THE DISTRICT 8
MY SISTER'S KEEPER PROGRAM

Community
Self-Esteem
Personal
Development
Relationships
Leadership
Self Love
Identity

SELF & COMMUNITY
EXPLORATIONS

A SOCIAL EMOTIONAL DEVELOPMENT FRAMEWORK
FOR MIDDLE AND HIGH SCHOOL GIRLS

COMMUNITY CHANGE INC. · NYC Department of Education · DISTRICT 8 EDUC8, MOTIV8, ELEV8! · MY SISTER'S KEEPER NYC

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ACKNOWLEDGEMENTS

THE NEW YORK CITY DEPARTMENT OF EDUCATION, DISTRICT 8 – MY SISTER'S KEEPER PROGRAM

The New York City Department of Education (NYCDOE) is the largest school system in the United States, with 1.1 million students in over 1,800 schools. NYCDOE's District #8 is in the Bronx and has 52 public schools serving 24,222 students. Black and Latinos represent 94% of the student body, which is more than the New York public school average of 59%.

My Sister's Keeper (MSK) is a NYCDOE initiative to promote gender equity, empower and engage girls and young women in grades 4-12, including cisgender, transgender, gender expansive, and any other students who identify with the terms "girl" or "women."

The MSK vision is to change life outcomes for girls and young women of color, build safe and supportive communities where girls feel valued and create clear pathways to opportunity.

The MSK mission is to bring together diverse groups of youth and provide them with access to experiences that build confidence, strengthen community and sisterhood, celebrate greatness and further our goals of equity and inclusion. Consistent with the NYCDOE policy, all interested students in grades 4-12 are welcomed to join.

COMMUNITY CHANGE, INC.

Community Change, Inc. is a New York State-based organization whose mission is to make our community a better place to live by strengthening youth, families, and the agencies that serve them.

Community Change, Inc. supports youth, parents and families through a variety of youth programs and parent/family engagement initiatives. These services are in five areas: career explorations, community organizing, cultural education, financial education, and relationship education.

Community Change, Inc. supports nonprofits, institutions of higher education, school districts, youth bureaus and other government agencies through customized staff trainings, curriculum development, fund development and strategic planning services that build their capacity to serve youth, parents and families.

Since its inception in 2009, Community Change, Inc., and its subsidiaries CareerVisions, Ltd. and CareerVisions, NY, have educated more than 23,500 K-12th grade students and their families; trained more than 600 teachers and other direct service staff; strengthened nearly 50 different government and nonprofit agencies; and raised nearly $45 million in government funding to advance its mission. This academic year, we are serving more than 25 sites throughout New York City and Westchester County.
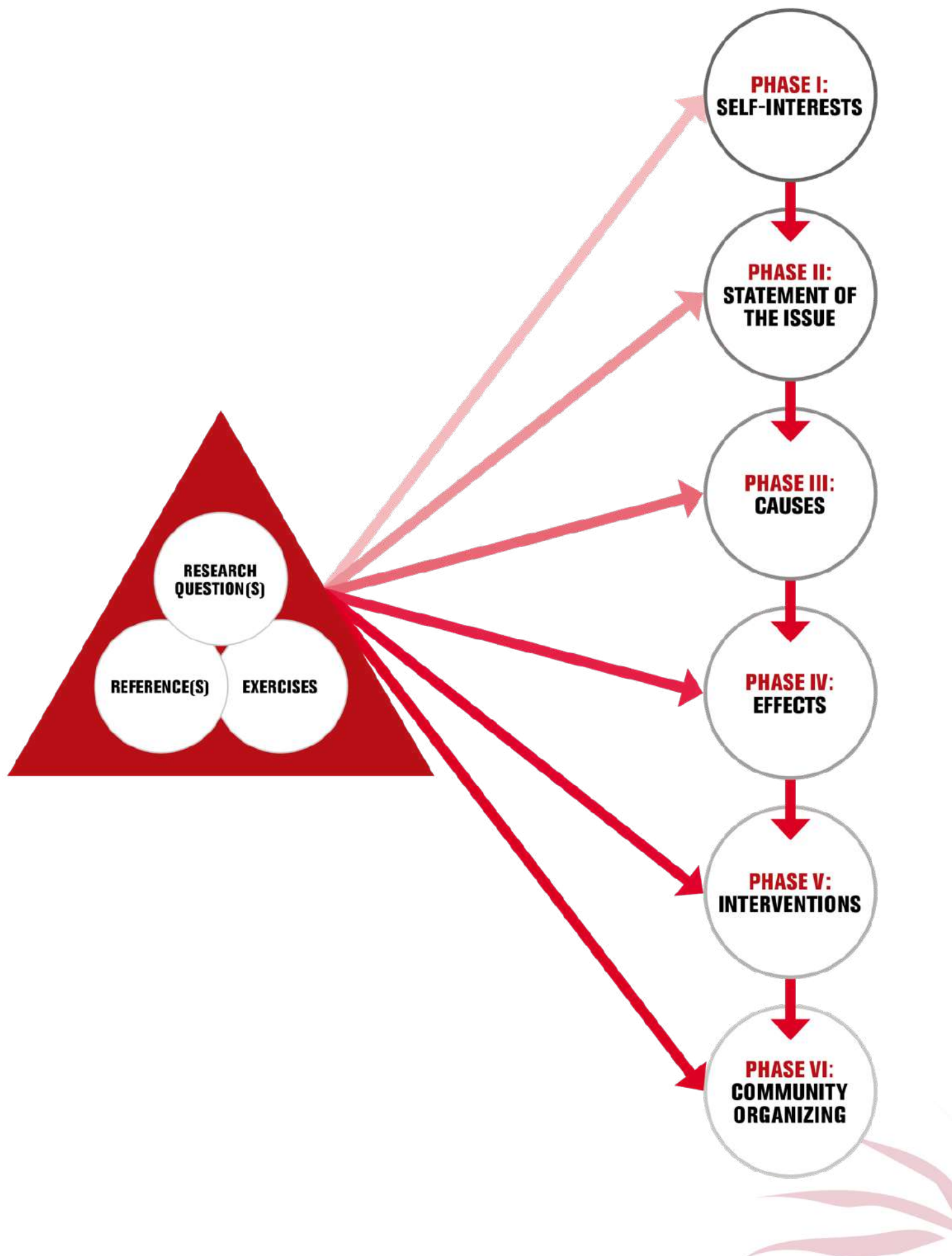
The Community Change Model
The Community Change Model is Community Change, Inc.'s approach to service learning that engages students and their community in analyzing and addressing their neighborhood concerns. In practice, the Community Change Model is applied to a single issue selected by the students. It involves six sequential phases, each focused on a specific aspect of their selected issue. Past Community Change Projects have focused on such issues as drugs, gangs, and violence.

Research shows that service learning increases academic learning, personal efficacy, and social responsibility (Eyler, et. al. 2010). As a result of Community Change, Inc.'s approach to service learning, participating students will develop critical thinking, research, and strategic planning skills toward becoming effective leaders in their community. The goal of the Community Change Model is to develop youth into effective leaders of their community.

New York State Social Emotional Learning Goals
The lessons in this guide are designed to meet some of the New York State Social Emotional Learning Goals. According to NYSED's Social Emotional Learning Goals (2022), research suggests that student learning benchmarks (or standards) may increase the likelihood that students will be fully and authentically engaged in their own social and emotional learning, be more connected to school, and become more empowered learners.

GOAL/BASE INDICATOR	SELF & COMMUNITY EDUCATOR'S GUIDE LESSON
GOAL 1. Young people develop a self-awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions, and builds a sense of agency.	
<u>Base Indicator 1A.</u> Learners will be able to identify and understand their emotions and how emotions relate to their actions. Use understanding of emotions to inform actions.	**Lesson 8.** *Managing Anger*
<u>Base Indicator 1B.</u> Discover and reflect on aspects of personal and group identity such as characteristics, qualities, and interests, including those rooted in culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc., and identify external resources that support or contribute to identity development.	**Lesson 6.** *Future Self*
<u>Base Indicator 1C.</u> Demonstrate skills related to setting and working toward personal and academic goals.	**Lesson 1.** *Self-Perception* **Lesson 2.** *Complimenting Me* **Lesson 3.** *My Treasures* **Lesson 4.** *Skills to Build* **Lesson 5.** *On Becoming*
GOAL 2. Young people use social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of belonging.	
<u>Base Indicator 2B.</u> Recognize and affirm individual identities as well as individual and group similarities and differences, including those rooted in culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc.	**Lesson 10.** *Ethnicity, Race and Nationality* **Lesson 11.** *My People of the World*
<u>Base Indicator 2C:</u> Apply a variety of communication and social skills to interact with individuals and groups across lines of difference.	**Lesson 7.** *Friendships*
GOAL 3: Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts.	
<u>Base Indicator 3B:</u> Apply decision making skills to influence outcomes and strengthen agency in social and academic life.	**Lesson 9.** *Decisions* **Lesson 12.** *Message in the Music* **Lesson 13.** *What's Going On* **Lesson 14.** *One Big Problem* **Lesson 15.** *The People's Court*

Self & Community Explorations

The Six Phases of the Community Change Model
The Community Change Model has six phases that are divided across the semester or program period:
- **Phase 1. Self-Explorations** (Self & Others) – students explore their strengths and interests while learning about other students in the group.
- **Phase 2. Community Problem Identification, Selection and Definition** (Problem Statement/Statement of the Issue) – students explore issues in their community about which they are concerned. They then select a single issue on which to focus for the remainder of the semester/project term as a group.
- **Phase 3. Causes** – students explore the things that lead to their selected issue happening.
- **Phase 4. Effects** – students explore the things that happen to the target population in the target area because of their selected issue.
- **Phase 5. Interventions** – students explore the things that others have done to address their selected issues. There are three types of interventions: solutions for addressing the causes of the issue; supports for addressing the effects of the issue; and suggestions, recommendations, proposals or ideas that address the causes and/or effects of the issue. This phase helps students to think about an action project while learning from the experiences of others. They can also learn about careers, community-based organizations and government agencies that address their selected issue during this phase.
- **Phase 6. Group Action Project** (Community Organizing) – students recruit members of their community to plan and implement an action project that addresses the previously identified causes and/or effects of their selected issue in the target area for the target population.

The lessons of this guide are related to Phase I (Self & Others) and Phase 2 (Community) of the Community Change Model. They were designed to support educators in engaging middle- and high-school girls in exploring themselves (lessons 1 through 6); their relationship with others (lessons 7 through 9); and their community (lessons 10 through 15).

The Community Change Framework for Lessons
For a semester-long Community Change project, each phase can take at least two weeks, with at least one lesson weekly. Each Community Change lesson adheres to a framework that involves the dynamic integration of questions (for critical thinking and inquiry; building the capacity of students to figure things out), references (for research; building the capacity of students to find things out), and exercises (for practice; building the capacity of students to get things done). The question is the focus of the lesson; the references provide answers to the questions; and the exercises are how the participants make use of and apply the information gained from the reference. The goal of the Community Change Framework is to inspire and empower students to engage in self-education and independent learning.

Each lesson features two types of exercises: **exploratory** and **expression**.

Exploratory exercises engage students in analyzing or observing a source of information (reference) to answer the question(s) of a lesson. Basic examples of exploratory exercises have students watch a video, read an article, or listen to a guest speaker. In each of these instances, the students are receiving and processing information from a reference, if they are engaged. The more fun and creative an exploratory exercise, the more likely the students will be engaged, and the more likely they will find the lesson interesting. Engaging examples of exploratory exercises include:
- having students simulate a trip to the movies to watch a video.
- a reciprocal reading activity where students read different articles in small groups, then share the key points of their article to the whole group.
- having a talk-show setting for the guest speaker, where students roles as the host, audience and fellow guests.

Expression exercises allow students to creatively use and share their findings from the reference used in the exploratory exercise. Basic examples of this are for students to create role plays, poems, or mini-

speeches that include information found in the reference. In each of these instances, the students are applying their analysis of the information they gained from the reference to a particular form of expression. Expression exercises should be based on students' interests and aligned with the focus of the club, class, program or school. As with the exploratory exercise, the more fun and creative the expression exercise, the greater the engagement of students, the more likely the students will be engaged, then the more likely they will find the lesson interesting. Engaging examples of expression exercises to apply students' analysis of the information they gained from the reference include:

- a TikTok or social media skit.
- a team poetry slam/competition.
- a simulated courtroom debate.

The references and exercises of each lesson are recommendations only. The facilitator may choose to implement the lesson as written; they may also decide to replace the listed reference and/or exercises with other ones that they prefer.

Lesson Format
Though it is recommended, it is not required for facilitators to use all the lessons; nor must they be used in sequence. However, each selected lesson should be implemented in accordance with the following sequence or format:

1. **Welcome** – facilitator greets students, introduces the lesson and its essential questions, and takes attendance.
2. **Icebreaker** – facilitator engages students in a quick, fun, activity that incorporates key words and vocabulary relevant to lesson, when possible.
3. **Exploration exercise** – facilitator engages students in finding answers to questions using references.
4. **Expression exercise** – facilitator engages students in creatively sharing/presenting findings from references.
5. **Review** – students summarize the lesson by restating its questions, references, answers/findings, and exercises.
6. **Reflection** – students share their feedback on the lesson.

