

Utah State University

DigitalCommons@USU

---

Undergraduate Honors Capstone Projects

Honors Program

---

5-1996

## RADD - Respect All, Don't Discriminate Grant Proposal

Heather Mason

*Utah State University*

Follow this and additional works at: <https://digitalcommons.usu.edu/honors>



Part of the [Communication Commons](#)

---

### Recommended Citation

Mason, Heather, "RADD - Respect All, Don't Discriminate Grant Proposal" (1996). *Undergraduate Honors Capstone Projects*. 327.

<https://digitalcommons.usu.edu/honors/327>

This Thesis is brought to you for free and open access by the Honors Program at DigitalCommons@USU. It has been accepted for inclusion in Undergraduate Honors Capstone Projects by an authorized administrator of DigitalCommons@USU. For more information, please contact [digitalcommons@usu.edu](mailto:digitalcommons@usu.edu).



RADD - RESPECT ALL, DON'T DISCRIMINATE  
GRANT PROPOSAL

BY HEATHER MASON

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF

UNIVERSITY HONORS  
WITH DEPARTMENTAL HONORS

IN COMMUNICATIONS

UTAH STATE UNIVERSITY  
LOGAN, UTAH

1996

Read



A  
GoS

take on the Golden Rule

## Grant Outline:

Introduction

Mission Statement

Needs

Objectives, correlated point to point with needs

Activities, correlated with objectives, point to point

Line item budget

Budget justification

Key personnel, 1 paragraph describing who I am, what I have done

Additional information

appendix A	interview info
appendix B	letters of support
appendix C	video bids/background
appendix D	mortar board description
appendix E	distribution list

June 7, 1995

Heather Mason

Logan, UT 84321

FIELD(address)

FIELD(administrator):

Attached is a grant proposal for an anti-discrimination video and program for use in the Cache County School District. The program, entitled RADD, Respect All, Don't Discriminate, would target elementary age children. The idea was created by the Mortar Board senior honor society at Utah State University in Logan, Utah, to comply with the Cache County School District's request for a means of educating children about respect. The details are included in this grant proposal. Thank you for your consideration.

Sincerely,

Heather Mason  
Project Coordinator

## INTRODUCTION

Diversity. Not only a politically correct term, but a reality in the world today. Diversity surrounds us through ethnicity, ability, gender and race. Through the advent of Congressional mandates, our country is beginning to recognize the value of a workforce and community infused with a variety of people. But, in order to give momentum to this sweeping movement, an attitude of acceptance must begin early. For it is during the formative years when self-esteems are formed, and it is during these years we begin formulating our perception of those who are different.

RADD, Respect All, Don't Discriminate, endeavors to make children aware of these hurtful attitudes and replace them with helpful ones. The program's goal is to provide children role models and activities to teach them about the concept of treating others the way they want to be treated.

RADD aims to touch the future with a 90's take on the Golden Rule.

### **MISSION STATEMENT**

The RADD program strives to teach children an attitude of acceptance rather than prejudice by promoting the adage, "Do unto others as you would have them do unto you."

## NEEDS

As children play at recesses, the subtle beginnings of discrimination stand out. Maybe on a particular playground it is the 'fat kid' or the one with the 'ugly clothes' standing near the fence that get the most insults. Perhaps there is one solitary child left after all the others have been picked for a game of kickball, because everyone knows he/she cannot play well. Academic excellence is stifled in the classroom because those that can read are named 'nerds' and those that are not advanced are taunted for their 'stupidity (Appendix A, 1).'

These attitudes can persist for many years and lead to prejudice later in life. It can also severely damage the self-esteem of children who depend upon their peers for reinforcement and confidence. Children who have problems in adolescence were often teased by their elementary classmates (Appendix A, 2).

Often the teasers are being tormented themselves. They lash back or more often let the emotions build inside them as they seek to honor the advice of their elders to "just ignore it." These volatile emotions may eventually express themselves as violence against others (Appendix A, 3).

As one child in an interview said, "Sometimes I don't even want to go to school." And discipline is not always in the manner that the children hope for as interviews demonstrated (Appendix A, 4).

Cache County School District approached the Mortar Board Senior Honor Society at Utah State University and requested a program be initiated on the elementary level to address their new sexual harassment policy and incorporate general teasing into the message.

