

# THE DISTRICT 8 MY SISTER'S KEEPER PROGRAM

Pollution    Gun Violence    Negative Peer Pressure  
Poverty    Littering    Negative Body Image  
Poor Air Quality



## STUDENT LEADERSHIP & EMPOWERMENT

A GUIDE TO PROMOTE CIVIC ENGAGEMENT AMONG  
MIDDLE SCHOOL STUDENTS USING THE COMMUNITY CHANGE MODEL



# 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**

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

## *Los* **EMBAJADORES**

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**

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

## **Level Up**

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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*Student Leadership & Empowerment*

# TABLE OF CONTENTS

Acknowledgements	5
About the New York City Department of Education – My Sister’s Keeper Program	6
About Community Change, Inc.	6
About This Guide	7
<i>The Community Change Model</i>	7
<i>The Six Phases</i>	7
<i>Community Change Framework</i>	11
<i>Lesson Format</i>	11
<i>Resources for Icebreakers</i>	12
<i>Student Presentations</i>	12
<i>Six Teaching Strategies</i>	13
<i>New York State Social Emotional Learning Goals</i>	14
<b>PHASE III: CAUSES LESSONS</b>	
Lesson 1. Public Speaking	16
Lesson 2. Causes or Effects	18
Lesson 3. Running Meetings	21
Lesson 4. Town Hall - Causes	23
Alternative References - Causes	25
<b>PHASE IV: EFFECTS LESSONS</b>	
Lesson 5. People Affected by the Issue	27
Lesson 6. Conducting Community Surveys	28
Lesson 7. Town Hall - Effects	30
Alternative References - Effects	32
<b>PHASE V: INTERVENTIONS LESSONS</b>	
Lesson 8. Supports, Solutions & Suggestions	35
Lesson 9. Interventions Comic Strips	38
Lesson 10. Seeking Collaborations	40
Lesson 11. Careers for Community Change	41
Lesson 12. Town Hall - Interventions	43
Alternative References - Interventions	45

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# 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 throughout New York State. Additionally, we have 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.

## **ABOUT THIS GUIDE**

The *Student Leadership & Empowerment* guide was developed by Community Change, Inc. for the New York City Department of Education – District 8’s My Sister’s Keeper Program. The purpose of this guide is to support teachers, guidance counselors and social workers in designing lessons that advance the social-emotional development and leadership skills of middle school girls in the Bronx.

*Student Leadership & Empowerment* engages students in analyzing a particular social issue that they identified as a concern. While most of the lessons of this guide focus on the topic of gun violence, the lessons are designed so that the references used are interchangeable, and alternative references are provided at the end of each phase. These alternative references cover other topics chosen by students of District 8’s MSK Program, namely littering, negative body image, negative peer pressure, pollution, poor air quality and poverty. These lessons feature references (i.e. articles; videos) about news that occurred in Bronx. The references of this guide are recent (within the past year), age- and culturally-appropriate for students. Staff using this guide should feel free to change references and exercises as they deem best for their students.

Specific lessons are included in this guide that focus on building students’ skills for public speaking, running meetings, and conducting surveys. Since with every problem there is a career or business opportunity, this guide includes a two-part lesson that helps students learn about careers that address their selected issue. The town hall meeting lessons are included to provide opportunities for students to invite and involve parents, friends, and professionals from the community in the lessons.

This is the second guide produced for this initiative, as the first guide, entitled *Self & Community Explorations*, engaged students in exploring their identity, their relationship with others, and the community. *Self & Community Explorations* is available in its entirety at the following link: [https://communitychangeinc.com/wp-content/uploads/2022/12/Self-Community-Explorations\\_compressed.pdf](https://communitychangeinc.com/wp-content/uploads/2022/12/Self-Community-Explorations_compressed.pdf).

## **THE COMMUNITY CHANGE MODEL**

*Self & Community Explorations* and the *Student Leadership & Empowerment* guides are based on 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 an aspect of a single neighborhood concern identified by the students. Past Community Change Projects have focused on such issues as drugs, gangs, and violence.

Research shows that service learning develops the social-emotional development and leadership skills of students. One study, *"The Impact of Service-Learning on the Development of Leadership Skills in Middle School Students"* published in *"Youth & Society"* in 2013, found that middle school students who participated in service-learning had significant increases in leadership skills as well as in self-esteem and civic engagement.

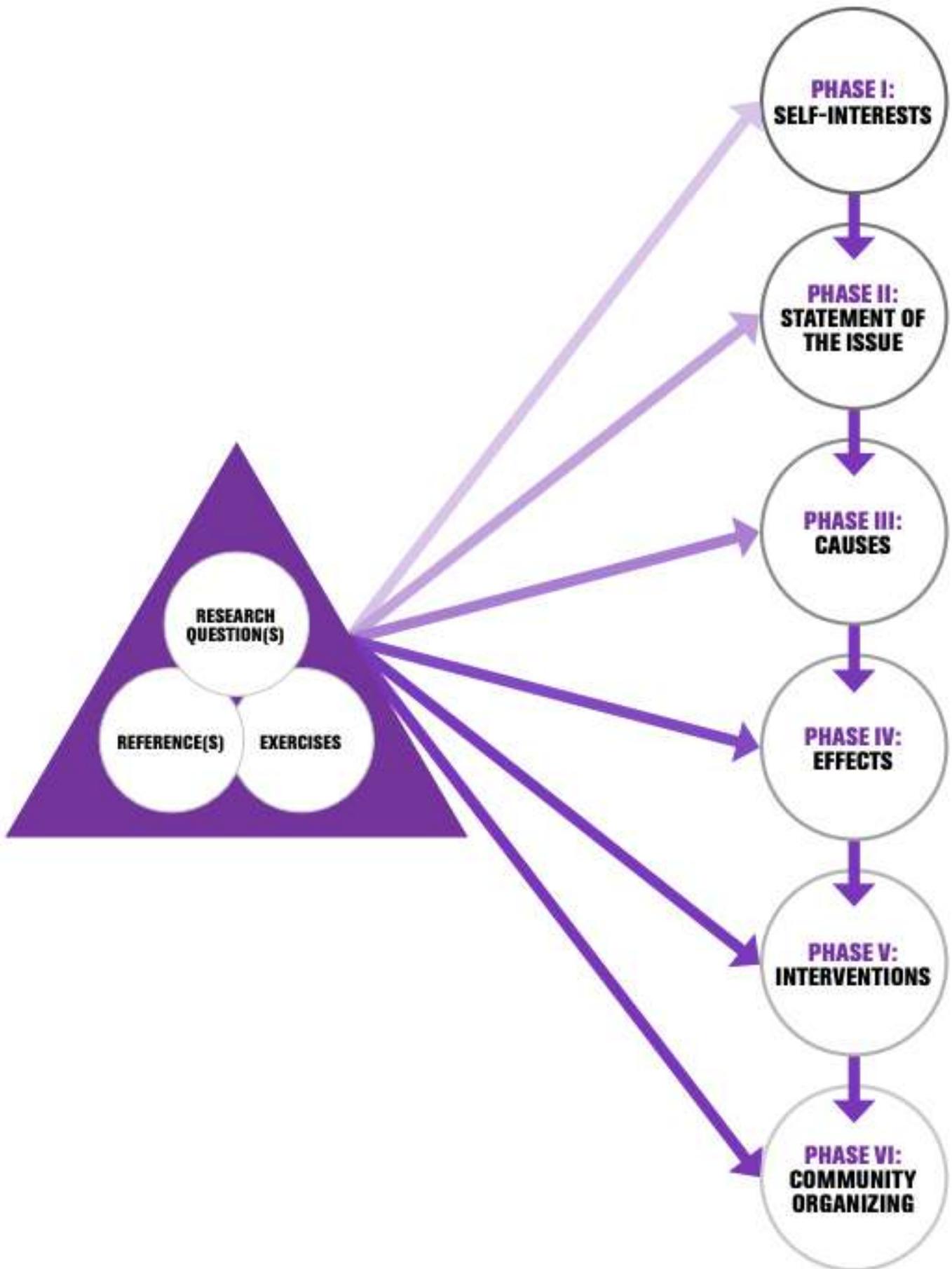
Another study, *"The Impact of Service Learning on Social and Emotional Development"* published in *"The Journal of Applied School Psychology"* in 2010, found that service-learning activities can help improve students' social and emotional skills by providing opportunities for students to work in cooperative settings, develop empathy and concern for others, and practice decision-making and problem-solving skills.