Each lesson is no more than one hour. The welcome, icebreaker, review and reflection sections should not exceed 20 minutes total. The exploratory and expression exercises should not exceed 40 minutes total (up to 20 minutes each).

These lessons are designed using the Community Change Framework. Remember, the goal of the Community Change Framework is to inspire and empower students to engage in self-education and independent learning. As such, beyond providing the reference(s), instructions for each exercise, and time management, **these lessons require minimal facilitator involvement.** These lessons are process-oriented, not product-oriented. As a self-education and independent learning process, students will gain experience finding things out, figuring things out, and getting things done on their own.

Resources for Icebreakers
Facilitators should choose quick icebreakers of their choice for each lesson. The following websites are recommended sources for icebreakers:

1. **Welcome to Group Games! Free instructions to 67+ of the best group games!** https://www.group-games.com
2. **30 Icebreaker Activities for High School and Middle School Students** https://www.signupgenius.com/school/icebreaker-activities-middle-school-high-school.cfm
3. **25 Meaningful Icebreakers for Middle and High School Students That Really Work** https://www.weareteachers.com/middle-school-icebreakers/
4. **70 Fun (Not Cheesy) Ice Breaker Games & Activities Your Employees Will Enjoy in 2022 (for online activities)** https://blog.hubspot.com/marketing/ice-breaker-games

5. **25 Middle School Icebreakers** https://classful.com/25-middle-school-icebreakers/

Additional resources for references and strategies for student engagement can be found on the Community Change Website – Resources Page at https://communitychangeinc.com/resources/

The Six Teaching Strategies
Teaching is the deliberate process of helping others to learn. The following teaching strategies should be used to guide the design and implementation of dynamic Community Change lessons for the students. The more of these strategies you incorporate in your learning plans, the more dynamic and effective your lessons will be.

1. Appropriateness: the content of lessons is delivered to students in an appropriate manner. Content of lessons is delivered in such a way that they can be easily grasped by the learners because it is clear and understandable to every student in the group.
Example of the Appropriateness Strategy for a lesson on the causes of pollution: You have a diverse group in terms of language and reading level. Some students can only read Spanish; some students have trouble reading English and others are reading English at their grade level. Using the Appropriateness Strategy would inform you to have the reference in Spanish for the students who can only read Spanish; you would use drawings to illustrate the reference for the group that has trouble reading; and you would have the reference in English for the students who only read English.

2. Relevance: the content of lessons accommodates the needs, interests, and concerns of students. The degree in which something is relevant determines the level of attention and action it receives from an individual or group.
Example of relevance for a lesson on gangs: students in your group keep telling you that they are worried about gangs in their community. Some children have said that they have been asked to join a gang; others have said that they worry about their safety and what to do if approached by a gang. Teaching a lesson about gangs would be relevant to your group. This lesson would give your group information that they need to help avoid gangs. Your lesson would help to address students' concerns about gangs.

3. Observation (Analysis): lessons allow for learners to observe and analyze the content. This analysis involves the use of one or more of the learners' senses (i.e. sight, smell, touch, taste, hearing).
Example of the Observation/analysis Strategy for a lesson on domestic violence: Students may watch the music video "Love is Blind" by Eve, about the effects of domestic violence. In doing so, the students are using their eyes and ears to observe the lesson and gain information.

4. Application (Action): lessons allow for learners to use the content through practical exercises/experiences, making use or applying what they learn to real and relevant situations.
Example of the Application Strategy for a lesson on how the intervention addresses violence for 3rd graders: After watching the "Self-Destruction" music video and researching how it was put together, students learned that organizing music videos with a positive message is one of the many ways to address the issue of violence. They apply what they learned by creating a song mixed with rap over their favorite instrumentals and recording it to be shown in the cafeteria during lunchtime. In doing so, they are practicing what they have learned or putting the lesson into action.

5. Reinforcement (Creative Repetition): the same content of lessons is covered through a variety of learning exercises and experiences.
Example of the Reinforcement/Creative Repetition Strategy for a lesson on drug abuse: After learning the effects of drugs from an internet article, students would take a field trip to interview a drug abuse counselor about the effects of drugs. They would then watch a video about the effects of drugs. Hence, they are getting information about the effects of drugs from different sources, and they are being reinforced in by multiple exercises.

6. Mastery: lessons allow for learners to demonstrate that they have mastered the content taught to them. Learners are provided with opportunities to teach their peers what they have learned.
Example of the Mastery Strategy for a lesson on the issue of drug abuse: The students can do a workshop for a group of other students about the things they learned about drug abuse. They can also organize a neighborhood rally to increase public awareness about the issue.

Student Presentations
Student presentations allow them to showcase their lessons learned from the phases to an audience of fellow students, parents, staff and community members. Whereas the expression exercises of a lesson allow students to creatively use and share their findings from the reference of the exploratory exercise, student presentations allow students to creatively summarize and share the things they learned after completing each phase. In this way, student presentations serve as a destination for their learning that can galvanize their heightened engagement in lessons.

Students may deliver presentations as individuals or as a group, so long as each member has a role in the presentation. Each presentation should be roughly five minutes.

Each student should also have a role in recruiting audience members. To do so, the event logistics (including consent forms, if traveling) and fliers should be finalized well in advance of the presentation to ensure the highest possible level of participation.

To demonstrate their mastery of the lessons, no student should read as part of their presentations. Students should also learn to project their voices and to have good body language during their presentations. Students will have opportunities to practice during their expression and review exercises built into the design of each lesson.

It is recommended that each group of presenting students have a Community Change visions board, creatively designed throughout the project to supplement their presentations. A Community Change vision board summarizes each completed phase. Each phase summary should be a list of essential questions, findings, references and exercises of the completed phase. Each phase summary should be decorated and posted on an area of the presentation board.

LESSON 1: SELF-PERCEPTION

Estimated total time: 55 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. How do I see myself?
2. How do others see me?
3. How would I like for others to see me?
4. What factors influence how others see me?

Reference(s)

1. Student responses to Johari's Window worksheet (https://communitychangeinc.com/wp-content/uploads/2020/09/Joharis-Window.pdf)

Resource(s)

1. To engage students in the expression exercise, provide each student with the "Johari's Window" worksheet; the Mirror, Mirror worksheet, and a few magazines (with appropriate content), safety scissors, glue, and markers.
2. Alternatively, students may use a computer to search the internet for words and images, and then compile them on a blank document to print out, cut and paste onto the worksheet.

Exploratory Exercises (10 – 15 minutes)

1. Write or post the essential questions in a prominent area of the classroom.
2. Students will work individually to complete the "Johari's Window" worksheet (https://communitychangeinc.com/wp-content/uploads/2020/09/Joharis-Window.pdf) as a take home assignment.
- Each worksheet is comprised of four squares: 1. Known to others and known to self; 2. Unknown to others and known to self; 3. Known to others and unknown to self; 4. Unknown to others and unknown to self.
- In response to the essential questions…:
  Question 1. How do I see myself? and
  Question 2. How do others see me?
  …each student will ask at least two people (parent, guardian, sibling, or close friend) who knows them well to give three to five positive adjectives that describes them for square numbers 1 and 3. Students will use one worksheet per person asked.
- Each student will do the same for themselves for square 2 on each worksheet, while also considering:
  Question 3. How would they like for others to see them? and
  Question 4. What factors influence how others see them?
- Students will attend the next session prepared to share their findings.

Expression Exercises (15 – 20 minutes)

1. For each mirror on the "Mirror, Mirror…" worksheet, students will create a collage using words and images from the internet, magazines and/or newspapers that represent the responses from the Johari's Window worksheet, which covers:
   Question 1. How do I see myself? and
   Question 2. How do others see me?
- Students will volunteer to share with the group any surprising differences they see in the responses to how they see themselves versus how others see them.
- The facilitator may extend this exercise by asking the students to share **Question 3. How would they like for others to see them?** and **Question 4. What factors influence how others see them?**

Self & Community Explorations

JOHARI'S WINDOW

Directions:

1. Ask someone you know to give three to five adjectives to describe you for square numbers 1 and 3
2. You do the same for yourself for square 2.
3. Be prepared to share your findings during our next session.

Square 1. Open to Self/ Open to Others	Square 2. Open to Self/ Closed to Others
1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Square 3. Closed to Self/ Open to Others	Square 4. Closed to Self/ Closed to Others THIS IS UNKNOWN TO ALL
1. _____ 2. _____ 3. _____ 4. _____ 5. _____	

MIRROR, MIRROR...

Directions: for each mirror, create a collage using words and images from the internet, magazines and/or newspapers that represent the responses from the Johari's Window worksheet.

1. How do I see myself?

2. How do others see me?

Self & Community Explorations
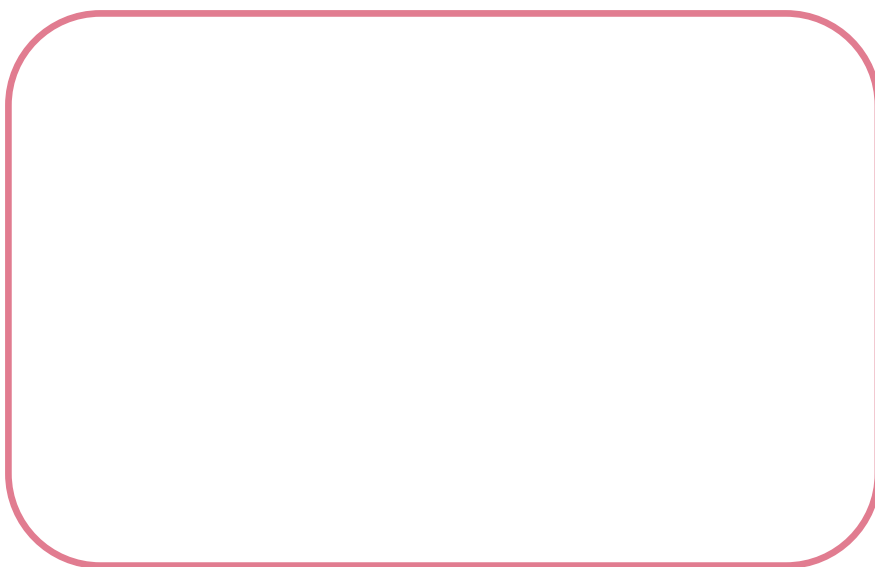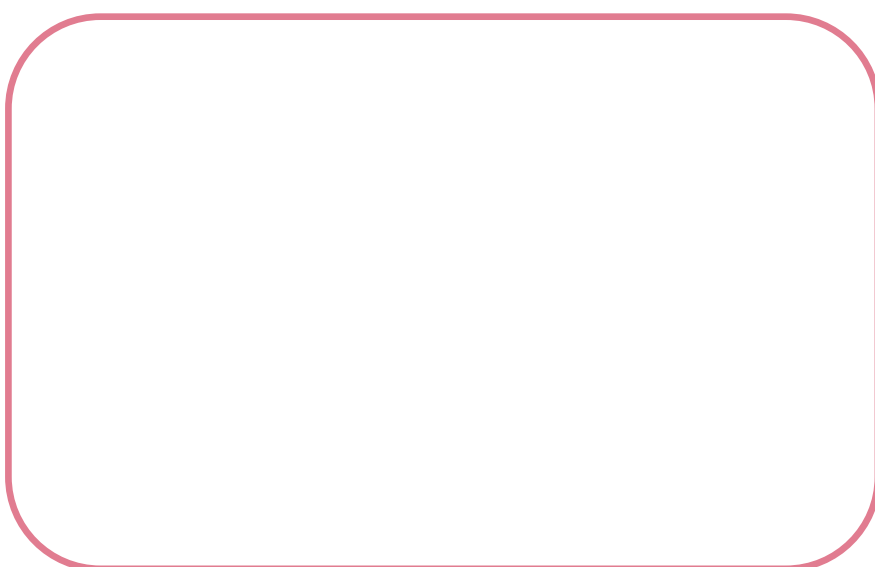
LESSON 2: COMPLIMENTING ME

Estimated total time: 55 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What are my positive characteristics?
2. Who has the same positive characteristics as me?
3. In what ways can we work together?

Reference

1. Student responses to "Complimenting Me" worksheet

Resources

1. To engage students in the exploratory exercise, use a smart tv or smartboard to play the YouTube video "The Reflection in Me" (3 minutes, 42 seconds) https://www.youtube.com/watch?v=D9OOXCu5XMg
2. Also, provide each student with a pen and a printout of the "Complimenting Me" worksheet.
3. To engage students in Musically Mingle activity, there must be an open space for students to walk around.
4. The facilitator should use a smart tv or smartboard to play 30-second snippets your selection of the YouTube videos.