In sum, the needs of the elementary-age students is:

1. Specific skills to deal with teasing.
2. An understanding of 'cool' kids which does not correlate with mean.
3. Knowledge of appropriate and inappropriate treatment of persons.
4. An understanding that they have individuality and gifts.
5. An understanding of respect and kindness.



## OBJECTIVES

To meet the aforementioned needs, the following objectives are outlined for the RADD program.

1. To provide children with tangible skills to use when confronting a teasing situation. The scenarios in the video will demonstrate appropriate behaviors for children when on the playground, at lunch or in class.
2. To provide a group of similarly aged children as role models. The RADD team of children presented on the video will demonstrate the popularity achieved by being kind to others. This will give the children positive reinforcement to look up to.
3. To create a video providing realistic examples from the playground, classroom, and other situations. Each scene will demonstrate what the results are in acting kindly and compare them with what occurs when teasing is used. Scenes will also use video technology to put children in another's situation, so that those watching can vicariously see how it would feel.
4. To provide additional activities in lesson plan booklet to be employed by the teacher which will focus on recognizing each child's unique gifts and talents. In this manner, the information presented on the video can become real and usable for the children.
5. To provide materials, such as buttons and certificates, for children as a reminder of the RADD message. These buttons will be a visual and physical message for the children to remember to respect others around them. It can also be used as a way for the teacher to remind a child who is teasing another that the button they are wearing stands for respect. The certificate will also bring a physical manifestation to commit to treating others kindly.

## OVERVIEW OF ACTIVITIES

**V**ideo: In order to meet objectives 1-3, which concentrate on promoting an alternative to the attitude conveyed by teasing, the most prominent part of the RADD program will be a 10-12 minute music video. The video will consist of four scenarios and three songs. A team of six to eight RADD kids will be the main participants with extras in the scenarios. The scenarios will show problems of discrimination and will be resolved with the help of the RADD kids. All children will be chosen through audition. The resulting video will be in the MTV style of editing, black and white with slow motion clips.

Shooting will take place at a local elementary school during next year's spring break, and should take no longer than six days. Two bids were taken from Logan area video companies. The one chosen is enclosed, along with a treatment, or summary of the video process. (Appendix C)

**A**ctivity Booklet: Since objective 4 is concerned with the opening discussion and discovering each child's gifts and talents, the RADD program will include an approximately 30-page booklet provided for teachers. The booklet will contain ideas for group and individual activities focusing on building self-esteem and fostering respect. Elementary education majors are designing the booklet to fit with lesson plan format.

**B**uttons: Objective number 5 seeks to leave the student a tangible item to which they can relate the ideologies of respect and discrimination. The buttons with the bright RADD logo will be one reminder that the students can wear as a showing of RADD awareness.

**C**ertificates: Also fitting under objective 5, are the certificates. Again, a tangible item, the certificates will be a way for the children to personalize the RADD message. Each child will receive a blank certificate which states that they have seen the RADD video and are willing to try to keep the RADD pledge to respect others as themselves. The certificate will have their name at the top and will be signed by their teacher and principle. Then the remaining 3/4 of the certificate will be blank so that the child can cut out the letters R-A-D-D from a magazine and paste them on, creating their own individual certificate.

**Coordinating Organizations:****Mortar Board Cache County School District****Grant Funds GRAND TOTAL****Items Required**

Props	\$500.00
Make-up/Hair	\$75.00
RADD logo T-shirts	\$225.00
Legal forms, permission forms	\$20.00
Advertising for auditions	\$150.00
Publicity Staff	Mortar Board Members
Catering (sponsored)	\$1,200.00
On-set support	Mortar Board Members
Accounting	Mortar Board Member

Copying for booklets, labels, etc.	\$2,000.00
Video dubbing	\$100.00
Location	Provided
Venue for distribution	Provided

Video preproduction, shooting set-up and editing (see bids)	\$16,930.00
---	-------------

Buttons	\$2,305.00
---------	------------

Certificates	\$260.20
--------------	----------

Miscellaneous fees for phone calls, materials, consulting, etc.	\$500.00
---	----------

<b>TOTAL</b>	<b>\$2,170.00</b>	<b>\$2,100.00</b>	<b>\$19,995.20</b>	<b>\$24,265.20</b>
--------------	-------------------	-------------------	--------------------	--------------------

## **BUDGET JUSTIFICATION**

The video company Firefly was chosen as a result of their superior equipment and experience in working with children and video projects. The AVID non-linear editing system is a benefit to concise editing and lends itself well to special effects. The camera equipment, including the steadicam and dolly ability as well as multiple camera shoots will add the MTV look that we are after.