## **THE SIX PHASES OF THE COMMUNITY CHANGE MODEL**

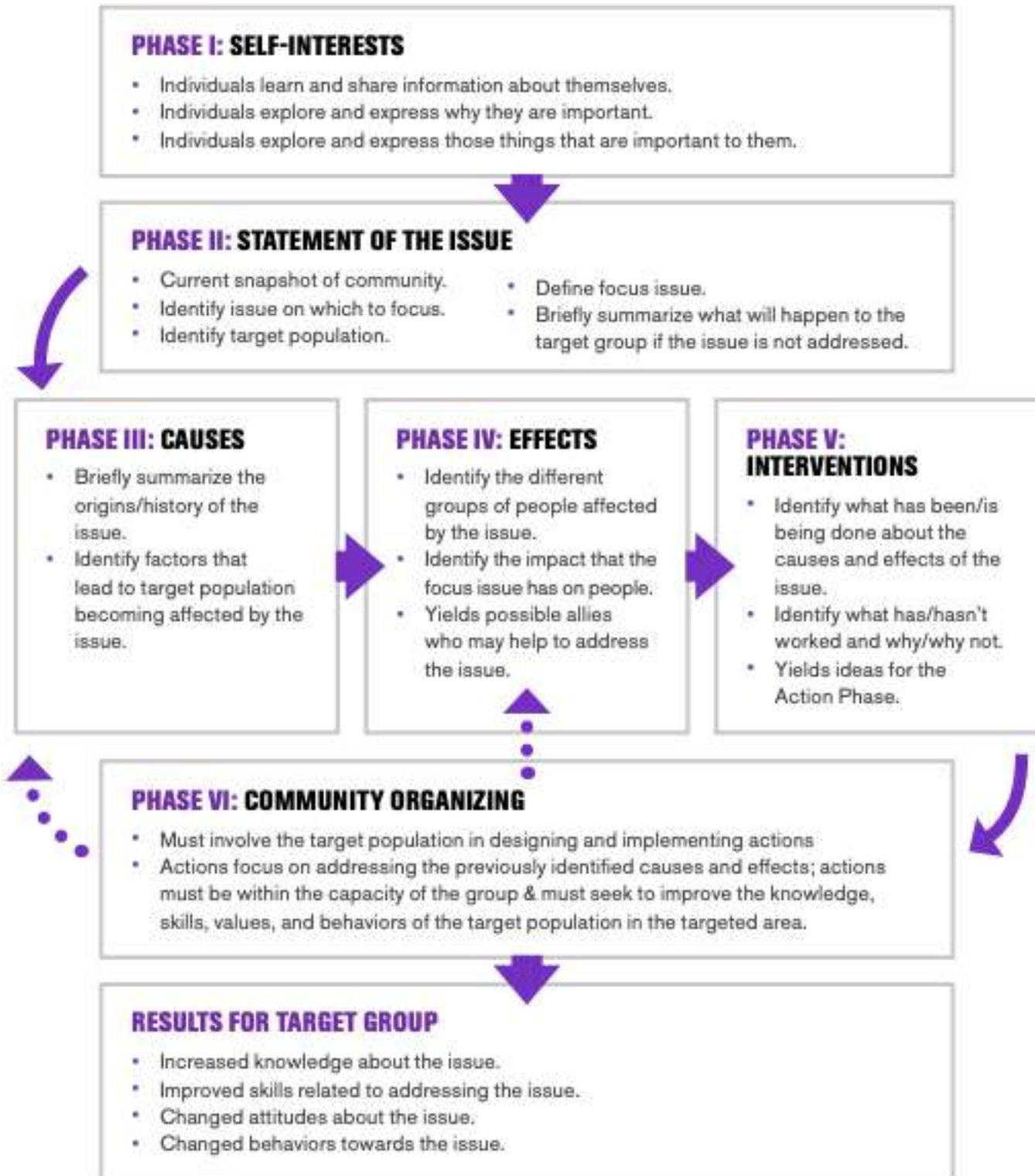
The goal of the Community Change Model is to develop youth into effective leaders of their community. This approach involves the dynamic integration of questions, references and exercises that navigate six sequential phases of explorations that are divided across the semester or program period:

- **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 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 Action/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 designed to support educators in engaging middle-school students in exploring the causes (lessons 1 through 4); effects (lessons 5 through 7); and interventions (lessons 8 through 12) related to their neighborhood concerns.



# Outcomes for the Six Phases of the Community Change Model



## THE COMMUNITY CHANGE FRAMEWORK

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 exploratory exercises are 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, with students roles as the host and audience.

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 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 findings from references.
5. **Review** – students summarize the lesson by restating its questions, references, 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. 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. **42 Fun 'Getting To Know You' Icebreakers for Kids to Use in Your Classroom** <https://www.teachstarter.com/au/blog/classroom-getting-to-know-you-icebreaker-games/>
2. **50 Great Ice Breaker Questions for Kids to Ask Each Other** <https://www.splashlearn.com/blog/ice-breaker-questions-for-kids-to-ask-each-other/>
3. **58 Best Ice Breaker Games For Teens - The only list you need** <https://www.mantelligence.com/ice-breaker-games-for-teens/>
4. **A complete guide on 50 icebreakers ideas** [https://instagantt.com/project-management/50-icebreakers-ideas?gclid=Cj0KCQiAtvSdBhD0ARIsAPf8oNk8O6F0zzow43u81jUQ8ptjJYx3hYgHleuyPpqzhymVCFpRCxXi u2YaAnDcEALw\\_wcB](https://instagantt.com/project-management/50-icebreakers-ideas?gclid=Cj0KCQiAtvSdBhD0ARIsAPf8oNk8O6F0zzow43u81jUQ8ptjJYx3hYgHleuyPpqzhymVCFpRCxXi u2YaAnDcEALw_wcB)
5. **Icebreakers for Club Meetings** [https://smile.oregonstate.edu/sites/smile.oregonstate.edu/files/icebreaker\\_ideas.pdf](https://smile.oregonstate.edu/sites/smile.oregonstate.edu/files/icebreaker_ideas.pdf)

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

## **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 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.

## **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 are 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.

**NEW YORK STATE SOCIAL EMOTIONAL LEARNING GOALS**

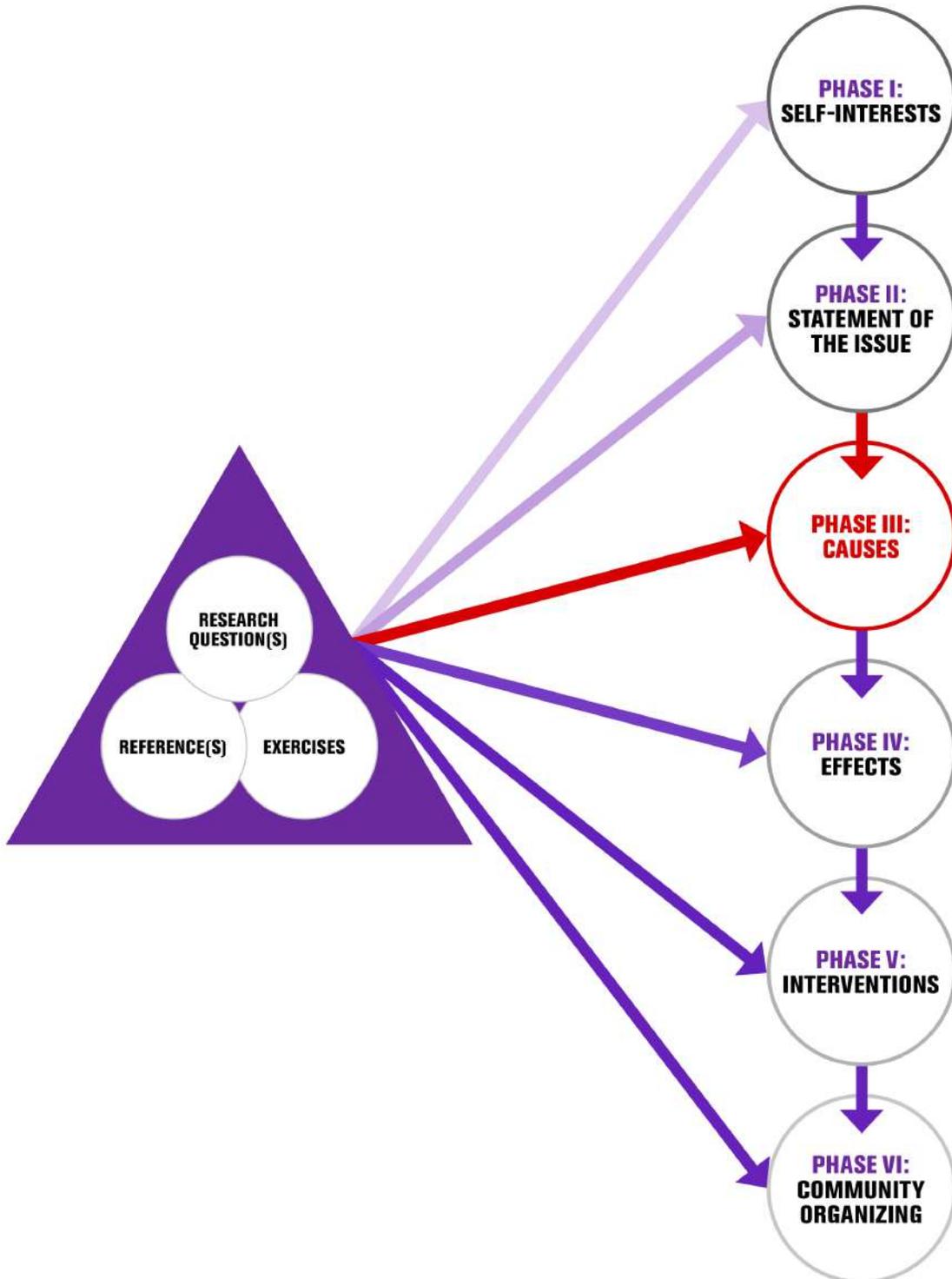
As a result of Community Change, Inc.’s approach to service learning, participating students will develop critical thinking, research, and strategic planning skills. Additionally, the lessons in this guide are designed to meet some of the New York State Social Emotional Learning Goals. According to the New York State Education Department’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	STUDENT LEADERSHIP & EMPOWERMENT GUIDE LESSON
<b>Goal 2: Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging.</b>	
<b>Base Indicator 2a:</b> Recognize and build empathy for the feelings and perspectives of others.	<b>Lesson 5.</b> People Affected by the Issue <b>Lesson 6.</b> Conducting Community Surveys <b>Lesson 7.</b> Town Hall - Effects
<b>Base Indicator 2c:</b> Apply a variety of communication and social skills to interact with individuals and groups across lines of difference.	<b>Lesson 1.</b> Public Speaking <b>Lesson 3.</b> Running Meetings <b>Lesson 4.</b> Town Hall – Causes <b>Lesson 6.</b> Conducting Community Surveys <b>Lesson 8.</b> Supports, Solutions & Suggestions <b>Lesson 9.</b> Interventions Comic Strips <b>Lesson 10.</b> Seeking Collaborations <b>Lesson 12.</b> Town Hall - Interventions
<b>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.</b>	
<b>Base Indicator 3a:</b> Consider individual and collective social, emotional, and physical safety and well-being, as well as social context in making decisions.	<b>Lesson 4.</b> Town Hall – Causes <b>Lesson 5.</b> People Affected by the Issue <b>Lesson 6.</b> Conducting Community Surveys <b>Lesson 7.</b> Town Hall - Effects <b>Lesson 8.</b> Supports, Solutions & Suggestions <b>Lesson 9.</b> Interventions Comic Strips <b>Lesson 10.</b> Seeking Collaborations <b>Lesson 11.</b> Careers for Community Change <b>Lesson 12.</b> Town Hall - Interventions
<b>Base Indicator 3B:</b> Apply decision making skills to influence outcomes and strengthen agency in social and academic life.	<b>Lesson 1.</b> Public Speaking <b>Lesson 2.</b> Causes or Effects <b>Lesson 3.</b> Running Meetings <b>Lesson 4.</b> Town Hall – Causes <b>Lesson 6.</b> Conducting Community Surveys <b>Lesson 7.</b> Town Hall - Effects <b>Lesson 8.</b> Supports, Solutions & Suggestions <b>Lesson 9.</b> Interventions Comic Strips <b>Lesson 10.</b> Seeking Collaborations <b>Lesson 11.</b> Careers for Community Change <b>Lesson 12.</b> Town Hall - Interventions