- **I'm Every Woman:** https://www.youtube.com/watch?v=H7_sqdkaAfo;
- **Everything is Everything:** https://www.youtube.com/watch?v=i3_dOWYHS7I
- **Girl on Fire:** https://www.youtube.com/watch?v=J91ti_MpdHA
- **Boss:** https://www.youtube.com/watch?v=Y4JfPlry-iQ
- **Who Run the World:** https://www.youtube.com/watch?v=VBmMU_iwe6U

Exploratory Exercises (10 minutes)

1. Write or post the essential questions in a prominent area of the classroom.
2. Students will watch the video "The Reflection in Me" (3 minutes, 42 seconds) https://www.youtube.com/watch?v=D9OOXCu5XMg.
3. As the students are watching the video, they should write 10 responses to **Question 1. What are my positive characteristics?** on the "Complimenting Me" worksheet.

Expression Exercise (20 – 25 minutes)

1. Students will stand together in an open area. When prompted by the start of a song, the students will "mingle" amongst each other by either jogging or dancing to the beat of the song. The facilitator will play the video for up to 30 seconds to "shuffle" the students. The facilitator will pause the video for up to one minute to prompt the students to pair up and discuss the essential questions:
   Question 1. What are my positive characteristics? Question 2. Who has the same positive characteristics as me? and Question 3. In what ways can we work together?
- The facilitator may choose to shuffle the students several times before asking the students to return to their seats and to share some of the responses of their peers.

Compliments to Me

Directions: Within each star, give yourself a compliment. These are your positive characteristics.

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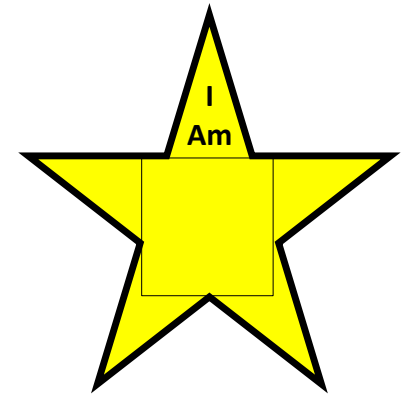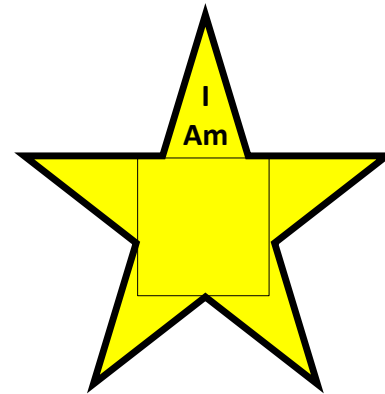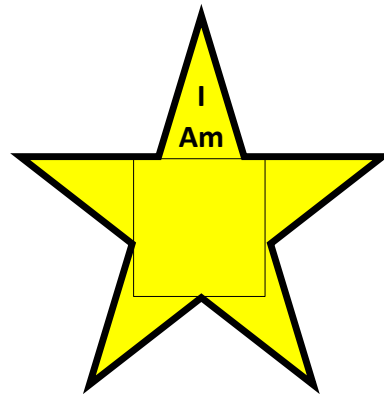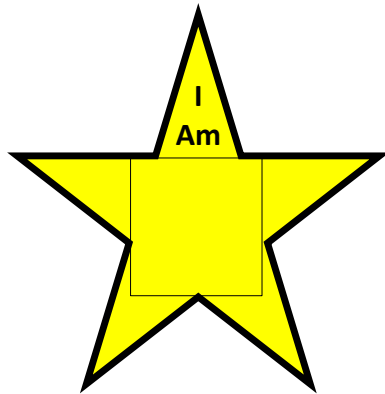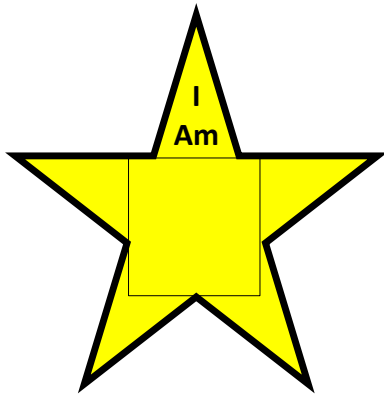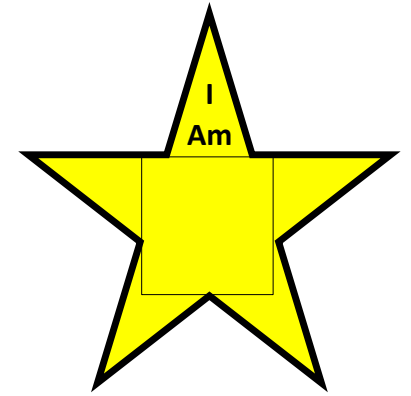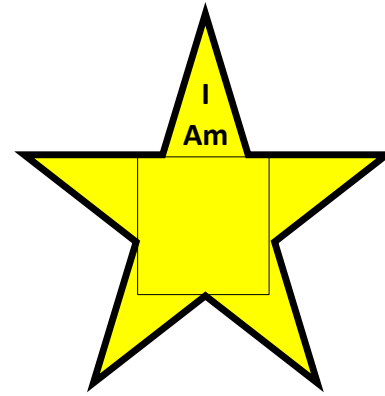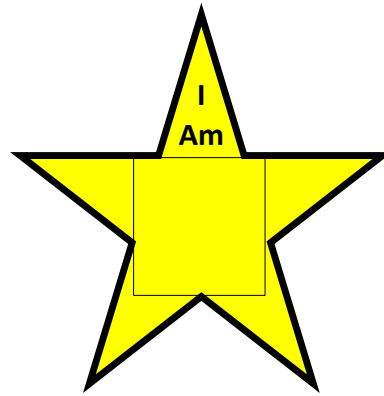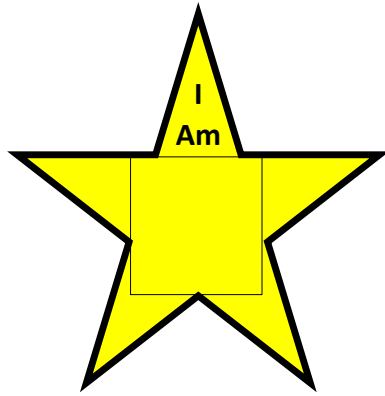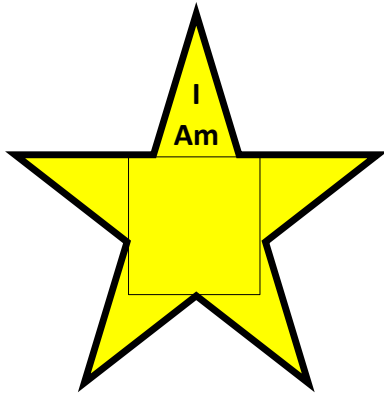
LESSON 3: MY TREASURES

Estimated total time: 55 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What are my strengths?
2. What are some things that I'd like to improve about myself?

Reference

1. Student responses to Treasures worksheets (https://communitychangeinc.com/wp-content/uploads/2022/09/My_Treasures_Activity_Sheet.pdf)

Resource(s)

1. Two "Treasures" worksheet (https://communitychangeinc.com/wpcontent/uploads/2022/09/My_Treasures_Activity_Sheet.pdf) per student
2. Pens
3. Paper

Exploratory Exercises (10 – 15 minutes)

1. Write or post the essential questions in a prominent area of the classroom.
2. For each question, students will work individually to complete the "Treasures" worksheet (https://communitychangeinc.com/wp-content/uploads/2022/09/My_Treasures_Activity_Sheet.pdf). Each worksheet is comprised of four areas: 1. Knowledge 2. Skills 3. Values 4. Experiences. Within each area, students will list at least three responses to the questions.
3. One sheet will be completed to respond to Question **1. What are my strengths?**
4. A separate sheet will be completed to respond to question **2. What are some things that I'd like to improve about myself?**

Expression Exercise (10 – 15 minutes)

1. Each student will practice discussing their responses to the Treasures worksheet: **Question 1. What are my strengths? and Question 2. What are some things that I'd like to improve about myself?**
- Students will pair-up to take turns conducting an interview of each other.
- The student interviewee may choose to be interviewed as an imaginary celebrity or as candidate for a job.
- The interviewer will ask the interviewee to share their strengths and areas in need of improvement.
- After each student has been interviewed, they will share the strengths of the person they interviewed with the larger group.

YOUR TREASURES

KNOWLEDGE
The things that you know.

SKILLS
The things that you can do.

VALUES
The things that you believe or that are important to you.

EXPERIENCES
The things that you have done/your history.
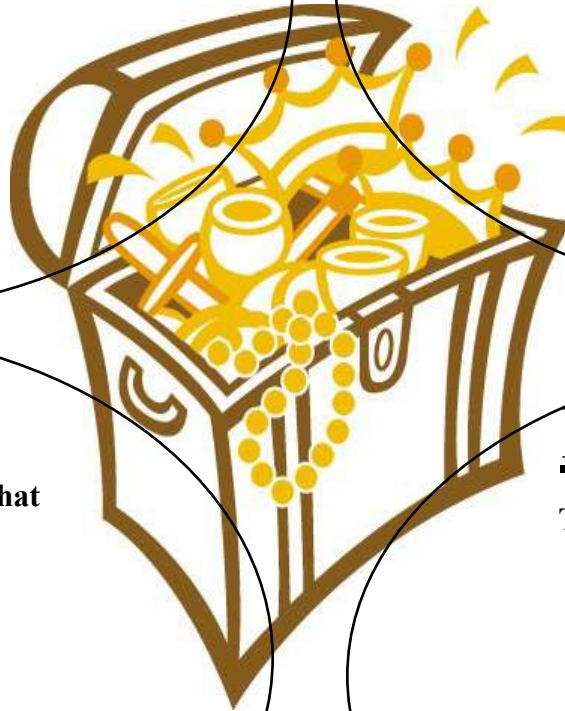
LESSON 4: SKILLS TO BUILD

Estimated total time: 55 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What are some important skills to have?
2. What skills do I want to develop for myself to prepare for my future?

Reference

1. 10 Difficult Skills that Pay Off Forever (8 minutes, 14 seconds)
    (https://www.youtube.com/watch?v=oC5nhc_eEH8)

Resource(s)

2. To engage students in the exploratory exercise, use a smart tv or smartboard to play the YouTube video.
3. Pens
4. Markers
5. Paper

Exploratory Exercises (15 minutes)

1. Write or post the essential questions in a prominent area of the classroom.
2. Facilitator will play the video for the students as they consider **Question 1.** What are some important skills to have? and **Question 2.** Which of these skills (or any other) do I want to develop for myself to prepare for my future?
3. Students will list the skills covered in the video "**10 Difficult Skills that Pay Off Forever".**
4. Students select one skill that is the most important to them. They may also identify a skill that is not covered in the video.

Expression Exercise (15 – 20 minutes)

1. Students will group themselves according to their favorite skill from their list of skills they want to develop. Students who select skills that are not covered in the video will form a group of their own.
2. To highlight their selected skill and its importance**,** each student will either 1. Create a campaign ad 2. Create a sales pitch 3. Create a commercial or 4. Create a billboard. They may choose to work individually or within their subgroup.
3. Students will share their ad, pitch, commercial or billboard with the larger group.

LESSON 5: ON BECOMING

Estimated total time: 50 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What does "becoming" mean?
2. How can I become the best person I can possibly be?

Reference(s)

1. **Michelle Obama's Message to Young Girls About Becoming (2 minutes, 28 seconds)**
   https://www.youtube.com/watch?v=-BQdaqXugp8
2. Student personal testimonies

Resources

1. To engage students in the exploratory exercise, use a smart tv or smartboard to play the YouTube video.
2. To engage students in the expression exercise, set up four different "activity stations" on each side of the room. Provide students with writing paper and pens and one set of common worksheets (1. Letter to Future Self 2. Roots & Fruits 3. Obstacle Course and 4. Six-Month Timeline) at each activity station.
   1. Black Girl Magic https://www.youtube.com/watch?v=DuKy_flIzsA&list=RDDuKy_flIzsA&start_radio=1
   2. Fabulous https://www.youtube.com/watch?v=nv13TCH4Fk4
   3. Alright https://www.youtube.com/watch?v=6QbLcwVAsl0
   4. U.N.I.T.Y. https://www.youtube.com/watch?v=f8cHxydDb7o

Exploratory Exercise (5 minutes)

1. Write or post the essential questions in a prominent area of the activity space.
2. Facilitator will play the video for the students as they consider **Question 1. What does "becoming" mean?** and **Question 2. How can I become the best person I can possibly be?**

Expression Exercise (20 – 25 minutes)

1. As a large group discussion, ask students to share their answer to **Question 1. What does "becoming" mean?** based on their observation of the video.
2. This activity helps students to understand that becoming is a process that involves many factors and steps. Divide students into four groups, then assign each group to a different activity station to begin. At each activity station, students will work individually to respond to **Question 2. "How can I become the best person I can possibly be?"** by completing the station's task. The facilitator will play music videos to cue students to start each activity. At the end of each song, students will rotate to a different activity station to complete a new task.