The amount for the buttons was arrived after checking with several promotional manufacturers. The bid is based on 6500 buttons which includes buttons for the teachers and associated school personnel. The company "Best Impressions" provided an amount almost \$2000 below the other manufacturers consulted.

The amount for the certificates was also based on checking with various companies pricing and styling. The amount is based on 6500 certificates as well, allowing extra for classrooms and other related uses. The company "Square One" of Logan, Utah provides an appropriate certificate for an amount within the range of other area companies.

The miscellaneous category provides extra funds for fees necessary when consulting with education professionals on the content of the RADD video and booklet. The funds will also be used for calls made relating to the project and any detail materials necessary for the projects completion.

## **KEY PERSONNEL**

### **Project Coordinator:**

Heather Mason  
672 E. 900 N.  
Logan, UT 84321  
(801)750-0950  
Voice mail  
(801)755-3093

Responsibilities include obtaining the grant funding securing the video company and overseeing all general operations involved in the RADD program.

Experience includes interning at a broadcast news station, assisting on a video for presentation at the Utah state legislature for Centers of Excellence. Involved in video production coursework at Utah State University, majoring in Communications and minoring in Marketing. Familiar with Hi-8, SVHS and BETA formats.

### **Mortar Board USU Chapter Advisor**

Irene Bates  
174 W. 700 N. #D  
Logan, UT 84321  
H(801) 752-9068  
W(801) 797-1114

### **Cache Valley School District**

Holly Peterson  
Director of Human Resources  
2063 N. 1200 E.  
N. Logan, UT 84321  
W(801) 752-3925

### **Mortar Board, Inc. National Office (please see Appendix D)**

1250 Chambers Road, #170  
Columbus, OH 43212  
1-800-989-6266  
(614) 488-4094  
FAX: (614) 488-4095

## APPENDIX A

1. Studies show that in our society, girls and boys learn their traditional roles. This notion is persists and children grow up denying themselves certain aspects of emotional experience.

Instructor. Vol. 102, Nov/Dec 1992, 38.

2. Children with problems in adolescence were teased as children.

Goldstein, Arnold P. Student Aggression. The Guilford Press: 1994, 213.

3. Repressed violent emotions are expressed toward others.

Saul, Leon Joseph. The Childhood Emotional Pattern and Human Hostility. Litton Educational Publishing Inc.: 1980, 50.

4. On February 10th and 17th 1995, Heather Mason interviewed 20 children enrolled at River Heights elementary school. The children ranged in grade from 1st to 5th. Teachers were given four permission forms per class to send home with the children they felt were most involved in teasing, either as the recipient or the provider. The children with permission slips were interviewed one-on-one with Heather Mason, using the RADD questionnaire which follows. This data is incorporated into the script and taken into account in the resulting materials.

Attached is a summary of the findings.

## RADD QUESTIONNAIRE

(In open-ended questions, only the top three responses are listed.)

1. Do people say things you wish they wouldn't say?

Yes - 19

No - 1

b. What do they say? Stupid/Dumb - 8 Ugly clothes - 3 Chunky/Fat - 2

2. How does it feel when they say these things?

Bad/sad - 10 Hurt feelings - 2 Mad - 2

3. What do you do when they say these things?

Tell someone - 6 Walk away - 6 Defend self verbally - 4

4. Do you ever tell a teacher or parent?

Yes - 12

No - 6

Sometimes - 2

5. What do they do?

Tell me to ignore it - 8

Talk to the person - 5

Take care of it - 4

- b. Do you wish they would do something different?

Yes - 14

No - 6

When answered 'yes' it was followed up with 'What?'

Do more - 4

Punish - 7

Don't know - 3

6. What do you wish you could do about it?

Don't know - 10

Tell them to be nice - 5

Physically defend myself - 3

7. How often does this happen?

A lot - 4

A little - 6

Sometimes - 9

8. Do you say things that people probably don't want to hear?

Yes - 8

No - 5

Sometimes - 2

Don't know - 5

b. Why?

Only two answers, Don't know and For fun.

9. What type of things do kids say that aren't nice?

Same answers as number 1.