# THE COMMUNITY CHANGE MODEL

## PHASE III: CAUSES OF THE SELECTED ISSUE

*Lessons during this phase engage students in exploring the things that make their selected issue happen.*



# | LESSON #1: PUBLIC SPEAKING

**Estimated Total Time:** 2 sessions, 45 minutes per session (including 20 minutes for the welcome, icebreaker review and reflection each session)

## Essential question

1. How do I speak in public?

## References

1. **How to Structure a Speech (6:08)** <https://www.youtube.com/watch?v=4RIJO3x0czo>
2. **Be a More Confident Public Speaker (4:39)** [https://www.youtube.com/watch?v=tShavGuo0\\_E](https://www.youtube.com/watch?v=tShavGuo0_E)
3. **Better at talking to people (5:31)** <https://www.youtube.com/watch?v=lvgM39UgHbA>

## Resources/Special Instructions

1. To engage students in the exploratory exercise, use a smart tv or smartboard to play the YouTube videos.
2. To engage students in the expression exercise, provide each student with pens, markers and four blank sheets of paper.
3. Provide students with the links to the following videos so that they can watch independently at home, after the first lesson:
  - **14 Ways To Instantly Improve Communication Skills (11:49)** <https://www.youtube.com/watch?v=iCtoCeFTMME>
  - **Articulate your thoughts (19:32)** [https://www.youtube.com/watch?v=Z\\_z-QOagXZU](https://www.youtube.com/watch?v=Z_z-QOagXZU)

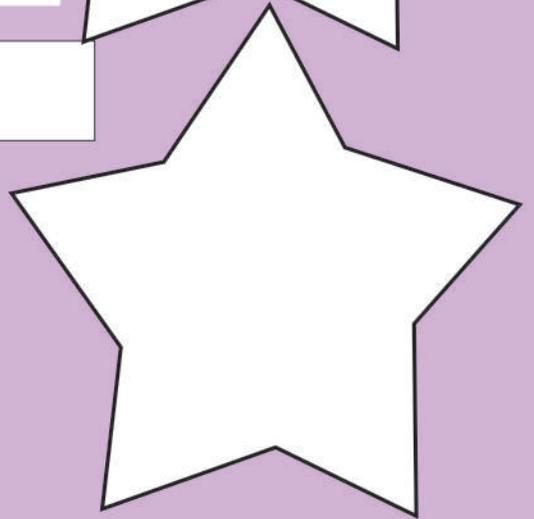
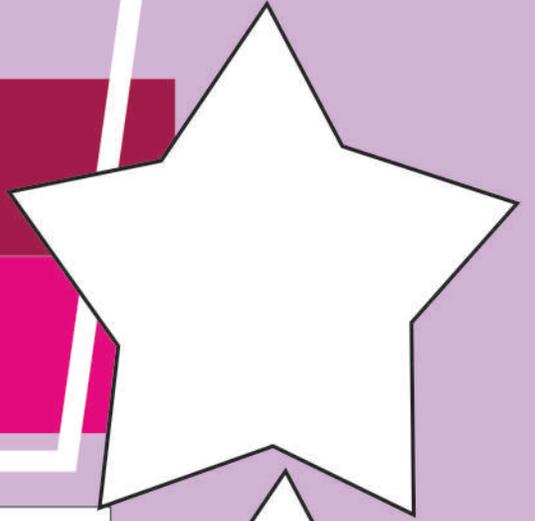
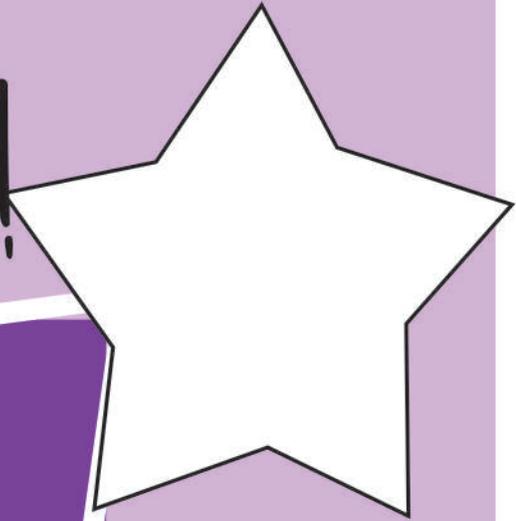
## Exploratory exercises

1. Write or post the essential question in a prominent area of the activity space.
2. Break students into small subgroups. In response to **Question #1** “How do I speak in public?”, play the YouTube videos. Between videos, ask students to list within their subgroup up to five of their main takeaways from watching them.
3. As a take home assignment, ask students to watch their choice of the following two videos “*14 Ways To Instantly Improve Communication Skills*” and “*Articulate your thoughts*”. Ask students to individually list up to five of their main takeaways from watching either of the videos.

## Expression exercise

1. For session one, each student will create a one paragraph “Vote For Me” speech and poster. The students will continue this exercise as a take home assignment, to share at the start of the next session.
2. For session two, students will post their ad. Each student will have one vote. They will take turns voting for another student’s ad and speech combination, writing their vote on a sheet of paper, and giving it to a monitor.
3. The monitors will add up the votes then post the tally. The person with the highest tally wins! The first place winner is the class president; second place winner is the vice president; and the third place winner is the secretary/deputy.

*Vote for me!*



# | LESSON #2: CAUSES OR EFFECTS

**Estimated Total Time:** 45 minutes (including 20 minutes for the welcome, icebreaker review and reflection)

## Essential question

1. What is the difference between a cause and an effect?

## Reference

1. **Cause and Effect (9:53)** <https://www.youtube.com/watch?v=mKBthdR8sYU>

## Resources/Special Instructions

1. To engage students in the exploratory exercise, use a smart tv or smartboard to play the YouTube video “*Cause and Effect*”.
2. To engage students in the expression exercise, provide them each with a copy of the “**Connecting the Causes and Effects**” worksheet.

## Exploratory exercises

1. Write or post the essential question in a prominent area of the activity space.
2. Break students into small subgroups. In response to **Question #1** “What is the difference between a cause and an effect?”, play the YouTube video “*Cause and Effect*”. Ask students to list within their subgroup three examples of each as they watch the video.

## Expression exercises

1. Ask students to complete the “**Connecting the Causes and Effects**” worksheet with the other members of their subgroup.
2. Ask each subgroup to create and act out a skit based on their choice of one set of answers (i.e. arguing > gun violence > imprisonment) from the “**Connecting the Causes and Effects**” worksheet.