- **"Letter to My Future Self" Activity Station:** at this station, students will write a letter to their future selves, giving suggestions to themselves on how to be successful at something in which they're interested.
- **"Six-month Timeline" Activity Station:** at this station, students will create a 6-month timeline to include at least one goal for themselves for each month.
- **"Roots & Fruits" Activity Station:** at this station, students will draw a tree or flower, and at its' roots, list the things that they have that will help them to grow into the person they want to become.
- **"Obstacle Course" Activity Station:** at this station, students will list five things that might get in the way of them achieving their goal.

Obstacle Course: Within each barrier, write something that you think you must improve in order to become who you want to be.

Date_____

Dear Future Self,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

_____

ROOTS & FRUITS ACTIVITY

For the fruit of the tree, write as many words that represent good things that you can think of that you want to get out of your life.
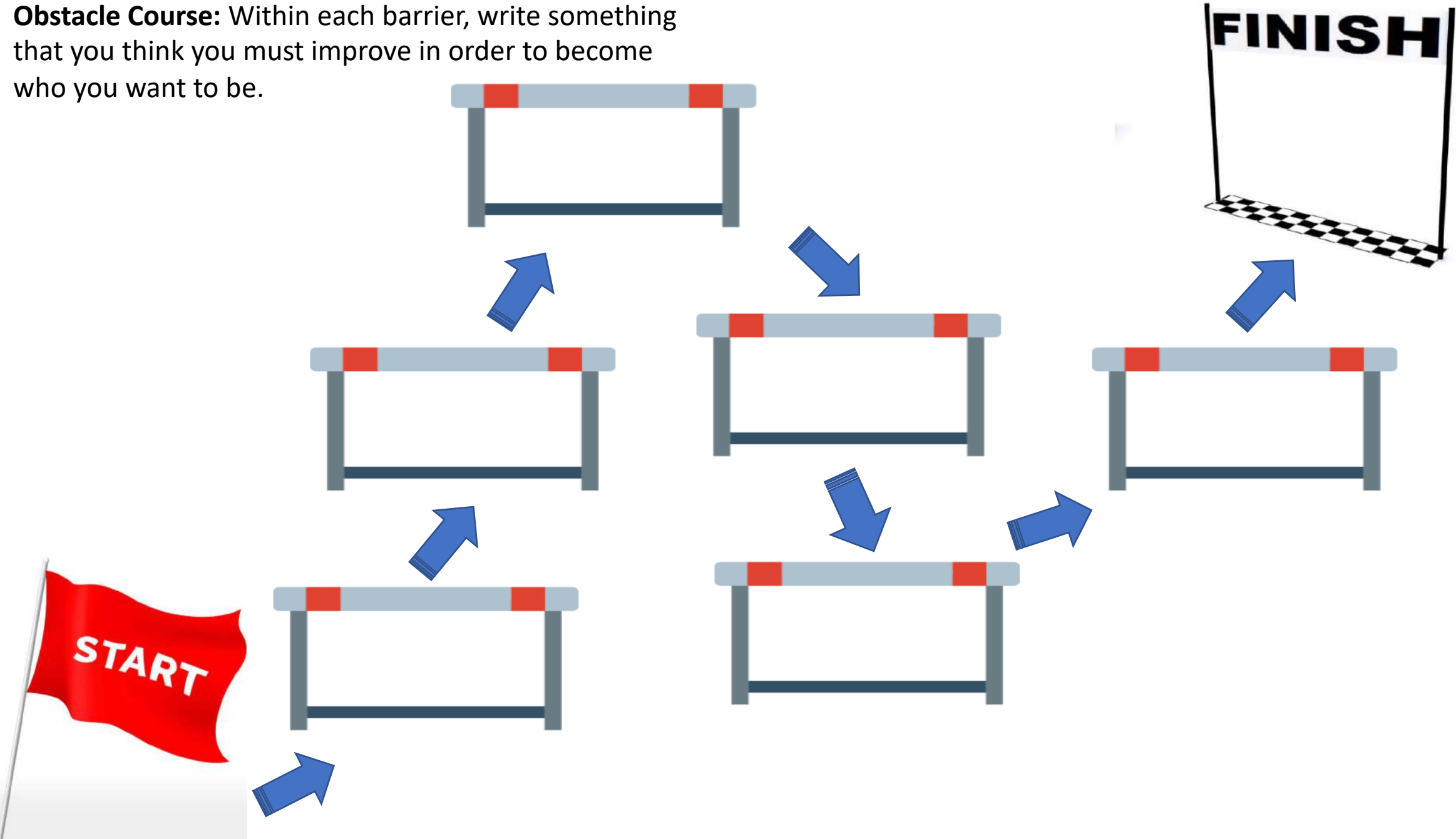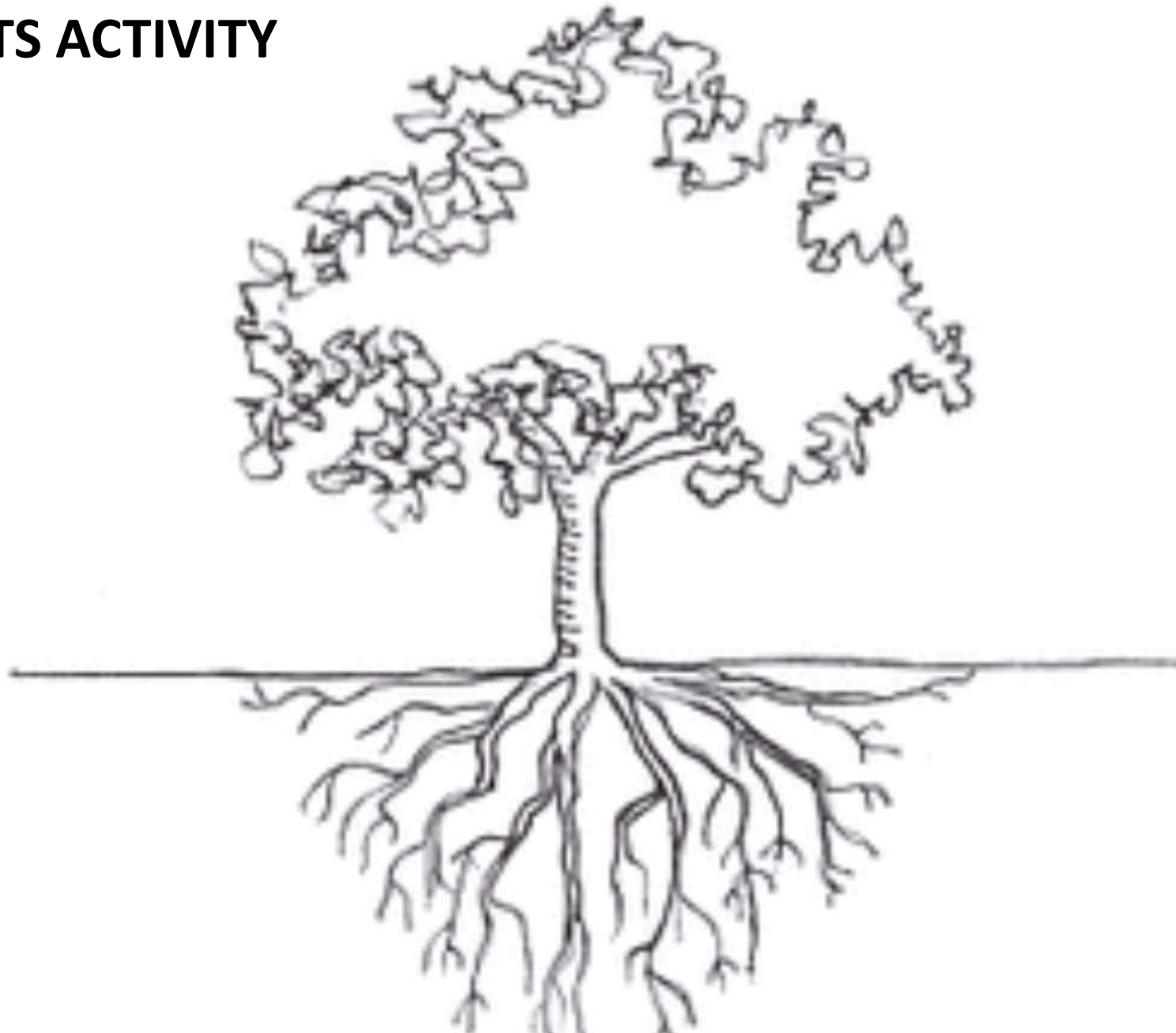
At the root of the tree, write as many words that represent good things in your life you can think of that will help you to grow.

SIX-MONTH TIMELINE
Each bar represents a month.
Write at least one thing that
you want to accomplish for
each month.

LESSON 6: FUTURE SELF

Estimated total time: 50 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What challenge did I overcome in the past that I am most proud of?
2. What am I feeling really excited about presently?
3. What is my biggest challenge presently?
4. How will I overcome this challenge?
5. What do I hope my life will be like by the end of the school year?

Reference(s)

1. A dictionary or www.dictionary.com

Resource(s)

1. To engage students in the exploratory exercise, provide each student with either a dictionary or a computer with internet access so that they can look-up the definition of the key words.
2. To engage students in the expression exercise, provide each student with a pen and printouts of the puzzle. The puzzle answers should not be printed/distributed. The facilitator or a volunteer student may share the answers at the end of the activity.

Exploratory Exercises (5 minutes)

1. Write or post the essential questions in a prominent area of the classroom.
2. In pairs, students will use the dictionary to find out the definition of the following words.
   - Challenges
   - Excited
   - Future
   - Hope
   - Overcome
   - Past
   - Present

Expression Exercises (20 – 25 minutes)

1. Continuing in pairs, students will complete the crossword puzzle that uses the previously identified words, then share with the large group. Each pair may take turns sharing their response to the puzzle items until all have been correctly revealed.
2. Working individually, students will write a letter to themselves using at least one of the following essential questions as writing prompts:
   - **What challenge did I overcome in the past that I am most proud of?**
   - **What am I feeling really excited about presently?**
   - **What is my biggest challenge presently?**
   - **How will I overcome this challenge?**
   - **What do I hope my life will be like by the end of the school year?**

Self & Community Explorations

LETTER TO MYSELF CROSSWORD PUZZLE
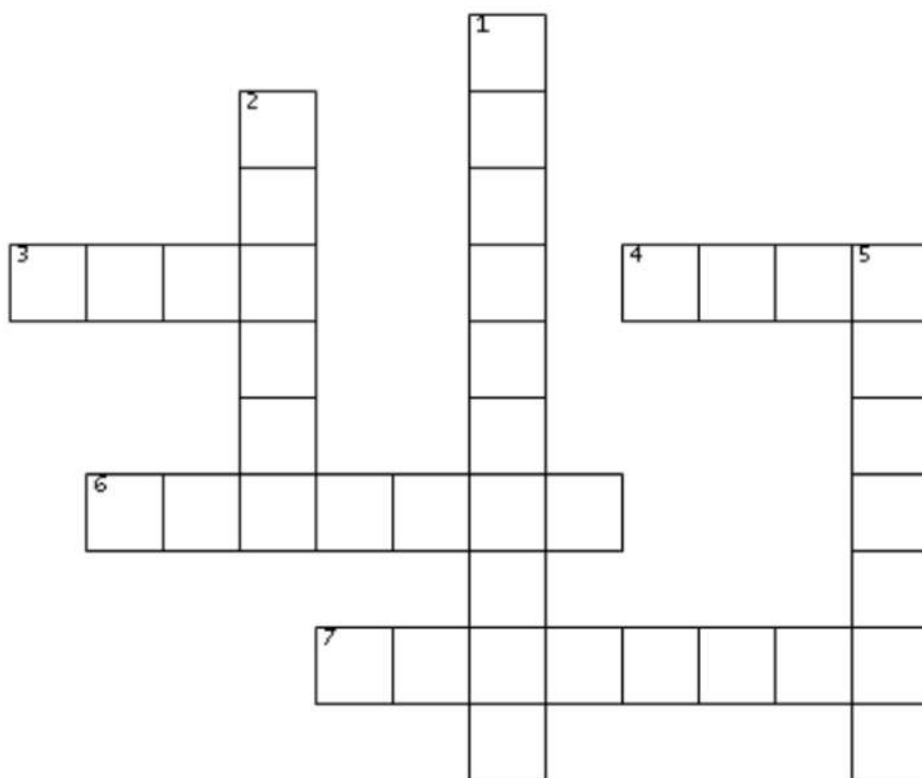
ACROSS

3. The time before the present
4. A desire or belief that a particular thing will happen
6. Currently
7. To succeed in dealing with a problem

DOWN

1. Difficulties or obstacles
2. The point in time that has yet to happen but will
5. To be looking forward to or enthused about something

Use the clues to fill in the words above

Words can go across or down.
Letters are shared when the words intersect.

