problem for these kids in the future. In the real world, there are more than a couple ethnicities and cultures. Even in communities that are predominantly white I believe teaching multicultural competency would be beneficial because the earlier they are taught the better. Also, a community event that invites local businesses would give everyone a chance to see the actual diversity that they do have and might not know about. If the one or two families that are the ethnic minorities are present at the event everyone would benefit and learn. At many multicultural events here on campus there are always a few people who say, "We didn't have much diversity in my home town, I didn't know anything about this

culture until I came to college". By teaching multicultural competency in every community rather than just the diverse ones everyone will benefit in the long run.

Children's day in the plaza is a great event that combines fun, education, family and the community all in one place. It would be very easy to start an event similar to this one focused on multicultural education. There are many different ways to incorporate multicultural education into elementary schools and it is proven to be needed. By using fun creative methods like literature, poetry, culture assignments etc we can teach the next generation that diversity isn't so bad after all. Racism and prejudice are still prominent in our society today but it is about time that we attempted to get rid of them. Teaching multicultural competency in elementary school will by no means end racism but it could be a nice step in the right direction. Instead of doing "treatment" for adults let's start doing "prevention" for our children.

Chapter 3

METHODS

The event was planned mostly individually by each student and we met once a week to see where we were each at in progress and also to help each other with anything we were doing at the time. A lot of the meetings consisted of updates and questions answered by Carol or other group members. The different positions were entertainment, publicity, donations, booths and chair. Each of us had the information from previous years so we knew what we had to do for the event. This is a timeline of how our meetings went:

Week 1: Ideas for theme and logo. "We Are All Superheroes; Discover The Powers in You!"

Week 2: Finalize theme/tag line; work with graphics guy on logo. Also, revise letter to send out to entertainers.

Week 3: Print out letters and applications. Send out to entertainers. (Each envelope includes: application, letter, and envelope with your address for them to send back to you)

Week 4: T-shirt ideas, volunteer ideas (how to recruit).

Week 5: Reserve entertainment equipment. (Walkie-talkies through Grand Performance, PA system from Don Norton and if need two reserve second with Cal Poly)

Week 6: Start making line up as you get responses back. Call last years' performers if haven't heard from them. Central Coast gymnastics wants to perform so call them. Book all day entertainment such as: balloon animal guy, climbing wall etc.

Week 7: Finalize lineup as you can. Make sure we have the equipment they need. Help others with what they need.

Week 8: Write up lineup so Carol can print poster for display.

Week 9: Sticker bags, prepare small items to handout at farmers, print flyers for CPK fundraiser

Week 10: Write opening speech, color posters.

The most important part of this position is getting your letters out as soon as you can so you have time to make changes to your lineup. The more time you give people the more organized you will be. All of the work depends on what happens each year and it varies. The only thing you can count on is getting your letters out early and doing the flyers, bags etc at the end.

Entertainment

There were five of us planning the event this year with five positions. My position was entertainment coordinator which included booking entertainment and equipment as well as being MC for the event. I have never put on an event like this so I didn't know what to expect. As entertainment coordinator I think I had one of the easier positions. Yes some of the performers can be a little particular and difficult but overall the job is quite simple. We met every week to check in on our progress and help each other out with our various tasks. Most of my job was handled outside of the meetings.

The first thing we had to do was decide on a theme and tagline for the event. We decided to go off of the "Health Hero" theme that HEAL-SLO was campaigning to battle childhood obesity. Our theme, "We are all Superheroes; Discover the Powers in You!" emphasizes individuality as well as promotes a healthy self-esteem. We wanted a theme that had diversity in mind and was fun. We immediately pictured a lot of little kids running around in superhero costumes and decided to use it. To come up with the logo we also wanted to keep the diversity theme so we picked a picture with a variety of kids in it. Our Chair, Sarah Pompa, had a friend who did graphics so he came to our meeting to show us some pictures to choose from. Also the font was chosen based on the comic book look to go with the superhero theme.