# Causes

# Effects



## Causes

- Laziness
- Arguing
- Unemployment
- Car engine smoke
- Lack of Positive Friends
- Low Self-Confidence
- Cigarette Smoke

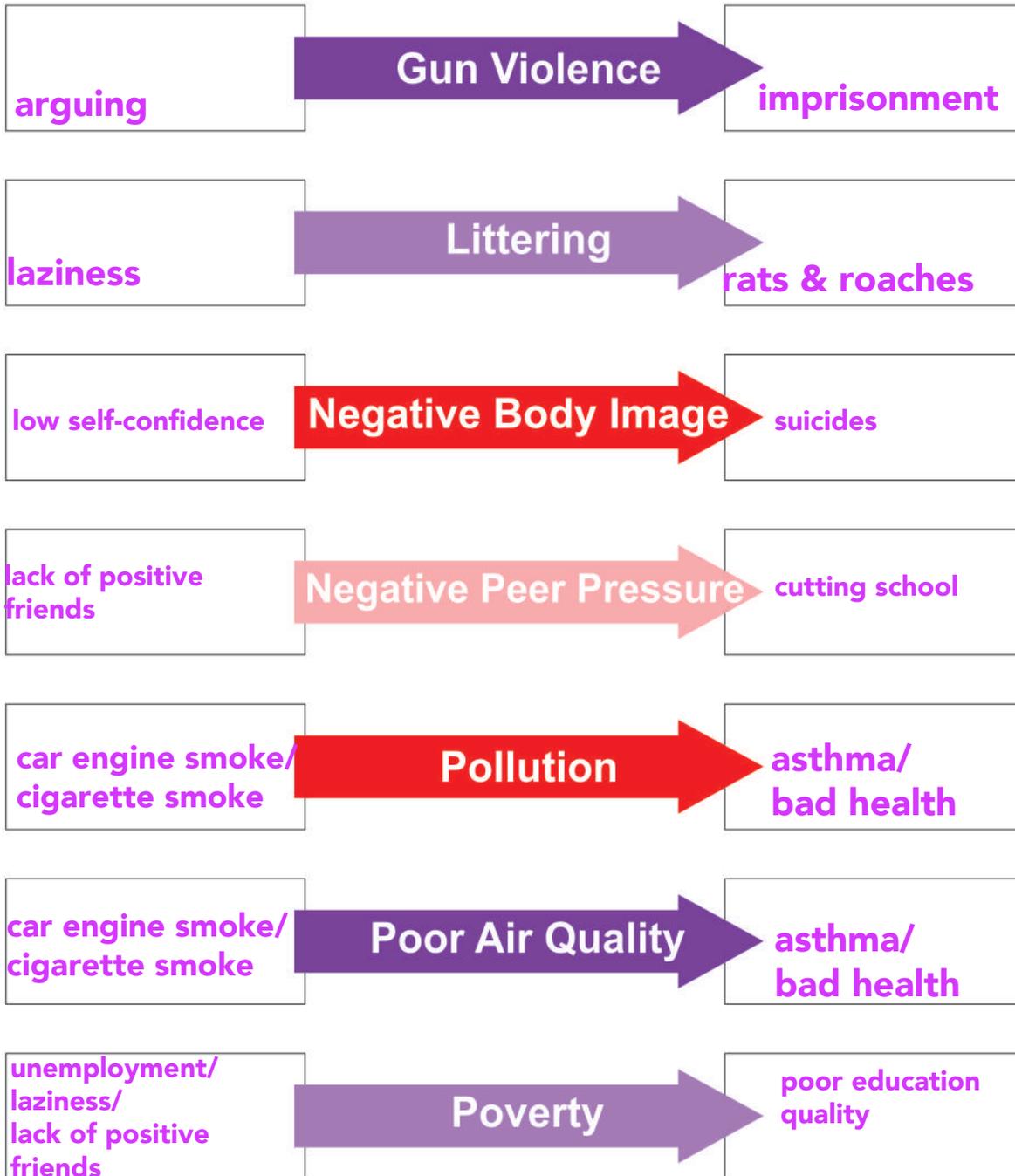
## Effects

- Asthma
- Bad Health
- Cutting School
- Imprisonment
- Poor Education Quality
- Rats and roaches
- Suicides

# ANSWER KEY!!!!

## Causes

## Effects



### Causes

Laziness	Arguing	Unemployment	Car engine smoke
Lack of Positive Friends	Low Self-Confidence	Cigarette Smoke	

### Effects

Asthma	Bad Health	Cutting School	Imprisonment
Poor Education Quality	Rats and roaches	Suicides	

# | LESSON #3: RUNNING MEETINGS

**Estimated Total Time:** 45 minutes (including 20 minutes for welcome, icebreaker review and reflection)

## Essential question

1. How should we run meetings?
2. What do students **promise** to do to make the group and meetings good?
3. What do students **agree** to do to make the group and meetings good?
4. What should everyone be **required** to do to make the group and meetings good?

## Reference

1. **How to Effectively Run a Meeting (3:54)** <https://www.youtube.com/watch?v=PIq-KK3xI80>

## Resources/Special Instructions

1. To engage students in the exploratory exercise, use a smart tv or smartboard to play the YouTube video.
2. Flip-chart paper to compile final list of ground rules.

## Exploratory exercise

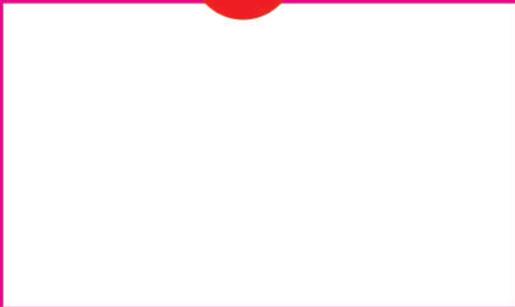
1. Break students into four subgroups.
2. Give each subgroup of students the meeting ground rules template.
3. In response to **Question #1:** How should we run meetings?, ask each subgroup of students to list their key takeaways from viewing the reference.

## Expression exercises

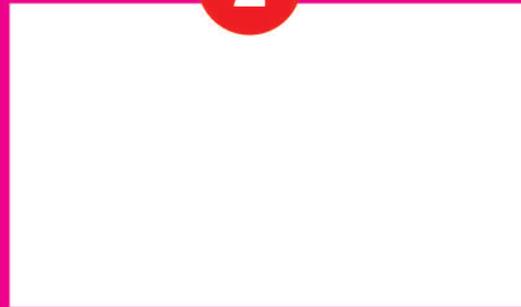
1. Give each subgroup of students the meeting ground rules template.
2. Ask each subgroup to brainstorm a list of three rules that they recommend having for their group and its meetings. For these rules, students should consider 1. *What do they **promise** to do in order to make the group and meetings good?* 2. *What do they **agree** to do in order to make the group and meetings good?* (here, during the upcoming brainstorming exercise, the facilitator may also recommend some ground rules and ask the students if they agree to accept those recommendations); and 3. *What should everyone be **required** to do to make the group and meetings good?*
3. Bring the students together as a large group. Each subgroup will share their three rules to be added to the final list of ground rules.

# Classroom Rules

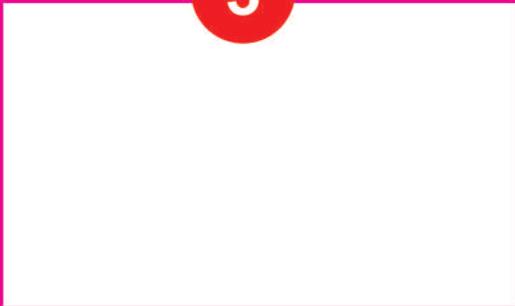
1



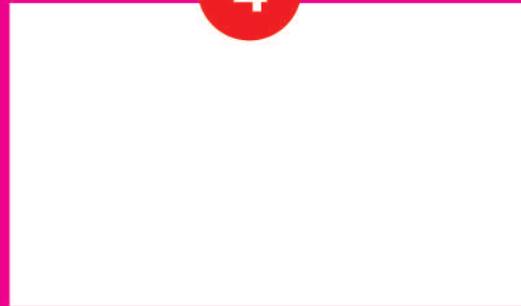
2



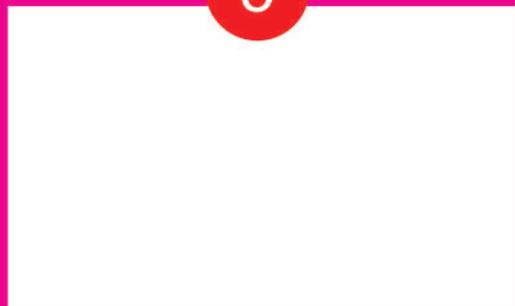
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4



5



# | LESSON #4: TOWN HALL - CAUSES

**Estimated Total Time:** 45 minutes (including 20 minutes for welcome, icebreaker review and reflection)

## Essential question

1. What are the causes of the selected issue?

## References (please see alternative references on page 24 for sources covering other issues)

1. **Teen-on-teen crime part of troubling spike in NYC youth violence**  
<https://nypost.com/2022/12/29/teen-gunmen-part-of-spike-in-nyc-spate-of-youth-violence/>
2. **At least 23 people were shot in New York City over 3-day period**  
<https://gothamist.com/news/at-least-23-people-were-shot-in-new-york-city-over-3-day-period>

## Resources/Special Instructions

1. To engage students in the exploratory exercise, provide each subgroup with either the link or a copy of one of the references.
2. The facilitator might consider notifying the students in advance that they are allowed to invite family, friends and related professionals to attend each town hall meeting, if allowable by the school. Be sure to communicate any special requirements that the school may have for visitors.
3. Distribute the Meeting Agenda Template to each participant.