LETTER TO MYSELF CROSSWORD PUZZLE

ANSWERS
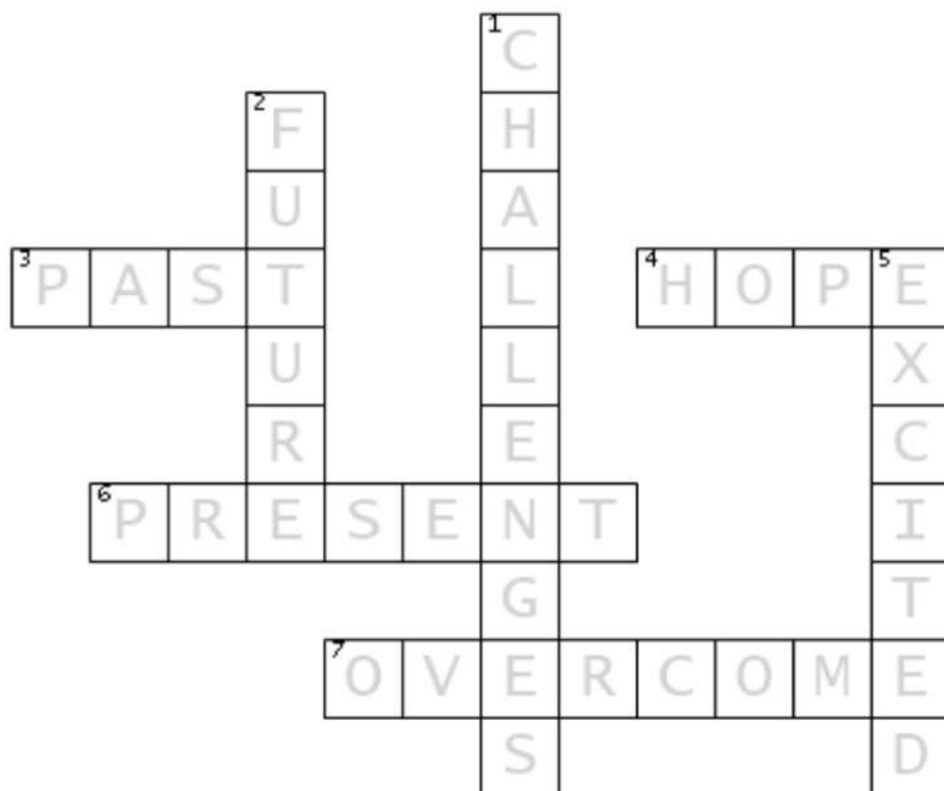
```
                        ¹C
                        H
              ²F        A
              U         L
³P A S T      U         L    ⁴H O P ⁵E
              R         E           X
                        E           C
       ⁶P R E S E N T               I
                        G           T
           ⁷O V E R C O M E         D
                        S
```

ACROSS

3. The time before the present
4. A desire or belief that a particular thing will happen
6. Currently
7. To succeed in dealing with a problem

DOWN

1. Difficulties or obstacles
2. The point in time that has yet to happen but will
5. To be looking forward to or enthused about something

A Letter to Myself
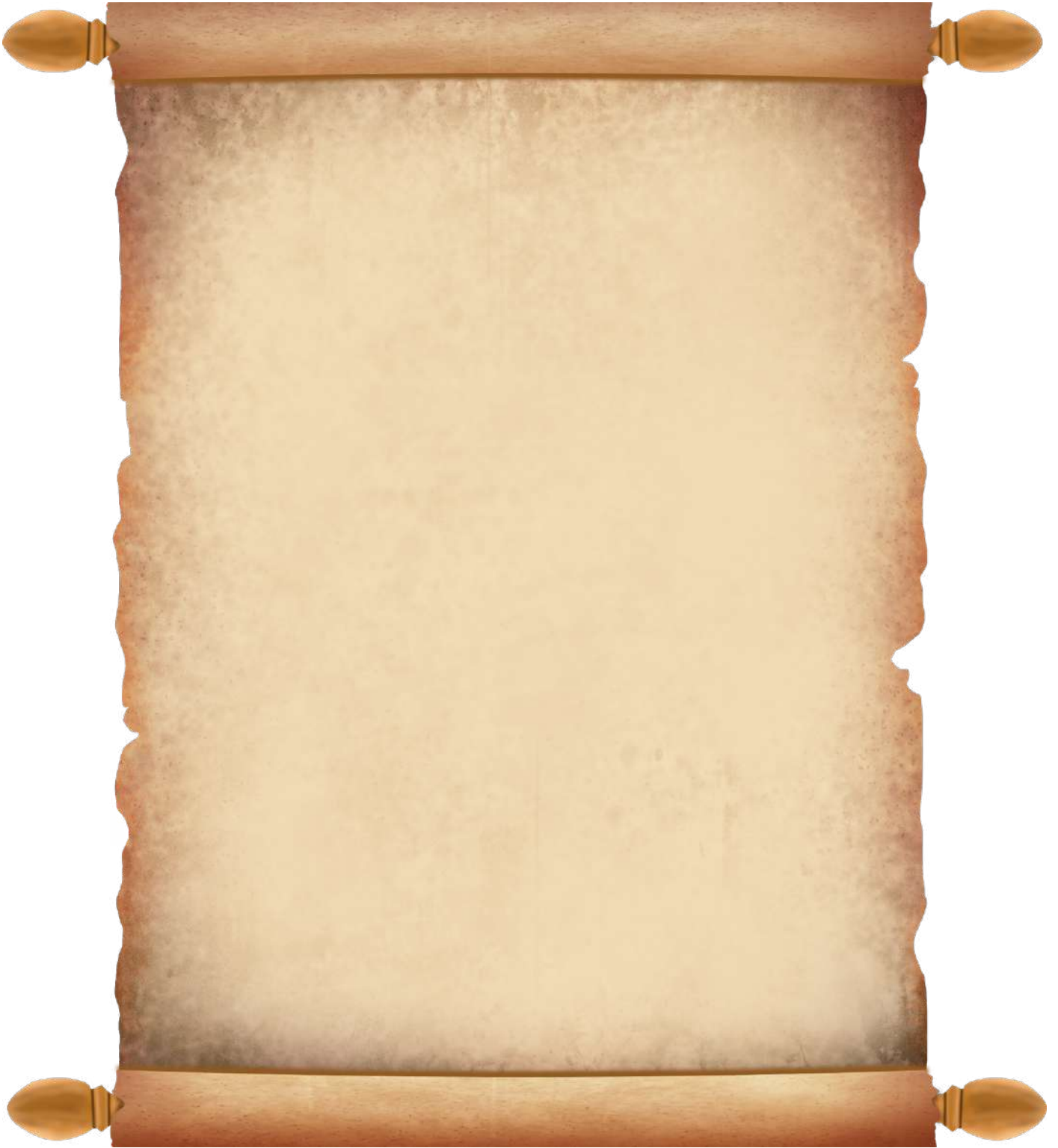
LESSON 7: FRIENDSHIPS

Estimated total time: 50 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What are some important things to know about friendships?

Reference(s)

1. **12 Truths About Friendship Every Girl Needs to Know (https://www.verywellfamily.com/girls-friendships-and-bullying-4065064)**

Resources

1. Flip chart paper (one for each side of the room)
2. Markers
3. Cut out the "truths" paragraphs (12 total). Give three "truths" paragraphs to each group at their flip chart.

Exploratory Exercise (10 minutes)

1. Write or post the essential question in a prominent area of the activity space.
2. Divide the group into four subgroups. After breaking the group into four subgroups, the facilitator will assign each of them three different "truths".
3. In each subgroup, students will review their assigned reference.

Expression Exercise (15 – 20 minutes)

1. On the flip chart paper, each subgroup will create a storyboard using fictional characters who respond to **Question 1.** What are some important things to know about friendships? based on the information from the three "truths" paragraphs they've been assigned.
2. Once done, students will post their storyboard.
3. Students will take turns observing other subgroups' storyboards.
4. Each subgroup will then share their story board and "truths". They will also share whether they agree or disagree with the truths, and why, as well as their favorite story board from another subgroup.

LESSON 8: MANAGING ANGER

Estimated total time: 50 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What are some strategies to help when I get angry?

Reference(s)

1. **How to Control your Anger (8 Anger Management Tips)**
   https://www.youtube.com/watch?v=kmTEyxWg7Hs (6 minutes, 59 seconds)

Resources

1. Smart TV or smartboard to with internet access to play the YouTube video reference.

Exploratory Exercise (10 minutes)

1. Write or post the essential question in a prominent area of the activity space.
2. As a large group, the students will watch the video while responding to **Question 1.** What are some strategies to help when I get angry?
3. Students will list the strategies and identify others that they may know.

Expression Exercise (15 – 20 minutes)

1. Break students into three subgroups: Group 1. School; Group 2. Home; and Group 3. Community.
2. In each subgroup, students will discuss the things that are in their assigned group's location that makes them angry.
3. Students will create a role play of those things that make them angry in their assigned group's location. They will include their favorite strategies to help when they get angry from the list they created after watching the video.

LESSON 9: DECISIONS

Estimated total time: 45 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What is decision making?
2. What must one consider when making a decision?
3. What are three strategies for making a decision?

Reference(s)

1. Social Emotional Learning Videos for Kids (week 41) - Responsible Decision Making for Students (SEL)
   https://www.youtube.com/watch?v=ncOVtvXRfD4 (1 minutes, 29 seconds)

Resources

1. Smart TV or smartboard to with internet access to play the YouTube video reference.
2. Markers
3. Five sheets of flip-chart paper…one for each decision:
   1. **Decision 1. …have sex.**
   2. **Decision 2. …use drugs.**
   3. **Decision 3. …drink alcohol.**
   4. **Decision 4. …commit a crime.**
   5. **Decision 5. …play instead of study.**
4. Decision Making Matrix worksheet (https://wpvip.edutopia.org/wp-content/uploads/2022/10/Responsible-Decision-Making-Matrix_Template_Example.pdf)

Exploratory Exercise (5 minutes)

1. Write or post the essential question in a prominent area of the activity space.
2. As a large group, the students will watch the video while responding to **Question 1.** What is decision making?, **Question 2.** What must one consider when making a decision? and **Question 3.** What are three strategies for making a decision?

Expression Exercise (15 – 20 minutes)

1. Divide students in up to five subgroups. Each group will select a flip-chart from the following options:
   - Decision 1. …have sex.
   - Decision 2. …use drugs.
   - Decision 3. …drink alcohol.
   - Decision 4. …commit a crime.
   - Decision 5. …play instead of study.
2. Students will complete the Decision-Making Matrix worksheet (https://wpvip.edutopia.org/wp-content/uploads/2022/10/Responsible-Decision-Making-Matrix_Template_Example.pdf)
   while considering their responses to the following questions based on the video: **Question 1.** What is decision making? **Question 2.** What must one consider when making a decision? and **Question 3.** What are three strategies for making a decision?

3. Students will develop a scenario/role-play based on their completed Decision Making Matrix.

Self & Community Explorations

Decision Matrix

Decision-Making **Possible Choices**	Positive Outcome(s) (Pros) **Add 1 point for each pro**		Negative Outcome(s) (Cons) **Minus 1 for each con**		**Total Scores**
1._____	To self		To self		_____
	To others		To others		
2._____	To self		To self		_____
	To others		To others		
3._____	To self		To self		_____
	To others		To others		
The Responsible Decision-Making Matrix can be used to make healthy decisions between 1-3 choices. The decision with the highest score can be deemed the most responsible one.					

Reflection space for listing pros and cons.

_____

_____

_____

_____

_____

By Jorge Valenzuela — Lifelong Learning Defined

Decision Matrix

Completed Example

Decision-Making Possible Choices	Positive Outcome(s) (Pros) Add 1 point for each pro		Negative Outcome(s) (Cons) Minus 1 for each con		Total Scores
1. Participate in teasing and bullying a peer	To self	0	To self	-1	-4
	To others	0	To others	-3	
2. Become an ally by showing empathy	To self	2	To self	0	5
	To others	3	To others	0	
The Responsible Decision-Making Matrix can be used to make healthy decisions between 1-3 choices. The decision with the highest score can be deemed the most responsible one.					

Reflection space for listing pros and cons.

In choice 1, I couldn't determine any pros for anyone involved in continuing to tease my classmate.
I determined 1 con for myself because I will lose recess (-1), one con for the victim (his feelings will be hurt) and 2 cons for my two accomplices because they will also lose recess (-3). -1 -3 = -4.

In choice 2, I determined 2 pros for myself, I will feel good about myself and will be doing the right thing in helping another classmate (+2). I determined 1 pro for the victim because he will know he has an ally (+1) and 2 pros for my accomplices because they will be encouraged to do the right thing. 2 + 3 = 5. Choice 2 is the more responsible decision to make.