The next thing we each had to do was get our contact lists together. I had the two lists from last year and the year before so I contacted the people who performed last year. Also, quite a few people contacted our supervisor, Carol Capito, because they wanted to perform so I added them to my list. For every performer I had to send them a letter, explaining what I was asking, as well as an application form that asked when they wanted to perform as well as some other

important information I needed from them. On the letter was a cutoff date for responses so they didn't wait until the last minute. I didn't turn anyone down if they missed the cutoff date but I had to tell some people no because there were not enough time slots for everybody. Each performer is given 30 minutes and that's it so we can get as many groups in as possible without overlapping.

There are certain things that count as entertainment that do not need time slots and therefore aren't sent letters. I had a guy who made balloon animals ask if he could participate. I gave him the go ahead and he was at the event all day giving away balloons and accepting tips. Also we had a climbing wall. The climbing wall however, counted as a booth because they were charging for climbs. I made the initial contact with them but after that they dealt with the booth coordinator. Another thing we had that could be put under the entertainment category was people dressed up in costumes. We had volunteers walking around dressed as Winnie the Pooh and Tigger but the publicity person rented those.

After the letters were sent out it was just a waiting game. As I got responses I made up the lineup. I had people join in the lineup all the way until the last week. I even had a last minute performance thrown in on the last day. This year we included a time slot after the opening ceremonies for a Health Hero presentation but I don't know if that will happen again. That presentation didn't last as long as expected so that is why we were able to sneak in the last minute performance. As I talked to performers they told me when they each wanted to perform and where. There are two stages but this year everyone wanted to be on the mission steps. When I received all of my applications I made the line-up and told the performers when their time slot was.

While I was waiting for responses the meetings were uneventful for my position. The one thing that I was able to help with was volunteer recruitment. We needed a lot of volunteers but we did not get a lot of responses. We each made announcements in our classes as well as asked friends to come and help. There were two classes from the Cuesta campus that require community service hours so we got a lot of volunteers through them. Also we contacted the service fraternity on the Cal Poly campus that sent us a lot of help. Another place we emailed was the County Community Service group but I'm not sure how many people we got from them. TJ Maxx also has a community service program so we contacted them as well.

For donations we set up a fundraiser at California Pizza Kitchen so I also helped with handing out flyers for it. Again we made announcements in our classes as well as handed out flyers. We also put an announcement with a flyer in the Monday mailing for the Psychology Dept.

Until the day of the event my job was very slow. I did whatever I could to help the other girls but each of us were pretty independent. There was a ton of email correspondence between myself and all of the performers but once everyone told me what they needed I was set. We had a really great group this year so I think it made each of our jobs that much easier. Also Carol Capito was our lifeline. Because she has done this for so many years she knows exactly how it goes and anything we needed she helped us out. She was definitely the person who ensured our success this year. She not only gave us advice but also she has a lot of materials that are used every year such as banners, sandwich boards etc. She is definitely invested in this event not only because she is employed by the county but also because she raised her own children in this community.

Equipment and Walkie-talkies

Part of my job was to book sound equipment for my performers. Most of the performers this year were dance groups so all they needed was some speakers as well as a way to play music. At first I booked a PA system through Cal Poly media distributions because that is what had been done in previous years. Towards the end though all of my performers ended up wanting to be on the mission steps so we only needed one sound system. Don Norton is a teacher at Cuesta as well as a musician. He volunteered to bring his own PA system as well as stay the whole day to be the "sound guy". He was amazing. All I had to do on the day of the event was talk in the microphone because Mr. Norton ran all the equipment for the performers. Next year you might not be so lucky so make sure you have someone who knows how to run whatever equipment you get because personally I know I would have been lost without Mr. Norton.