## Exploratory exercise

1. Write or post the essential question in a prominent area of the activity space.
2. Break students into subgroups of three. Give each subgroup an article to read together. Alternate articles given to each subgroup (i.e. Reference 1 for subgroup 1; reference 2 for subgroup 2).
3. In response to **Question #1:** What are the causes of the selected issue?, ask each subgroup of students to list the causes of the selected issue based on their findings from the reference.

## Expression exercise

1. **Town Hall Meeting:** In response to **Question #1:** What are the causes of the selected issue?, students will hold a town hall meeting. One subgroup will be selected as the town hall facilitator, notetaker and time keeper. The others will take turns discussing the causes of their selected issue based on their reference.

# Meeting Agenda

Date

Time

Place

On The Agenda

Notes

Action Items

# ALTERNATIVE REFERENCES

## PHASE III: CAUSES

### LITTERING

- **Why is the world's richest city so filthy? And what can be done about it?** <https://nyc.streetsblog.org/2022/03/22/trash-city-new-york-is-filthy-and-the-fault-is-government-inertia/>
- **The Vicious Circle Of Littering In Cities. Cleanup Activists Explain** <https://theurbanactivist.com/idea/the-vicious-circle-of-littering-in-cities-cleanup-activists-explain/>
- **6 Major Causes of Air Pollution and Most Common Pollutants** <https://www.machengineering.com/major-causes-of-air-pollution/>

### NEGATIVE BODY IMAGE

- **TikTok may push potentially harmful content to teens within minutes, study finds** <https://edition.cnn.com/2022/12/15/tech/tiktok-teens-study-trnd/index.html>
- **Meta, TikTok, Others Being Sued. Here Are 10 Ways Social Media Can Hurt Kids' Mental Health** <https://www.forbes.com/sites/brucelee/2022/12/18/meta-tiktok-others-being-sued-here-are-10-ways-social-media-can-hurt-kids-mental-health/?sh=4e9d1ebe56a6>

### NEGATIVE PEER PRESSURE

- **How Peer Pressure Affects All Ages** <https://www.verywellhealth.com/peer-pressure-in-teen-and-adult-life-5323858>
- **How to Identify and Prevent Teen Gaslighting** <https://www.newportacademy.com/resources/empowering-teens/teen-gaslighting/>

### POLLUTION

- **Understanding Hunt's Point, Bronx's Asthma Alley... by Brian Abate** <https://www.star-revue.com/understanding-hunts-point-bronxs-asthma-alley-by-brian-abate/>
- **How Does Littering Affect the Environment?** <https://www.earthreminder.com/how-does-littering-affect-the-environment/>
- **6 Major Causes of Air Pollution and Most Common Pollutants** <https://www.machengineering.com/major-causes-of-air-pollution/>

### POOR AIR QUALITY

- **Understanding Hunt's Point, Bronx's Asthma Alley... by Brian Abate** <https://www.star-revue.com/understanding-hunts-point-bronxs-asthma-alley-by-brian-abate/>
- **How Does Littering Affect the Environment?** <https://www.earthreminder.com/how-does-littering-affect-the-environment/>
- **6 Major Causes of Air Pollution and Most Common Pollutants** <https://www.machengineering.com/major-causes-of-air-pollution/>

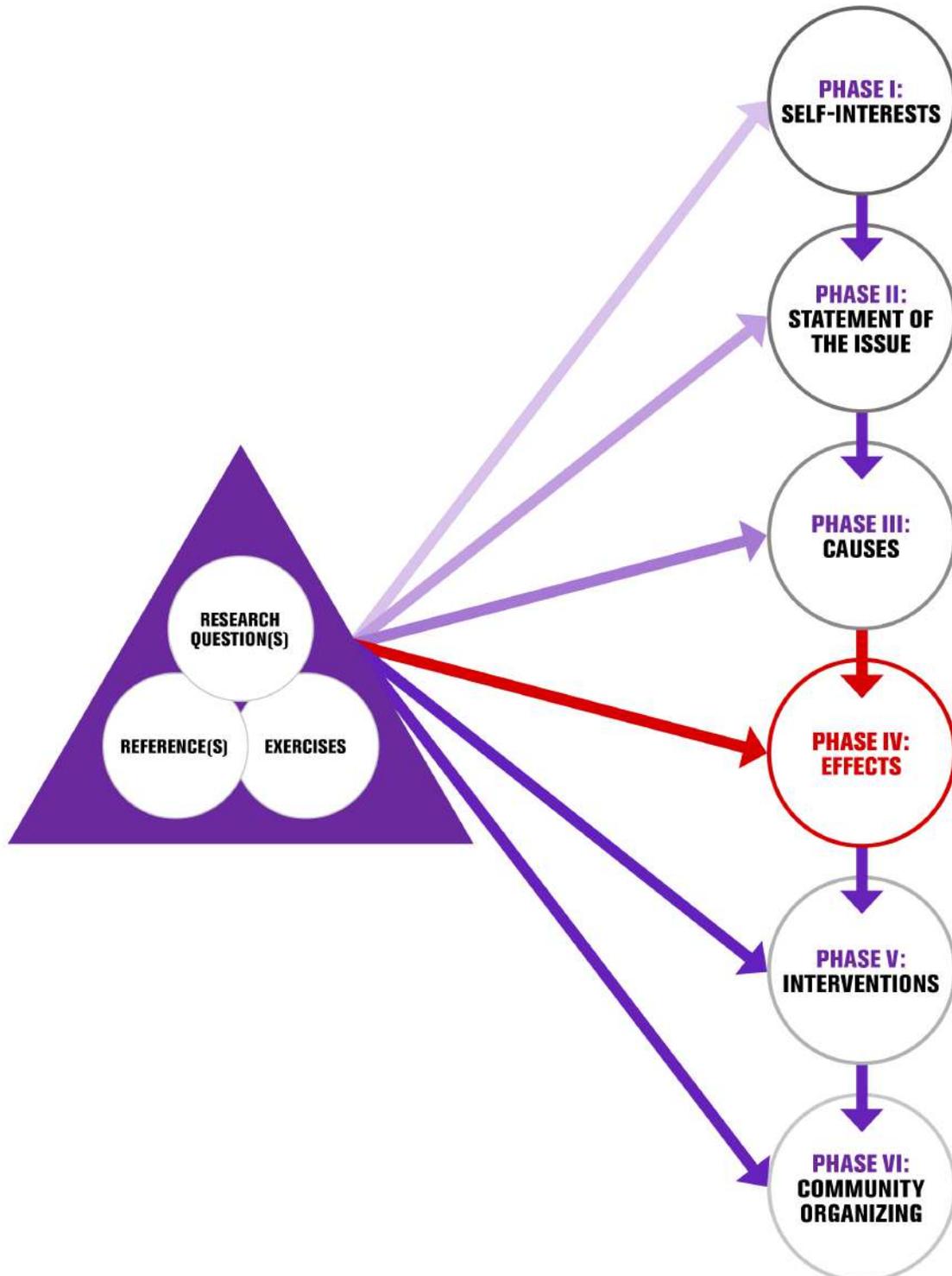
### POVERTY

- **The top 11 causes of poverty around the world** <https://www.concern.net/news/causes-of-poverty>
- **Childhood poverty in the United States** <https://unitedwaynca.org/blog/child-poverty-in-america/>

# THE COMMUNITY CHANGE MODEL

## PHASE IV: EFFECTS OF THE SELECTED ISSUE

*Lessons during this phase engage students in exploring the things that happen because of their selected issue. Encourage the students to focus on the question of this phase throughout this meeting in the interest of time.*



# | LESSON #5: PEOPLE AFFECTED BY THE ISSUE

**Estimated Total Time:** 45 minutes (including 20 minutes for welcome, icebreaker review and reflection)

## Essential question

1. Who/what is affected by the selected issue?
2. How are they affected by the selected issue?

## References (please see alternative references on page 31 for sources covering other issues)

1. **Bronx girl shot on way to pick up sugar for Thanksgiving pie: ‘It’s out of control’** <https://headtopics.com/us/bronx-girl-shot-on-way-to-pick-up-sugar-for-thanksgiving-pie-it-s-out-of-control-32125437>
2. **Boy, 14, Is Fatally Shot in the Bronx** <https://www.nytimes.com/2022/12/01/nyregion/bronx-teen-shooting.html>
3. **11 Dangerous Cities With Most Gun Violence In New York State** <https://wyrk.com/ixp/11/p/most-gun-violence-new-york-state/>
4. **Queens teen shot while studying says Mayor Adams doing ‘terrible’ job battling gun violence** <https://nypost.com/2022/06/09/shot-queens-teen-says-adams-doing-terrible-job-with-gun-violence/>

## Resource

1. To engage students in the exploratory exercise, provide each subgroup with either the link or a copy of one of the references.

## Exploratory exercise

1. Write or post the essential questions in a prominent area of the activity space.
2. Break students into four subgroups, one for each article. Give each subgroup an article to read together.
3. In response to **Question #1:** Who/what is affected by the selected issue? and **Question #2:** How are they affected by the selected issue? ask each subgroup of students to list the different people, places and things affected by the selected issue based on their findings from the reference.
4. Each student will volunteer to take on the role of one of the people, places or things identified in the article, and be prepared to answer questions related to **Question #2:** How are they affected by the selected issue? based on the review of the reference.

## Expression exercise

1. In response to **Question #1:** Who/what is affected by the selected issue? and **Question #2:** How are they affected by the selected issue?, students will participate in a role play Socratic seminar.
2. Each subgroup will take turns summarizing the article, while other students ask open-ended questions about it.
3. Students in each subgroup will respond to questions related to the roles they volunteered for and share their perspectives in discussing the topic.