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LESSON 10: ETHNICITY, RACE AND NATIONALITY

Estimated total time: 50 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What is ethnicity?
2. What is race?
3. What is nationality?
4. How are they represented and relevant to the community?

Reference(s)

1. "Race, ethnicity, nationality and jelly beans" https://www.youtube.com/watch?v=CqV3CK6QfcU (2 minutes, 52 seconds)
2. Student personal testimonies

Resources

1. "Race, Ethnicity, and Nationality Chart" worksheet
2. Computer workstation with internet accessibility
3. Printer

Exploratory Exercise (5 minutes)

1. Write or post the essential questions in a prominent area of the activity space.
2. Facilitator will play the video for the students as they consider Question 1. What is ethnicity? Question 2. What is race? And Question 3. What is nationality?

Expression Exercise (20 – 25 minutes)

1. Students will work individually to complete the "Ethnicity, Race and Nationality" worksheet, as they identify their ethnicity, race and nationality; and then give a popular example of their ethnicity, race and nationality under each column.
2. From their computer station, students create "computerized culture collages". They will browse the internet for words and images representing as many of their responses from the "Ethnicity, Race and Nationality" worksheet that they can find. Students will take screenshots of their selected words and images, and then post them onto a blank document. They may choose to design their "computerized culture collage" into a shape of their choice (i.e. their portrait; the letters of their name or initials; the shape of their borough, city, country or continent).
3. Students will print and post their displays around the room to create a "Museum Exhibition". Students will walk around the room to observe each other's displays. Students will volunteer to share their display, as well as the display of another student they liked the most and why.

| ETHNICITY, RACE & NATIONALITY CHART

Instructions – Identify your ethnicity, race and nationality. To the best of your knowledge, give a popular example your ethnicity, race and nationality under each column. Note the following working definitions:

• **Ethnicity** – cultural or social group within one's race.
• **Race** – color.
• **Nationality** – country or nation of origin or citizenry.

	Athlete/ entertainer	Clothing/ Fashion	Food	Historical/ Current Event	Language	Leader(s)	Music
ETHNICITY							
RACE							
NATIONALITY							

LESSON 11: MY PEOPLE OF THE WORLD

Estimated total time: 55 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What is the population of the Bronx by race?
2. What is the population of New York City by race?
3. What is the population of the United States by race?
4. What is the population of the world by race?
5. How is this information meaningful or different from your previous understanding?

References

1. Racial and Ethnic Composition of the Bronx (source: American Community Survey 2020 https://www.nyc.gov/site/planning/planning-level/nyc-population/american-community-survey.page)
2. NYC Racial Breakdown (source: NYC Department of City Planning https://www.nyc.gov/assets/planning/download/pdf/planning-level/nyc-population/census2020/dcp_2020-census-briefing-booklet-1.pdf?r=3)
3. Visualizing America's Population by Race (https://www.visualcapitalist.com/visualizing-u-s-population-by-race/)
4. Racial Makeup of the Planet (screenshot from https://youtu.be/gMiIu0BVrOE)
5. Global Population by Race (http://www.sciencechatforum.com/viewtopic.php?f=82&t=16165)

Resources

1. After breaking the group into five subgroups and assigning them to a different reference, the facilitator will provide each subgroup with copies of their assigned reference.

Exploratory Exercise (10 – 15 minutes)

1. Write or post the essential questions in a prominent area of the activity space.
2. Divide the group into five subgroups. After breaking the group into five subgroups and assigning them to a different reference, the facilitator will provide each subgroup with copies of their assigned reference.
3. In each subgroup, students will review their assigned reference.

Expression Exercise (20 minutes)

1. In a fishbowl-like arrangement, each subgroup will take turns being the sole inner circle that will participate in the discussion, while the other groups form the one outer circle that silently observes, takes notes, and may eventually trade places with those in the inner circle, sometimes all at once, and sometimes by "tapping in" as the urge strikes them. The inner circle will respond to their assigned question from questions 1-4; they will then share their response to **Question 4.** How is this information meaningful or different from your previous understanding?

Racial and Ethnic Composition of The Bronx
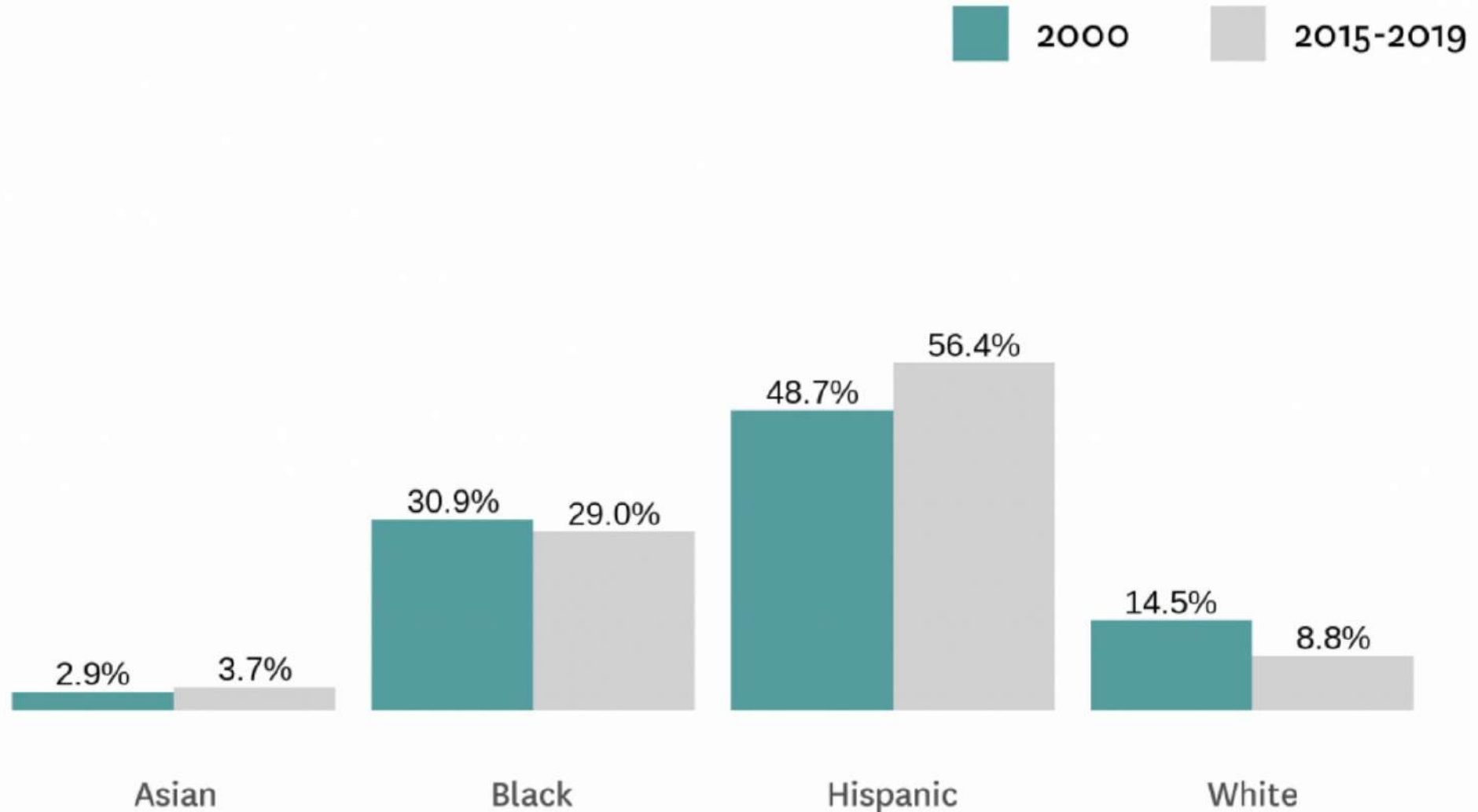
■ 2000   **■ 2015-2019**

	Asian	Black	Hispanic	White
2000	2.9%	30.9%	48.7%	14.5%
2015-2019	3.7%	29.0%	56.4%	8.8%

NYC RACIAL BREAKDOWN

OTHER
1.6%

TWO OR MORE RACES
3.4%

ASIAN
15.6%

HISPANIC
28.3%

BLACK
20.2%

WHITE
30.9%
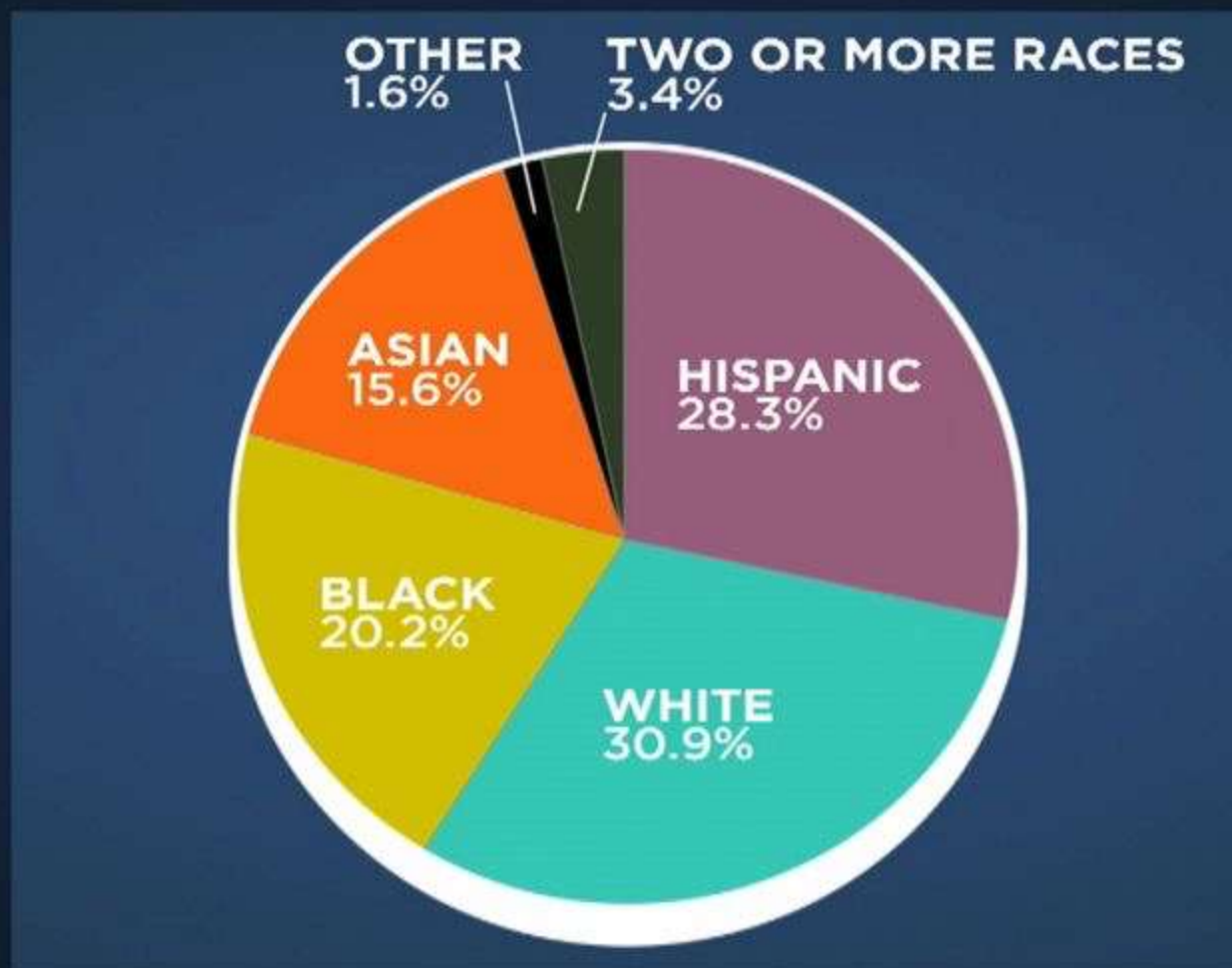
SOURCE: NYC DEPT. OF CITY PLANNING

Visualizing America's Population
By Race

The United States is a unique mosaic of cultural diversity— almost 40% of its people belong to racial or ethnic minorities.

Visualizing the U.S. Population by Race

The American population is a unique mosaic of cultures—and **almost 40%** of people identify as racial or ethnic minorities today.

In this treemap, we use data for 2019 from the Kaiser Family Foundation, which bases its analysis on the latest American Community Survey (ACS) data from the U.S. Census Bureau. Then we break down the same data on a state-by-state basis.

Growing Diversity in America

As of 2019, here is the current distribution of the U.S. population by race and ethnicity:

- White: 60.1% *(Non-Hispanic)*
- Hispanic: 18.5%
- Black: 12.2%
- Asian: 5.6%
- Multiple Races: 2.8%
- American Indian/Alaska Native: 0.7%
- Native Hawaiian/Other Pacific Islander: 0.2%

Note that the U.S. totals do not include Puerto Rico.