As well as a PA system I was in charge of renting walkie-talkies for every team member including Carol. I rented them through Grand Performance and it was $71.00 for six of them. As well as the walkie-talkies I got the charging station in case they ran out of batteries. On the day of one of the walkies actually was out of power so it was really good that we had the charging station. These walkie-talkies were very important because we used them to communicate while each of us was on different ends of the mission plaza. On the day of the entertainment person stays near each stage but the Chair and Publicity people are definitely running around getting volunteers where we needed them.

Chapter 4

RESULTS

April 9th came faster than I thought it would. We were all worried about the weather because it had been hailing the two days before our event day. Thank goodness the sun finally came out so we had a huge turnout. We all met at the mission plaza at 6am. We unloaded the U-Haul and set up our donation and information booths. I didn't have too much to do until the opening speech so I was just helping whoever I could. Our donations person didn't have a car so I drove her around the morning of picking up coffee from the places who donated. Also I helped put up the posters we made. When the volunteers started arriving I helped get them signed in and gave them jobs. We had a lot of volunteers for set up but most of the booths did their own set up. I also helped the booths person get cars out of the way in the plaza so other booths could set up. Each of us, including volunteers, had maps and a list of where each booth was so we were doing a lot of directing of cars before the event started. When Mr. Norton arrived I helped him set up the sound equipment. We did a sound check and set up some chairs to create the audience space.

Throughout the day we used the walkie-talkies to communicate and get volunteers where we needed them. We had a lot of volunteers in the morning but I think we could have used a few more during the day. Also, I saw some of them walking around doing nothing so that wasn't very helpful. We had people standing at each entrance handing out bags so we could count how many kids came. I saw kids without bags so I think we might have been off on the count. Our Chair was great on the day of. I was stuck at the stage all day but she brought me water and food so I really appreciated her help.

Entertainment

When 10:00 rolled around I gave my speech. I introduced all of my team members, gave a little background on the event and introduced the person in charge of the Health Hero award

presentation. After that I gave some general info about the rest of the day and started making announcements about the entertainment.

We had a last minute performance thrown in before our lineup started. I had been in contact with the Cal Poly Line Dancing club but they were not put on the lineup because he never got back to me about when they could come. I had asked if he could come in the morning before 11:00 and luckily they showed up at that time and we had a gap for them to perform. After that we started our lineup and everything was perfect. I had been warned many times about people staying in their time slots but thankfully we started early so everything else fell into place.

Next to the mission steps there is a walkway that is blocked off from view of the audience so that is where I had each dance group get ready before they went on. Also a lot of them had costume changes so this is where they did that as well. It was a perfect spot. None of the entertainment groups were "premadonnas" or demanding. For each of them I got their music and let them MC for their particular performances. They really liked being in control so I let them. After each of them finished I got the crowd to give a round of applause and encouraged them to stay for the next group. Also in between performances I reminded people of the raffle as well as the other cool things we had going on that day. Because a lot of our performers were dance groups there was a big crowd all day. Each dance company had their families watching so it made it more exciting. We had a few folding chairs set up in front of the stage to encourage people to sit and watch so I think that really helped build up the crowd.

We did have one performance in the amphitheater which was the Cal Poly Chemistry Magic Show. They had performed in the same spot last year so they didn't need my help setting up or getting started. Dr. Bush doesn't use any sound equipment so he was super easy to deal

with. I pretty much told him I was making an announcement over the loud speaker at a certain time so he knew when to start but I didn't stop him at the 30 min. I know he went a little over on the time slot but like I said before the dance groups had their families as the crowd so his extra time didn't affect their audience.

Towards the end of the day our crowd was shrinking. One of our last performers was a Children's musician who needed audience participation. There were only a few little kids running around and at one point she needed some kids to play some instruments. I ended up joining her on stage and it was really fun. I think as the entertainment coordinator you have to be flexible which includes letting your hair down a little bit. You are not guaranteed a crowd for any performer except the dance groups so it should be expected to have a small audience. The chairs set up in front of the steps definitely encouraged an audience.