# | LESSON #6: CONDUCTING COMMUNITY SURVEYS

**Estimated Total Time:** 2, 45 minutes (including 20 minutes for welcome, icebreaker review and reflection)

## Essential question

1. How are surveys done?

## Reference

1. **Conducting Simple Surveys Education Cartoon for kids**  
<https://www.youtube.com/watch?v=o426D8do888>

## Resource

1. To engage students in the exploratory exercise, use a smart tv or smartboard to play the YouTube videos.
2. Provide each student with a printout of the survey template to take home and interview up to five different people.
3. Each student should be prepared to summarize the responses to their survey during the following session.

## Exploratory exercise

1. Write or post the essential question in a prominent area of the activity space.
2. Break students into small subgroups. In response to **Question #1** “How are surveys done?”, play the YouTube video. Ask students to prepare to conduct a survey of up to five people using the information provided in the video.

## Expression exercise

1. Provide each student with three sample survey templates: one to practice; one to use for their take home assignment, and the other to have as a backup.
2. Within their subgroups, students will practice conducting an interview for the survey.
3. They will each take home and interview up to five people, tallying/collecting their answer for each question.
4. During the next session, students will compare the responses, and summarize the similarities and differences of responses for the whole class.

# Community Survey

	Person 1	Person 2	Person 3	Person 4	Person 5
Who is affected the most by the selected issue?	Youth <input type="checkbox"/> Adults <input type="checkbox"/>				
Which of the following are affected the most by the selected issue?	Animals <input type="checkbox"/> Property <input type="checkbox"/> The environment <input type="checkbox"/>	Animals <input type="checkbox"/> Property <input type="checkbox"/> The environment <input type="checkbox"/>	Animals <input type="checkbox"/> Property <input type="checkbox"/> The environment <input type="checkbox"/>	Animals <input type="checkbox"/> Property <input type="checkbox"/> The environment <input type="checkbox"/>	Animals <input type="checkbox"/> Property <input type="checkbox"/> The environment <input type="checkbox"/>
Where are the places most affected by the selected issue?	Home <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Business place <input type="checkbox"/>	Home <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Business place <input type="checkbox"/>	Home <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Business place <input type="checkbox"/>	Home <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Business place <input type="checkbox"/>	Home <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Business place <input type="checkbox"/>
When are people, places and things most affected by the selected issue?	Summer <input type="checkbox"/> During the School Year <input type="checkbox"/>	Summer <input type="checkbox"/> During the School Year <input type="checkbox"/>	Summer <input type="checkbox"/> During the School Year <input type="checkbox"/>	Summer <input type="checkbox"/> During the School Year <input type="checkbox"/>	Summer <input type="checkbox"/> During the School Year <input type="checkbox"/>
When are people, places and things most affected by the selected issue?	Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Nighttime <input type="checkbox"/>				
When are people, places and things most affected by the selected issue?	Week days <input type="checkbox"/> Week ends <input type="checkbox"/>				

# | LESSON #7: TOWN HALL - EFFECTS

**Estimated Total Time:** 45 minutes (including 20 minutes for welcome, icebreaker review and reflection)

## Essential question

1. What are the effects of the selected issue?

## References (please see alternative references on page 31 for sources covering other issues)

1. **In the South Bronx, cyclical gun violence is met with uncomfortable numbness and a desire to leave**  
<https://www.bxtimes.com/in-the-south-bronx-cyclical-gun-violence-is-met-with-uncomfortable-numbness-and-a-desire-to-leave/>
2. **NYC shootings cost taxpayers at least \$350 million in hospital bills** <https://nypost.com/2023/01/07/nyc-shootings-cost-taxpayers-at-least-350-million-in-hospital-bills/>
3. **More children in the line of fire as rash of shootings continues to plague NYC**  
<https://nypost.com/2022/12/29/suffer-the-children-more-teens-in-the-line-of-fire-as-big-apple-shootings-spike/>

## Resources/Special Instructions

1. To engage students in the exploratory exercise, provide each subgroup with either the link or a copy of one of the references.
2. The facilitator might consider notifying the students in advance that they are allowed to invite family, friends and related professionals to attend each town hall meeting, if allowable by the school. Be sure to communicate any special requirements that the school may have for visitors.
3. Distribute the Meeting Agenda Template to each participant.

## Exploratory exercise

1. Write or post the essential question in a prominent area of the activity space.
2. Break students into small groups of three. Give each subgroup an article to read together.
3. In response to **Question #1:** What are the effects of the selected issue?, ask each subgroup of students to list the effects of the selected issue based on their findings from the reference.

## Expression exercise

1. **Town Hall Meeting:** In response to **Question #1:** What are the effects of the selected issue?, students will hold a town hall meeting. One subgroup will be selected as the town hall facilitator, notetaker and time keeper. The others will take turns discussing the effects of their selected issue. Encourage the students to focus on the question of this phase throughout this meeting in the interest of time.

# Meeting Agenda

Date

Time

Place

On The Agenda

Notes

Action Items

# ALTERNATIVE REFERENCES

## PHASE IV: EFFECTS

### LITTERING

- **6 Major Causes of Air Pollution and Most Common Pollutants** <https://www.machengineering.com/major-causes-of-air-pollution/>
- **How Does Littering Affect the Environment?** <https://www.earthreminder.com/how-does-littering-affect-the-environment/>
- **How Does Littering Affect the Environment?** <https://www.texasdisposal.com/blog/the-real-cost-of-littering/>
- **How Trash Became a Top-of-the-Heap City Budget Issue** <https://www.gothamgazette.com/city/11270-trash-top-new-york-city-budget-sanitation-department>
- **Litter Doesn't Just Hurt Our Planet—It Can Impact Our Mental Health, Too** <https://www.oprahdaily.com/life/a41170189/litter-hurts-our-planet-and-our-mental-health/>
- **The rats have pulled into town** <https://www.morningbrew.com/daily/stories/2022/10/27/the-rats-have-pulled-into-town>

### NEGATIVE BODY IMAGE

- **11 Signs of Low Self-Esteem** <https://www.verywellmind.com/signs-of-low-self-esteem-5185978>
- **Can the effects of negative body image lead to an eating disorder** <https://withinhealth.com/learn/articles/the-effects-of-negative-body-image>
- **Healthy Body Image and Self-Esteem for Teens with Facial Differences** <https://youngwomenshealth.org/guides/self-esteem-for-teens-with-facial-differences/>
- **How Does Body Image Affect Mental Health?** <https://integrisok.com/resources/on-your-health/2022/may/how-does-body-image-affect-mental-health>
- **Low Self-Esteem: Body Image + Eating Disorders** <https://theskillcollective.com/blog/low-self-esteem-body-image>
- **Negative Body Image and Its Effects on Self-Esteem** <https://steptohealth.com/negative-body-image-and-its-effects-on-self-esteem/>
- **The Effect of Social Media on Body Image in Teen Girls** <https://solsticeeast.com/blog/the-effect-of-social-media-on-body-image-in-teen-girls/>
- **Yes, What You Think About How You Look Affects Your Health and Well-Being** <https://www.everydayhealth.com/body-image/how-body-image-affects-health/>

### NEGATIVE PEER PRESSURE

- **2.55 million middle and high school students use some type of tobacco product** <https://www.washingtonpost.com/health/2022/03/20/how-many-teens-smoke/>
- **Peer pressure - the slowest suicide** <https://www.anthromania.com/2022/09/22/peer-pressure-the-slowest-suicide/>
- **Peer pressure among teens can lead to both good and bad decisions** <https://www.pennlive.com/opinion/2022/03/peer-pressure-among-teens-can-lead-to-both-good-and-bad-decisions-youth-view.html>
- **Peer Pressure and How to Help Your Child Navigate It** <https://moneysmartathlete.com/parenting/peer-pressure-and-how-to-help-your-child-navigate-it/>
- **Peer Pressure Effects on Mental Health** <https://www.clearbrookinc.com/news/peer-pressure-effects-on-mental-health-massachusetts/>
- **What Is Peer Pressure?** <https://www.verywellfamily.com/negative-and-positive-peer-pressure-differences-2606643>
- **What Is Peer Pressure?** <https://www.verywellmind.com/what-is-peer-pressure-22246>

## **POLLUTION/POOR AIR QUALITY 4/7**

- **6 Major Causes of Air Pollution and Most Common Pollutants** <https://www.machengineering.com/major-causes-of-air-pollution/>
- **Air Pollution in NYC: Causes, Effects, and Solutions** <https://earth.org/air-pollution-in-nyc/>
- **Air Pollution is Linked to Adverse Brain Development in Young Children** <https://healthpolicy-watch.news/pollution-brain-development-children/>
- **Outsourced NYC Trash is Causing a ‘Never-Ending Odor Event’ Upstate, Lawsuit Alleges** <https://citylimits.org/2022/09/19/outsourced-nyc-trash-is-causing-a-never-ending-odor-event-upstate-lawsuit-alleges/>
- **Public Housing Tenants Struggle Against the ‘Slow Violence’ of Industrial Pollution** <https://www.thecity.nyc/environment/2023/1/9/23545203/brooklyn-public-housing-cooper-park-industrial-pollution>
- **Understanding Hunt’s Point, Bronx’s Asthma Alley... by Brian Abate** <https://www.star-revue.com/understanding-hunts-point-bronxs-asthma-alley-by-brian-abate/>
- **Young kids who breathe polluted air can fall behind in school, study finds** <https://www.washingtonpost.com/climate-environment/2022/11/30/air-pollutants-poverty-childhood-development/>