2019

60.1%
White

18.5%
Hispanic

12.2%
Black

5.6%
Asian

0.2%
Native Hawaiian/
Other Pacific Islander

2.8%
Multiple Races

0.7%
American Indian/
Alaska Native

Note: U.S. totals exclude Puerto Rico

Source:
https://www.visualcapitalist.com/visualizing-u-s-population-by-race/
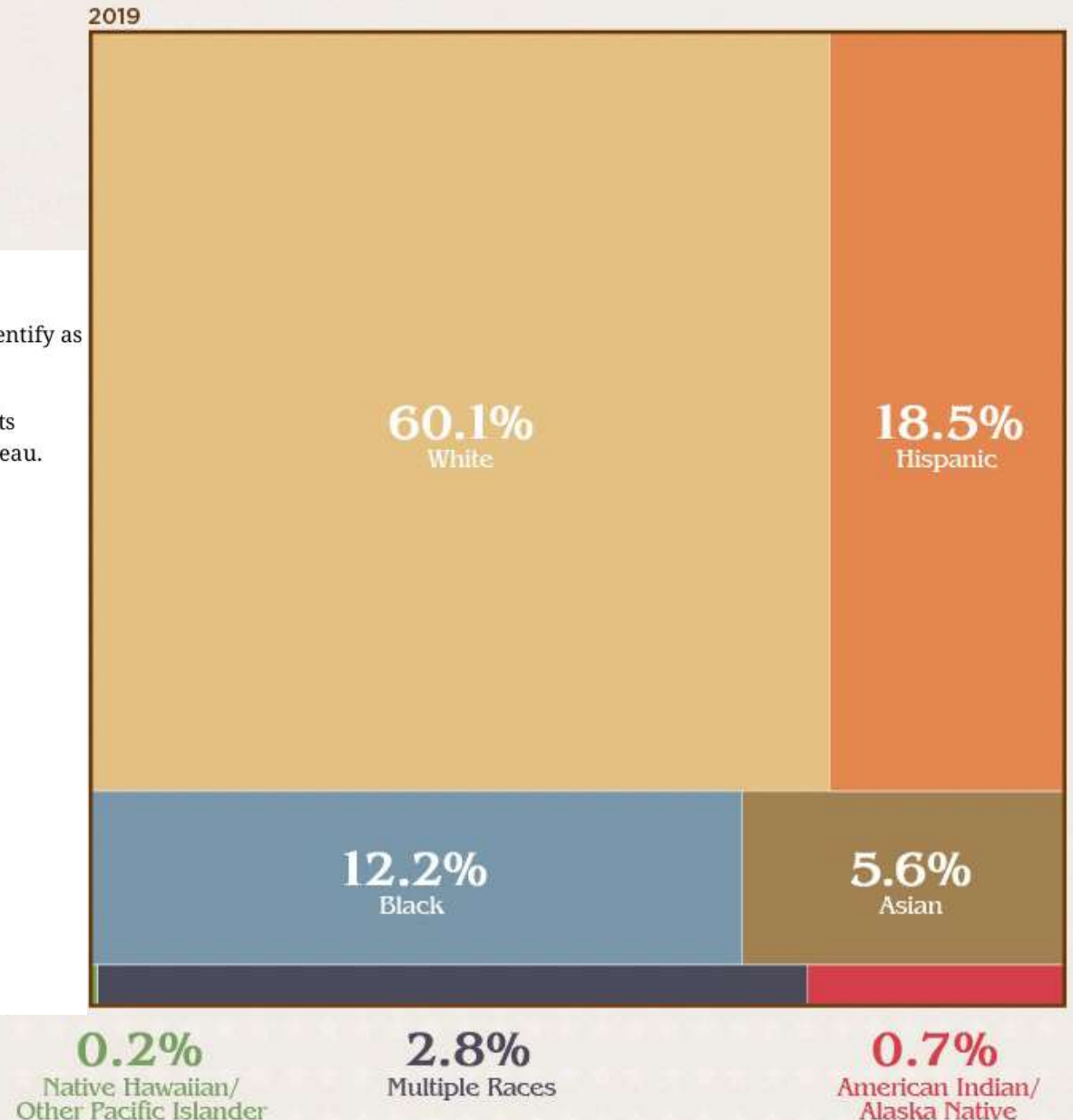
Racial Makeup of the Planet (2018)

In percentages (%)

Pacific Islander : 0.34
Malagasy : 0.34
Other Mulitracial : 0.42
Amerindian : 0.78
Central Asian : 1.15
Latino : 4.45
Middle Eastern & North African : 8.62
Southeast Asian : 9.26
African : 13.93
South Asian : 23.48
East Asian : 21.23
European : 16
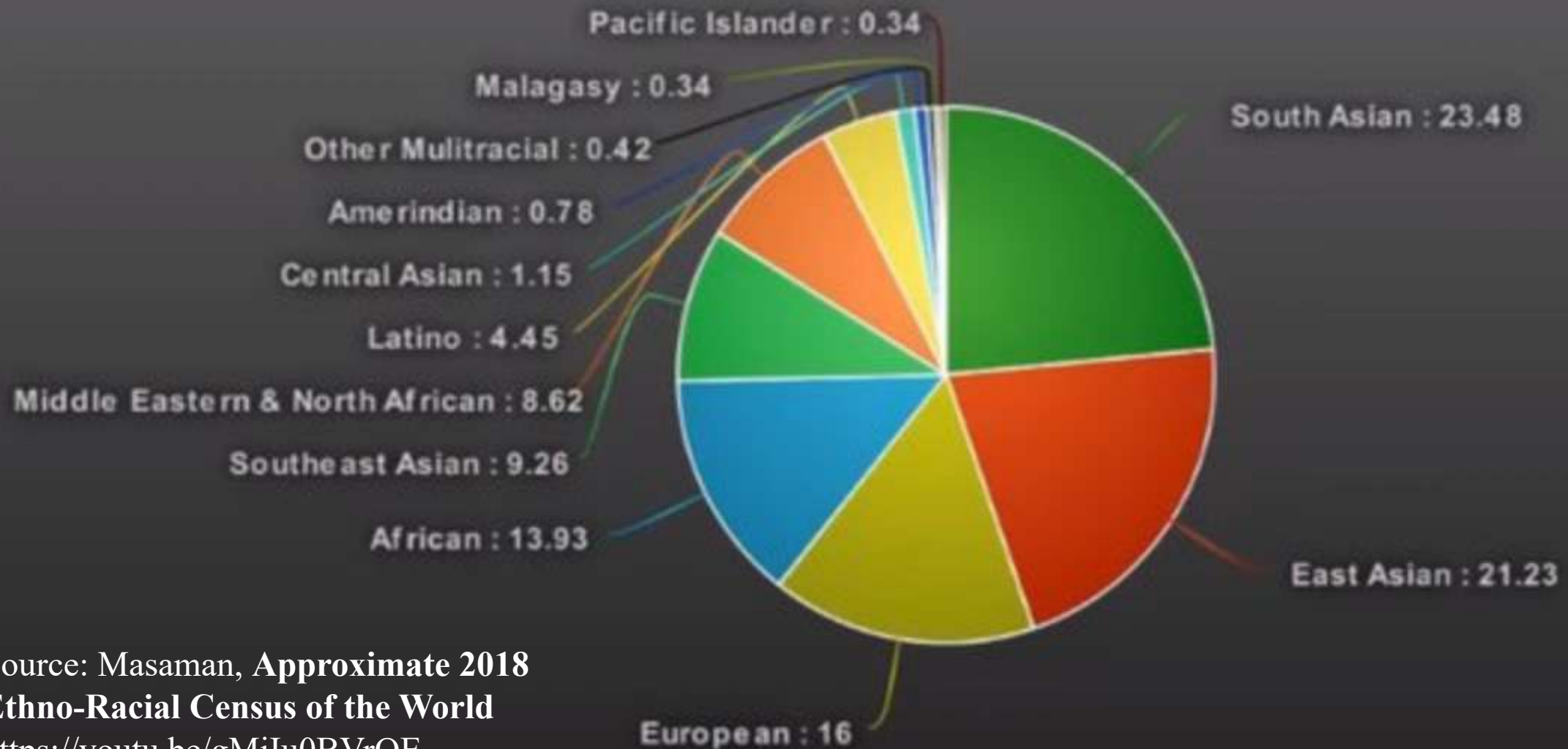
Source: Masaman, **Approximate 2018 Ethno-Racial Census of the World**
https://youtu.be/gMiIu0BVrOE

Global Population by Race

source:http://www.sciencechatforum.com/viewtopic.php?f=82&t=16165
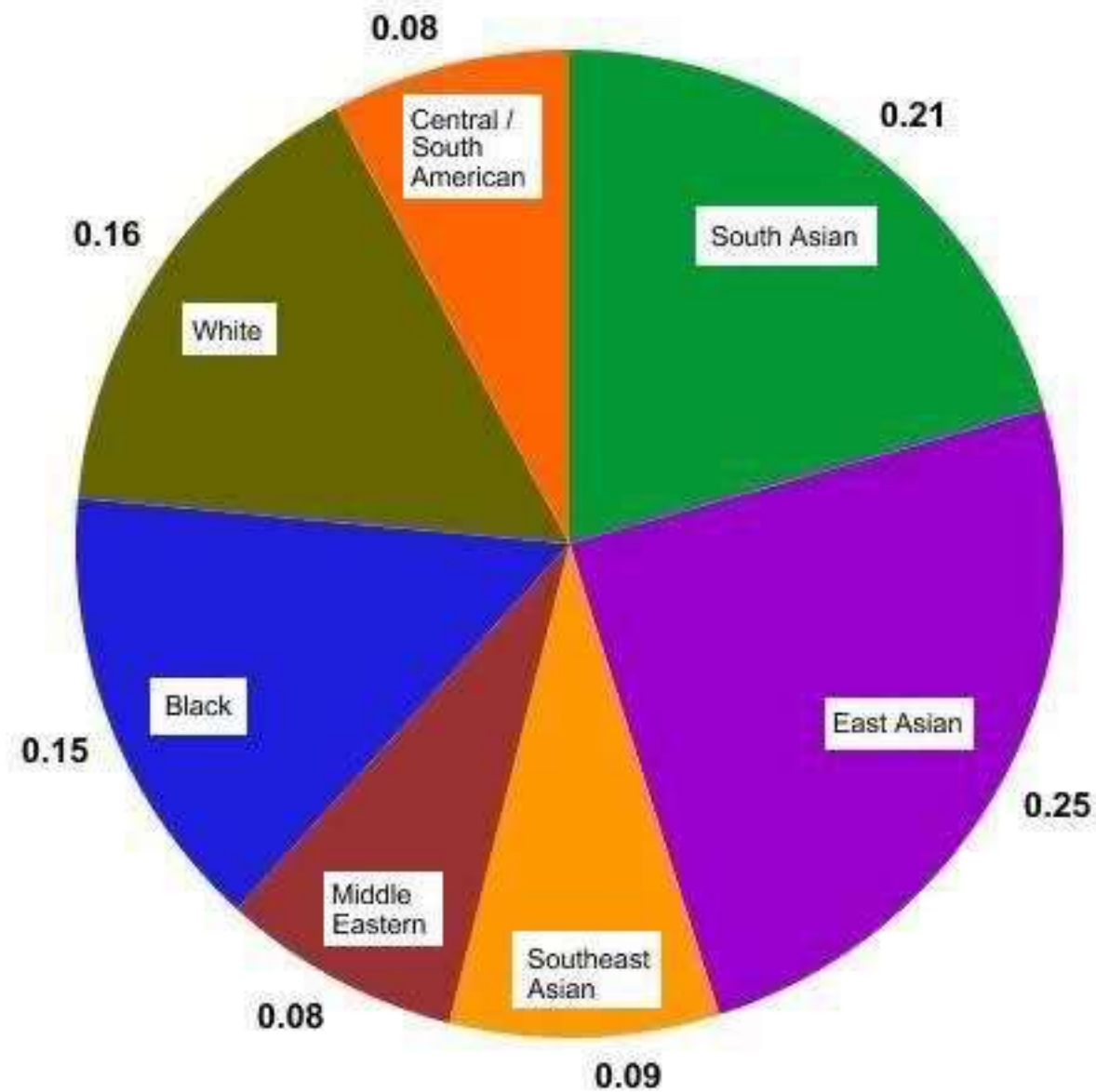
LESSON 12: MESSAGE IN THE MUSIC

Estimated total time: 60 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Question

1. What problems/issues affect the middle school girls of my community?

References

1. **My Block** https://www.youtube.com/watch?v=DHyqs0PoBgE
2. **Runaway Love by Ludacris & Mary J. Blige**
   https://www.youtube.com/watch?v=ISvMS6s41vY&list=PLdI3aIpq8F_AJDsL2co3RG4w5VULGpPIG&index=35
3. **That Thing by Lauren Hill** https://www.youtube.com/watch?v=T6QKqFPRZSA
4. **I know I can by Nas**
   https://www.youtube.com/watch?v=RvVfgvHucRY&list=PLdI3aIpq8F_AJDsL2co3RG4w5VULGpPIG&index=50
5. Students' personal testimonies

Resources

1. To engage students in the exploratory exercise, provide students with writing paper and pens.
2. Also use a smart tv or smartboard to play the YouTube videos.
3. To engage students in the expression exercise, post a single sheet of flip chart paper on each side of the room, one for each music video. For each sheet, write the title of one of the songs. Provide students with dark colored markers.