Also at the end of the day we had CASA do their "Kiss the Pig" for the winner of their fundraiser. They unfortunately didn't have a large crowd but I was happy to have them be a part of Children's Day. We ended our performances a little early so until 3:00 we announced raffle winners. Overall the day went really well and I was very happy with it.

At the end of everything all we had to do was break down our own booths as well as pack up the u-haul. Also we helped the guy from SLO parks and recreation because he had to do a lot by himself. We made sure to pick up any trash we saw as well as reminded the booths not to leave anything behind. Also I had to make sure the magic show didn't leave a mess in the amphitheater. The only booth that made a mess was the Cuesta Chemistry Club but they stayed behind to wash the street down with hoses.

I returned the walkie-talkies on the following Monday. If I had rented equipment from Cal Poly it also would have been returned on Monday but Mr. Norton took care of his own equipment.

Chapter 5

DISCUSSION

Overall the experience was very fun and successful. I loved my position and I hope that next year whoever chooses it will have a great time with it like I did. Children's Day is a fantastic event that I look forward to attending again. As I had never planned such an event before it was definitely eye opening. I learned a lot about how a community can work together. Your family sets the foundation for the rest of your life so I think more emphasis should be put on the importance of spending time together. This event has so many benefits as well as is just plain fun. I think every community should have events like this one or even a multicultural event as well.

All of the evidence I have provided proves that events like these where families, children and the community are working together is very beneficial to everyone. By improving school achievement everyone is happier and out of trouble. By involving the communities you get to know your neighbors and find out what resources you have available to you. With the family involved you can improve every aspect of your life especially parent child relationships and overall life satisfaction. Technology is turning a lot of us into hermit crabs that never have to leave the house or have any real social interaction. Why don't we start our kids off with events that promote a healthy social life as well as healthy family relations?

Our society is rapidly moving to a global community so why not start now and see the rest of the world. It starts at home so new programs or events need to be implemented as soon as possible. The next generation can be off to a great start if we lead them in the right direction.

As far as suggestions for next year goes, I say just relax. There are always things that can go wrong so stressing about all the details isn't necessary. The year before they had an issue with not having enough performers and this year we almost had too many which shows that this event can be unpredictable. The entertainment position should be simple. Contact the performers, see who wants to participate, and try to give them what they want but overall just go with the flow.

This year we had a ton of dance groups who happened to be fantastic about staying within their time limit and staying organized. Another suggestion would be to stick with the dance groups. In years past I think they have had gymnastics groups that require safety mats and other things that eat up time. If you can stick with performers who are low maintenance or put the high maintenance ones in time slots that aren't going to interfere with other groups. This year the only performance that was a little tricky was the magic show. They take a lot of time to set up and will most likely go over in time. I put him in the amphitheater so he could set up without disturbing other groups and also because he had been there before. If what I did can happen it should be done to make up for the extra time otherwise he must be told that he only has thirty minutes and that is it.

Lastly I can't stress enough the importance of a good sound person. Mr. Norton was my savior because he knew his equipment well and I didn't have to deal with it. I would have been lost without him adjusting the sound, playing the music for the performers, knowing when to change the bass etc. He was amazing and I couldn't have done it without him.

One thing that I did but I'm not sure anyone else has done is send out thank you cards to all of my performers. The entertainment is great because it gives the kids of SLO a chance to show off their skills. They work really hard in their dance classes so letting them perform is fun and good for the community. I didn't receive any responses from the cards but hopefully they were appreciated. When I had talked to the people in charge of all the dance studios on the day of the event they expressed how hard they had worked in preparation so I thought a thank you card would be a simple way to let them know the work paid off.

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APPENDIX A

Additional Documents Used

Children's Day in the Plaza
WE ARE ALL SUPER HEROS, DISCOVER THE POWER IN YOU!

Children's Day in the Plaza 2011

"We Are All Superheroes: Discover the Powers in You!"

Please check one box:

☐ I will be able to participate with a performance.

☐ I will not be able to participate this year, but please keep me on the contact list.