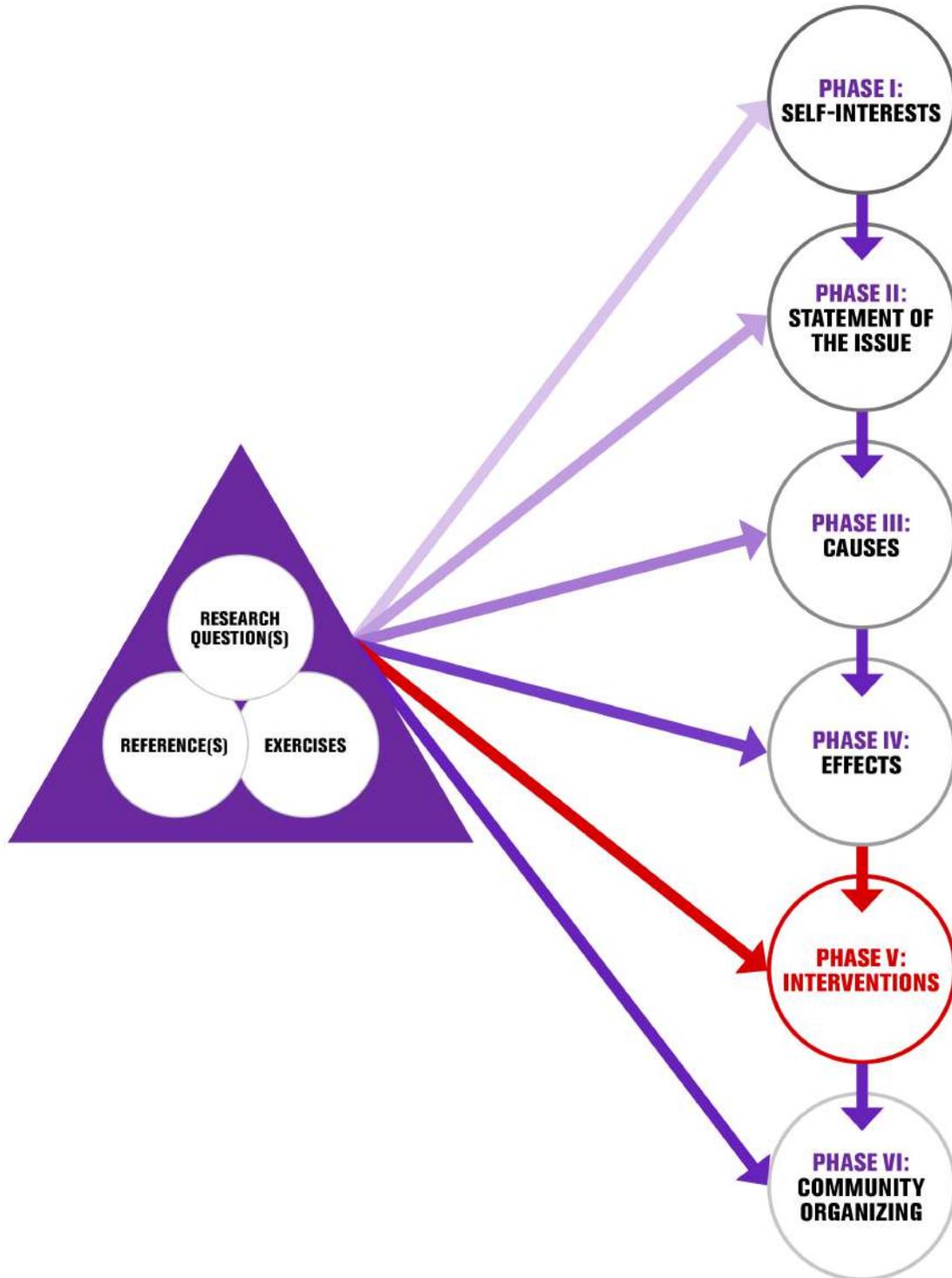
## **POVERTY**

- **Connecting the Dots Between Poverty and Autism** <https://www.voa-gny.org/connecting-the-dots-between-poverty-and-autism>
- **Here’s The Poorest, Most Financially Disadvantaged County In New York State** <https://wblk.com/poorest-county-ny/>
- **Hidden toll: Thousands of schools fail to count homeless students** <https://www.chalkbeat.org/2022/11/15/23452172/homeless-children-in-america-family-homelessness-students-mckinney-vento-act-statistics>
- **How Building Neglect Endangers Low-Income Residents** <https://www.teenvogue.com/story/bronx-fire-low-income-housing>
- **Rats, Roaches, Leaks: Rent-Stabilized Building Owners Whose Bets Went Sour Delay Repairs** <https://www.thecity.nyc/2022/11/11/23452383/rent-stabilized-sheridan-bronx-owners-delay-repairs-speculation>
- **Robin Hood’s Annual Poverty Tracker Report Spotlights Experience of Asian New Yorkers Living in Poverty** (includes information about other groups as well) <https://www.robinhood.org/annual-poverty-tracker-report-aapi-poverty/>
- **State Comptroller reports poverty rates in New York above national average** <https://bronx.news12.com/state-comptroller-reports-poverty-rates-in-new-york-above-national-average>
- **Tackling childhood obesity in the South Bronx requires a multi-pronged approach** <https://www.washingtonpost.com/climate-environment/2022/11/30/air-pollutants-poverty-childhood-development/>
- **Thousands facing eviction denied counsel** <https://www.riverdalepress.com/stories/thousands-facing-eviction-denied-counsel,83763>

# THE COMMUNITY CHANGE MODEL

## PHASE V: INTERVENTIONS FOR THE SELECTED ISSUE

*Lessons during this phase engage students in exploring the things that others have done to address the causes and/or effects of their selected issue happen.*



# | LESSON #8: SUPPORTS, SOLUTIONS & SUGGESTIONS

**Estimated Total Time:** 45 minutes (including 20 minutes for welcome, icebreaker review and reflection)

## Essential question

1. What is an intervention?
2. What are three types of interventions?

## References

1. **The Community Change Model, Page 16 (Interventions)**  
<https://communitychangeinc.com/wp-content/uploads/2019/09/9a.-The-Community-Change-Model.pdf>
2. A dictionary or [www.dictionary.com](http://www.dictionary.com)

## Resource

1. To engage students in the exploratory exercise, provide each student with a computer with internet access so that they can look-up the definition of the key words.
2. Also provide students with either the link or a copy of page 16 of the reference.
3. 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.

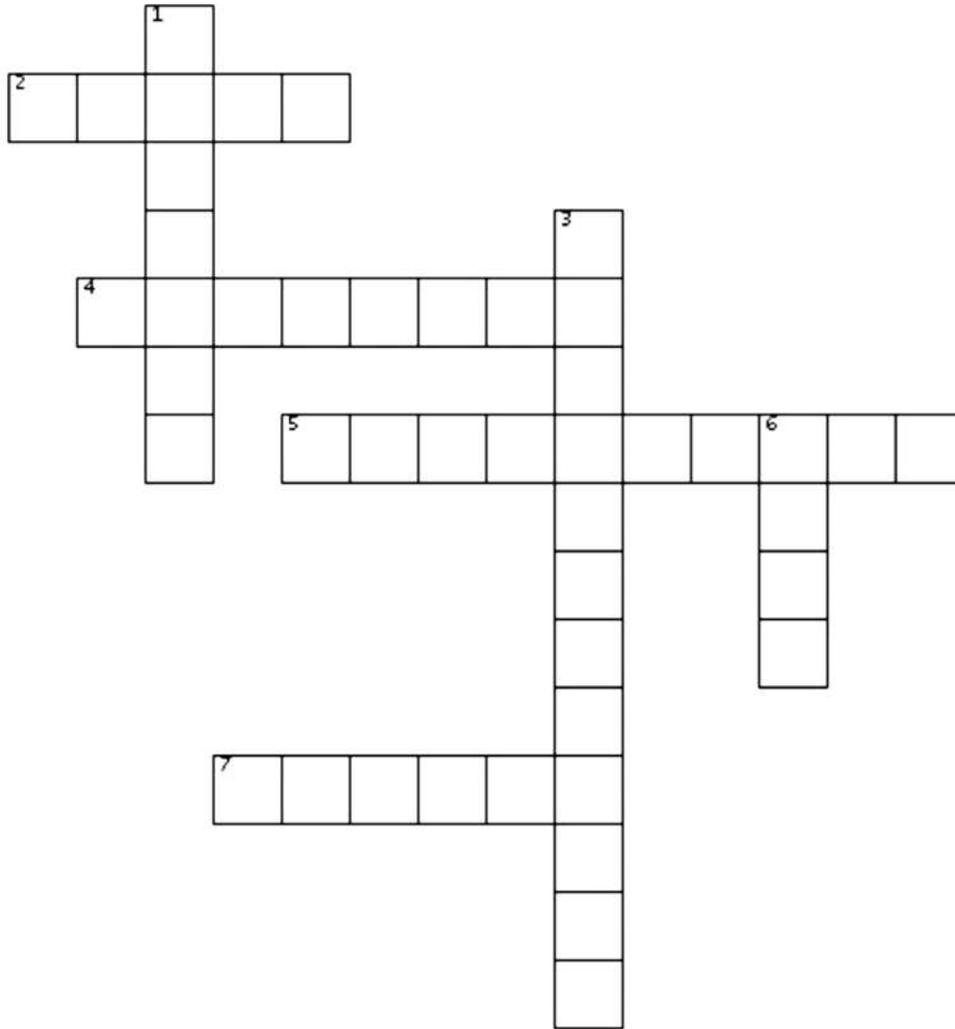
## Exploratory exercise

1. Write or post the essential questions in a prominent area of the classroom.
2. In subgroups of threes, students will use the dictionary to find out the definition of the following words:
  - a. Interventions
  - b. Supports
  - c. Solutions
  - d. Suggestions
3. In subgroups of threes, students will whisper read the reference.