Exploratory Exercises (20 minutes)

1. Write or post the essential question in a prominent area of the classroom.
2. Working individually, students will fold their sheet of paper into four areas: one for each song. The facilitator will announce the title of each song before playing it, then ask the students to write the title on the upcoming song in one of the areas of the paper.
3. For each video, students will write their response(s) to **Question 1. "What problems/issues affect the middle school girls of my community?"** based on their observation of the lyrics, images and overall message of the video.

Expression Exercise (20 minutes)

1. Break students into four subgroups, one for each music video.
2. On their flip chart sheet of paper, each subgroup will list their responses to **Question 1. "What problems/issues affect the middle school girls of my community?"** based their observation of the lyrics, images and overall message their assigned video. The subgroups will take turns summarizing and sharing their list. Each subgroup will then ask the audience to share any additional problems/issues that may not have been identified.

Self & Community Explorations

LESSON 13: WHAT'S GOING ON?

Estimated total time: 50 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What problems/issues affect the middle school girls of my community?
2. Why are these issues important/not important to me?

References

1. Apartment residents say they are being terrorized, beaten by teens https://www.msn.com/en-us/news/us/bronx-apartment-residents-say-they-are-being-terrorized-beaten-by-teens-who-come-to-building/ar-AA10UFsO?ocid=weather-verthp-feeds
2. NYC teens on way to school save brother, 10, from kidnapping on subway: cops https://nypost.com/2022/11/23/teens-save-brother-10-from-kidnapping-on-midtown-train/
3. How walking to and from NYC schools has become a deadly nightmare for some students https://nypost.com/2022/11/19/how-walking-to-and-from-nyc-schools-has-become-a-deadly-nightmare-for-some/
4. Bronx girl shot dead on her way to get sugar for Thanksgiving Pie https://localtoday.news/ny/nyc-union-calls-on-eric-adams-to-halt-hospital-rate-hikes-2-75959.html
5. Students' personal testimonies

Resources

1. To engage students in the exploratory exercise, provide students with a print-out of each article (one article per group).
2. To engage students in the expression exercise, post a single sheet of flip chart paper on each side of the room, one for each group. Provide students with dark colored markers.

Exploratory Exercises (10 – 15 minutes)

1. Write or post the essential questions in a prominent area of the classroom.
2. Students will be divided into four small subgroups. Each will receive a different article.
- Students will simultaneously whisper read their assigned article with their subgroup members.

Expression Exercises (10 – 15 minutes)

1. Break students into four subgroups, one for each article. On their flip chart sheet of paper, each subgroup will create a word web using the primary issue they identified in their article to answer:
Question 1. What problems/issues affect the middle school girls of my community?
- Each subgroup will briefly give a summary of the article to the larger body of students in the class.
2. After summarizing their article, each subgroup will take turns leading a human barometer discussion with the larger body of students to respond to:
Question 2. Why are these issues important/not important to me?
- Each subgroup will designate an area of the room to represent "The issue is important"; they will designate another area of the room to represent "The issue is not important to me". When prompted, the larger body of students will be asked to stand in the area that best represents their stance on the issue and to share why they took their position. Repeat until each subgroup has had the opportunity to lead a round.

LESSON 14: ONE BIG PROBLEM

Estimated total time: 50 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What problems/issues affect the middle school girls of my community?
2. How have I supported/can I support middle school girls of my community?
3. Why should I/should I not support middle school girls of my community?
4. What will happen if I do not address the problems/issues that affect the middle school girls of my community?

Reference(s)

1. Student personal testimonies

Resources

1. To engage students in the exploratory exercise, provide each student with a copy of the "Concerns of Middle School Youth" crossword puzzle and a pen.
2. To engage students in the expression exercise, arrange for the activity to take place in a small, open area that is surrounded by a clear boundary (i.e. walls; lines). The students should have enough room to move around without tripping or running into any objects; but barely enough room for them to avoid each other. An average-sized classroom with no chairs is ideal for a group of 15 students.

Exploratory Exercise (10 minutes)

1. Write or post the essential questions in a prominent area of the activity space.
2. Working individually, students will complete the "Concerns of Middle School Youth" crossword puzzle.

Expression Exercise (10 – 15 minutes)

This exercise is called "One Big Problem". It is done as a variation to chain tag.

For **Question 1. "What problems/issues affect the middle school girls of my community?"**, students will gather in an open space. The facilitator asks for a student to volunteer to be "The Problem". This person would be considered "It" in the game of Tag. The volunteer will announce themselves as one of the problems that affects middle school girls (i.e. "I am drugs"; "I am poverty"). This can be a problem identified from the crossword puzzle that they agree with, or one that was not included but is important to them.

Without running (for the sake of safety), students try to avoid "The Problem" by moving within the boundaries of the area or space, which will be known as "The Community". Students must avoid The Problem, but must stay within The Community while doing so. Any student who leaves The Community becomes a part of The Problem.

When the student who is The Problem touches another student, that student locks arm with The Problem, forming another link on the Problem Chain. The Problem grows whenever another student is tagged, as they must then join the chain. This round of the game continues until the last student is caught, forming one big problem.

Students then reflect on the game and discuss the remaining questions:

  2. How have I supported/can I support middle school girls of my community?
  3. Why should I/should I not support middle school girls of my community?
  4. What will happen if I do not address the problems/issues that affect the middle school girls of my community?

The group can repeat the sequence with a different volunteer, until time elapses.

Self & Community Explorations

CONCERNS OF MIDDLE SCHOOL GIRLS

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E  S  F  A  D  K  G  I  A  S  H  B  F  D  C
H  C  E  A  Q  J  W  P  P  U  H  U  O  E  Z
K  U  N  R  I  M  M  G  N  I  Y  L  L  U  B
I  K  N  E  I  L  F  T  E  C  M  K  C  D  S
D  D  N  G  L  F  I  M  T  I  X  N  R  P  G
N  Q  P  F  E  O  I  N  P  D  T  U  S  F  N
A  Q  K  V  S  R  I  O  G  E  G  Z  G  T  A
P  E  O  I  C  E  V  V  O  S  P  F  C  T  G
P  S  H  O  M  E  L  E  S  S  N  E  S  S  S
I  D  O  W  R  Y  C  N  A  N  G  E  R  P  T
N  T  B  T  P  R  E  S  S  U  R  E  W  N  H
G  S  Y  T  W  C  Q  B  G  B  E  B  D  Z  G
S  A  H  W  W  N  H  O  L  J  D  O  A  Z  I
L  O  H  O  C  L  A  O  Z  C  G  E  E  Y  F
D  E  P  R  E  S  S  I  O  N  M  D  A  I  U
```

Alcohol	Bullying	Crime
Depression	Drugs	Failing
Fights	Fires	Gangs
Homelessness	Hunger	Kidnappings
Poverty	Pregnancy	Pressure
STDs	Suicide	Violence

Find the word in the puzzle.

Words can go in any direction.
Words can share letters as they cross over each other.

Self & Community Explorations

LESSON 15: THE PEOPLE'S COURT

Estimated total time: 60 minutes (including 20 minutes for welcome, icebreaker review and reflection)

Essential Questions

1. What are some of the biggest problems in our community?
2. Which single community problem do we want to address?
3. What is the definition of this problem?
4. What are some examples of this problem?
5. Who am I most concerned about being affected by this problem?
6. Why is addressing this problem important?
7. What will happen if nothing is done to address this problem?

Reference(s)

1. Students will be asked to research the answers to **Question 2.** What is the definition of this problem? and **Question 3.** What are some examples of this problem?
2. Student personal testimonies

Resources

1. Computers with internet access for research
2. Pens
3. Paper
4. Set-up room in four areas or similar to that of a courtroom, if possible for the following subgroups: subgroups: 1. Legal Team One 2. Legal Team Two. 3. The Judges and 4. The Jury.

Exploratory Exercise (10 – 15 minutes)

1. As a large group, the facilitator will ask the group to volunteer for four subgroups: 1. Legal Team One 2. Legal Team Two. 3. The Judges and 4. The Jury.
2. Each subgroup will brainstorm issues and research responses to **Question 1.** What are some of the biggest problems in our community? **Question 2.** Which single community problem do we want to address? **Question 3.** What is the definition of this problem? and **Question 4.** What are some examples of this problem?
3. The Judges and the Jury will not share their responses.

Expression Exercise (20 – 25 minutes)

1. In the courtroom setting, The Judges and the Jury do not share their responses until the end, after hearing the presentations of Legal Teams One and Two.
2. Legal Teams One and Two each has a turn to present their responses to Questions 1 – 7.
3. After considering their responses, the Jury either recommends their choice between the problem presented by Legal Team One or Legal Team Two, or they override both to present their problem.
4. The Judges make the final decision to select the problem presented by Legal Team One, Legal Team Two, The Jury, or to override all three to present their problem.
5. If the Judge overrides all three, the facilitator will have a "run-off". This will pit the selected problem of the Legal Team One, Legal Team Two, The Judges and the Jury against one another. This run-off can happen as either:
- a vote by the individuals of the class, as students will consider the topics of all four the facilitator will tally votes or
- a competition through a team game, such as steal the bacon or relay races.
- The problem with the winning popular votes or of the winning team wins.

Self & Community Explorations

K-12 YOUTH WORKSHOPS, PARENT ENGAGEMENT, STAFF TRAININGS AND CURRICULA DEVELOPMENT

Community Change, Inc. programs are based on our trademark framework that promotes research, critical thinking, and engagement through a structured yet creative mix of questions, references and fun, team-building exercises. Our programs aim to benefit K-12th grade students; students in temporary housing; English Language Learners; Students With Disabilities; and foster care youth. Community Change, Inc.'s programs can be offered in school, community, foster care and/or juvenile justice settings as the following types of programs:

- Before school
- In-/day-school
- Afterschool
- Summer
- Transitions to middle / high school programs

The following are Community Change, Inc.'s programs:

CareerVisions

CareerVisions is our approach to career explorations, as it engages students in a variety of fun yet challenging activities that support them in defining and pursuing their career ambitions.

Community Change

Community Change is our award-winning approach to community service, service learning and civic engagement, as students analyze and address their neighborhood concerns through the dynamic integration of critical questions, interesting activities and references. Past Community Change Projects include such issues as teen pregnancy, negative peer pressure, drugs, gangs, and violence.

Legacy

Legacy engages students in an exploration of their culture and others' in their field of interest. The goal of Legacy is to increase students' cultural awareness. Through fun, age-appropriate and challenging activities, students become aware of the presence and impact of their people in a variety of subjects and fields.

Money Move$

Money Move$ is our approach to financial literacy that engages youth in learning about investment strategies, including stocks, cryptocurrencies, and real estate.

PEACE

Peace is our approach to restorative practices and relationship education, as students are engaged in a dynamic exploration of their relationship with their self, family, community, nation and world.

Other programs that features Community Change, Inc.'s framework include:

The Black Experience is a teacher guided, student-driven exploration of the past and present lives of Black people.

Los Embajadores is an affinity group that provides targeted support to newcomers and English Language Learners to strengthen their sense of community, cultural awareness, and leadership skills.

Genius applies science, technology, engineering, agriculture and math to addressing the needs, interests and concerns of the community.

Creative Expressions features a variety art, dance and other art forms to engage students in exploring their interests and engaging their community.

Level Up supports students in getting ready for the next stage of their educational pursuits, including exam preparation.

- for elementary school students – middle school preparation, selection and readiness.
- for middle school students – high school preparation, selection and readiness.
- for high school students – college preparation, selection and readiness.

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Community Change, Inc.'s clients include:

Arts Westchester
Children of Promise
Claremont Neighborhood Centers
Community Word Project
Concrete Safaris
Development Without Limits
Digital Age Learning
Ellensville Central School District
Fallsburg Central School District
Global Writes
Good Shepherd Services
Greater Ridgewood Youth Council
Hunter School of Social Work
Kingston City School District
Lehman College
Lehman College Arts Gallery
Monticello School District
Middle School 80
Mt. Vernon Youth Bureau
Nepperhan Community Centers
New Rochelle Youth Bureau
New York City Administration for
Children's Services (ACS)

NYC Department of Education - McKinney Vento Initiative
NYC Department of Education
New York State Office of Children & Family Services
New York City Department of Cultural Affairs
New York City Department of Youth & Community Development
NYS Department of Education
New Yorkers for Children
Pace University
Phipps Neighborhoods
Purchase College - State University of New York
Salvadori Centers
Steer for Student Athletes
The DreamYard Project
Ulster County Youth Bureau
Westchester County Youth Bureau
White Plains Youth Bureau
Yonkers Public Schools District

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