☐ I am no longer interested in participating, please remove me from the contact list.

Name of entertainer or group that will be performing as you would like it listed in the schedule of events: _____

Type of Performance: _____

Minutes of Performance (30 min max): _____

Number of People in the Performance: _____

Preferred Time Slot*: (10:30 am – 2:00 pm, in half hour increments):

1st Choice: _____2nd choice_____

Preferred Area of Performance* (circle one): Amphitheatre or Mission Steps

Time Needed for Set Up: _____

Necessary Sound Equipment (microphones, etc.): _____

_____

Contact Person: _____

Contact Number: _____

Contact E-mail: _____

Additional comments, requests, or concerns: _____

_____

Thank You So Much For Your Time!

Contact List Possible Entertainers

Performers 2011

- Central Coast Children's Choir
  PO Box 15757
  San Luis Obispo Ca 93406
  Erin McCall Admin Director
  cccc-slo@charter.net
  (805) 541-5323

- Studio @ Ryan's American Dance
  202 Tank farm Rd Suite C
  San Luis Obispo CA 93401
  Ryan Beck
  studio@ryansamericandance.com
  (805) 543-4409

- Core Dance
  5550 Lobos Ln.
  Atascadero CA 93472
  Rose Patti
  Pattifam5@earthlink.net
  (805) 234-3636

- Dr. Seth Bush- Magic Show
  Cal Poly Chemistry Department
  California Polytechnic State University
  San Luis Obispo CA 93407
  Sbush@calpoly.edu

- Ah Sir Bounce A Lot
  Climbing Wall
  Sheila
  ahsirbouncealot@yahoo.com
  (805) 937-5969

Performers 2010

- Central Coast Gymnastics
  Tess Sheridan
  21 Zaca Ln. Suite 100
  San Luis Obispo CA 93401

- Dance Obispo
  672 Higuera St # 200
  San Luis Obispo CA 93401
  Sheri Thompson
  sheri@danceobispo.com
  (805) 439-2100

- Academy of Dance
  3422 Miguelito Ct.
  San Luis Obispo CA 93401
  Michelle Epperheimer
  academyofdanceslo@gmail.com
  (805) 544-1230

- Diana Lynn Carter
  dcmusicwriter@gmail.com
  (805) 549-0270

- Don Norton
  Sound Equipment
  405 Apache Ct
  Paso Robles CA 93446
  dnorton@cuesta.edu
  (805) 441-5994

- Nick Brown
  Balloon Cart
  nbrown@calpoly.edu

- Polynesian Dance Group
  Sylvia
  (805) 550-4019

- SLO Activities Center
  Tracy

165 Grand Ave.
San Luis Obispo CA 93405

- Pismo Beach Youth Theater
  Olivia Miller
  323 Adler St.
  Arroyo Grande CA 93420

- Bucket Busters
  Steve
  Drum School 101
  280 Higuera St.
  San Luis Obispo CA 93401

Other Contacts

- SLO Littler Theater
  Katie Mack-Montenegro
  P.O. Box 122
  San Luis Obispo CA 93406

- The Pit-Karate
  Samantha Christy
  1064 East Grand Ave
  Arroyo Grande CA 93420

- SLO Children's Theater
  Jennifer Bolmfield
  785 Buchon St
  San Luis Obispo CA 93401

Children's Day in the Plaza 2011

Performance Schedule

10:00 Opening Ceremony	Mission Steps
10:15 Health Hero Awards	Mission Steps
11:00 Central Coast Children's Choir	Mission Steps
11:30 Studio @ Ryan's American Dance	Mission Steps
12:00 Core Dance	Mission Steps
12:30 Cal Poly Magic Show with Dr. Seth Bush	Amphitheater
1:00 Dance Obispo	Mission Steps
1:30 Academy of Dance	Mission Steps

2:00 Diana Carter Children's Music Mission Steps

2:30 CASA Kiss the Pig Mission Steps