10. What do you do when you see someone getting made fun of?

Help - 10

Nothing - 2

Relate to them - 2

Don't know - 1

11. What do you wish you could do?

Tell them to be nice - 4

Punish physically - 3

Say shut up - 2/Put them in my place - 2

12. What does respect mean to you?

Treat people kindly - 6

Don't know - 4

Be nice - 3

13. Do boys/girls tease you for being a boy/girl?

Most of sample answered 'Don't know'

For boys: Yes - 3

For girls: Yes - 6

No - 4

No - 6

14. What is the popular person like in your grade?

Nice to me - 7

Plays with me - 3

15. When does teasing usually take place?

Recess - 7

Afterschool - 3



## **APPENDIX B**

The Mortar Board senior honor society and its RADD project are supported by the following individuals, please see their letters following.

Dr. George Emert, President of Utah State University

Mrs. Billie Emert, wife of President Emert and former Mortar Board member

Mrs. Dottie Phillips, President of Mortar Board National Inc.

Mrs. Holly Peterson, Director of Human Resources for Cache County School District

Mrs. Irene Bates, advisor of Utah State University Mortar Board chapter

Dr. Dean Martinez, Dean of the College of Education

## **APPENDIX C**

The bid utilized in the budget is the Firefly bid. The Firefly Production company also created a treatment of the video which follows.

FIREFLY PRODUCTIONS  
Logan, Utah (801)750-0909

Treatment for the RADD video

This is a treatment for a 10-12 minute video production to promote the "RADD, Respect All, Don't Discriminate" program. Elementary school age children will be the target audience. The "RADD" team and other grade school children will act as on-camera talent. It will incorporate three rap songs and two or three scenarios concerning various types of discrimination. The direction, lighting, and camera operation are crucial to make this video creditable and emphasize the severity of discrimination and promote zero tolerance. Good audio and choreography are also vital for this concept to work. The video will be acquired on SP BetaCam, the audio will be recorded on DAT (digital audio tape), off and on-line editing will utilize an AVID 8000 non-linear editing suite.

Two groups of school children will be used for talent. We suggest that one group with aptitudes towards singing and acting do the voice overs for the rap songs and provide the acting talent in the scenarios. Another group experienced in dancing will do the dancing in the rap songs, lip-syncing the lyrics. Splitting the children into two groups will allow more children to participate and shorten the time they are required for production. Each group will be needed about three days. All the children used must be outgoing, intelligent and directable.

The video will open with the first rap song performed by the children on the playground using playground equipment as props. The second rap song will be performed in a dark dramatically lit area with the "RADD" logo and other brightly colored props. The last rap song ending the video will be done in a MTV look. Rappers will sing in the hallways, classrooms, playground, lunch line, etc. During the edit, strobe, colorization, black and white effects and closeup views will be used to achieve the MTV look.

Each of the scenarios will be shot at the Edith Bowen Elementary School. One scenario will be a classroom scene, the second scenario will be shot in the lunchroom and the third on the playground. Considering the attention span of grade school students, a day has been scheduled to set-up and shoot each scenario.

We hope to complete shooting within five days, leaving one day for set-ups and back-up shooting. Editing will be completed during a three week period. Editing time has been added to lip-sync the three rap songs. Production is scheduled to start October 1, with completion date slated for January 1. The goal is to produce a high quality, effective video tape promoting the "RADD" program that could be distributed nationally.

## APPENDIX D

### National Mortar Board Service Project

RADD is the brainchild of the Utah State University chapter of Mortar Board. Mortar Board is a national honor society whose members are seniors in college with a commitment to scholarship, leadership and service to community.

"Mortar Board chapters all over the nation are challenged to provide thoughtful leadership to the campus and community, to create an environment of effective communication, to move toward a meaningful goal, and to maintain the ideals of the society. Each chapter has the autonomy to determine its own implementation of the goals, national service project, and resolutions set forth by delegates to the National Conference." (National Mortar Board Membership Manual, 1994)

It is at the National Conference where we will present the RADD program as a program for adoption by the 202 chapters of Mortar Board nationwide.

## APPENDIX E

### DISTRIBUTION LIST

The following schools are within the Cache County School District and will receive the RADD program upon completion.

Logan, Utah  
Cache County School District  
Elementary Level

Enrollment: 6000  
Schools: 10

Lewiston  
Lincoln  
Millville  
North Park  
Park  
River Heights  
Sunrise  
Summit  
Wellsville  
Edith Bowen

\*An Idaho school district has also expressed interest. There may be other similar requests once the program is in place.

\*This also does not include the Mortar Board chapters nationally which could adopt the program for use in their community.