## Expression exercise

1. Students will complete the crossword puzzle that uses the previously identified words, then share with the large group. Each subgroup may take turns sharing their response to the puzzle items until all have been correctly revealed.

## INTERVENTIONS CROSSWORD PUZZLE



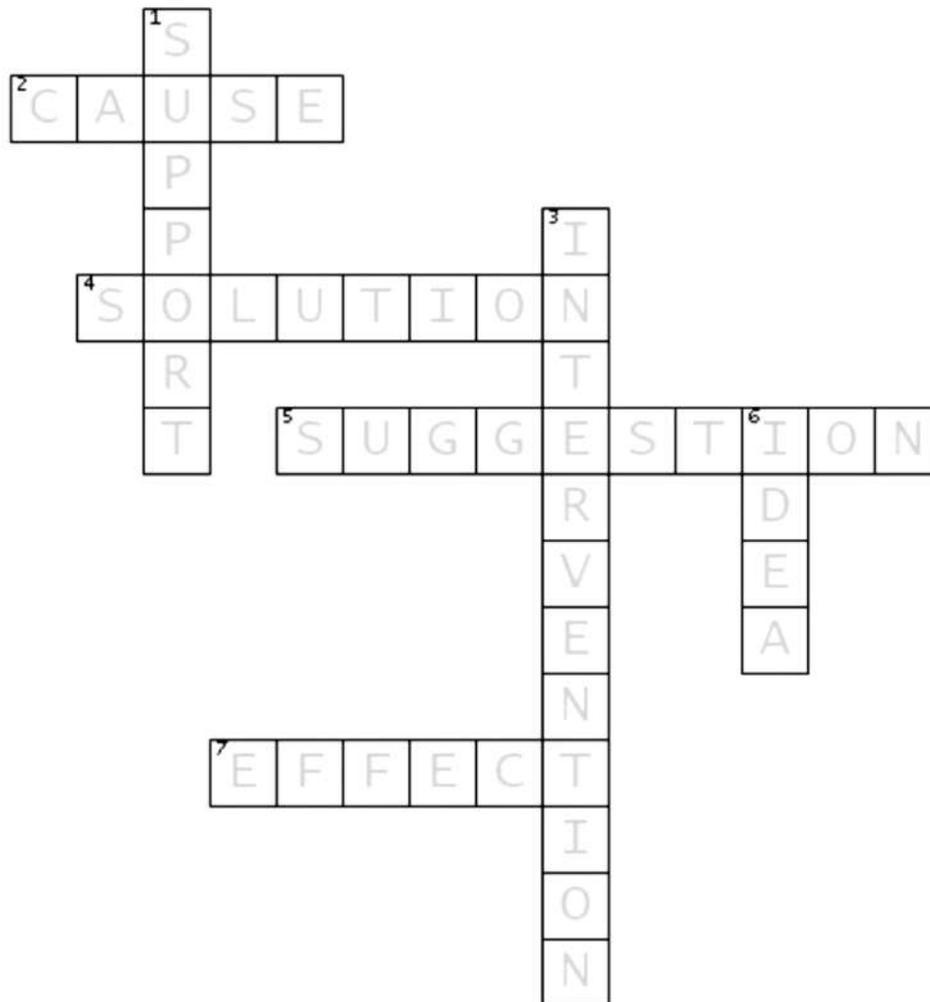
### ACROSS

2. The reason something happens
4. Any intervention that address a cause of a problem.
5. Any idea or proposal to address a cause or effect
7. The result of something

### DOWN

1. Any intervention that address an effect of a problem.
3. A way of addressing a problem
6. A suggestion; a possible course of action

## INTERVENTIONS CROSSWORD PUZZLE ANSWER KEY



### ACROSS

2. The reason something happens
4. Any intervention that address a cause of a problem.
5. Any idea or proposal to address a cause or effect
7. The result of something

### DOWN

1. Any intervention that address an effect of a problem.
3. A way of addressing a problem
6. A suggestion; a possible course of action

# | LESSON #9: INTERVENTIONS COMIC STRIPS

**Estimated Total Time:** 45 minutes (including 20 minutes for welcome, icebreaker review and reflection)

## Essential question

1. What are some things that others have done/are doing to address the causes/effects of the selected issue?

## References (please see alternative references on page 43 for sources covering other issues)

1. **Community gathers to demand end to gun violence after fatal shooting of Jayden Goodridge in the Bronx** <https://www.cbsnews.com/newyork/news/police-new-video-of-suspect-in-deadly-shooting-of-21-year-old-jayden-goodridge-in-the-bronx/>
2. **Mayor Adams, BlocPower Announce Significant Expansion of Precision Employment Initiative to Provide Green Jobs to New Yorkers Most Impacted by Gun Violence** <https://www.nyc.gov/office-of-the-mayor/news/762-22/mayor-adams-blocpower-significant-expansion-precision-employment-initiative-provide#/0>
3. **To drive down crime, help young people** <https://www.nydailynews.com/opinion/ny-oped-crime-nyc-young-people-20221120-h6qfduuribbi3btwfw43p6ppm-story.html>
4. **149 Shot, 16 Dead: Gunfire's Rising Toll on New York City's Youngest** <https://www.nytimes.com/2022/12/27/nyregion/new-york-teen-shootings.html>

## Resources/Special Instructions

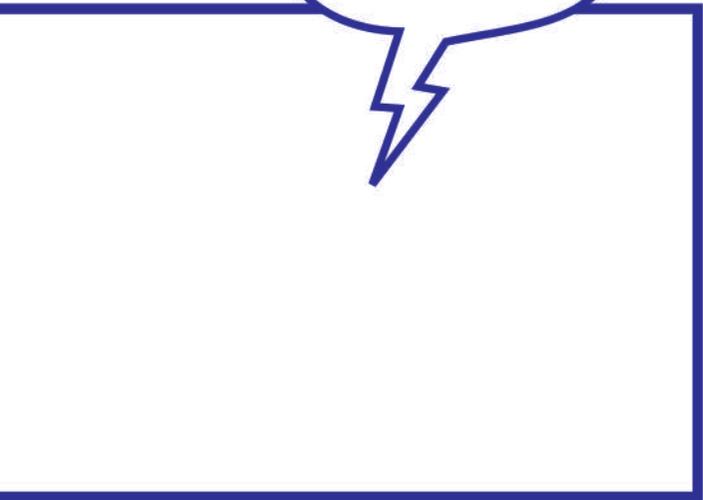
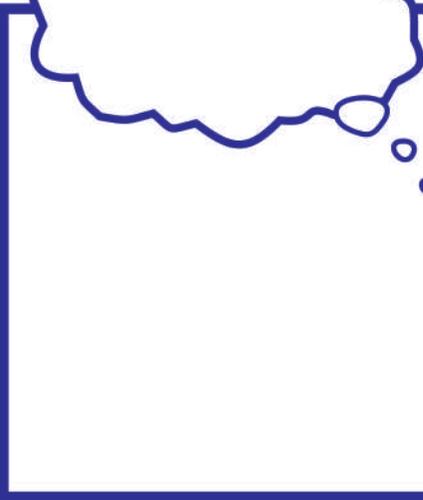
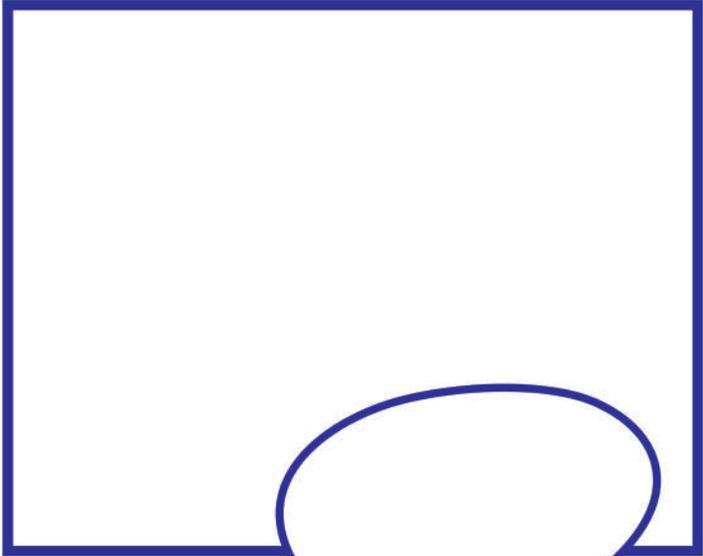
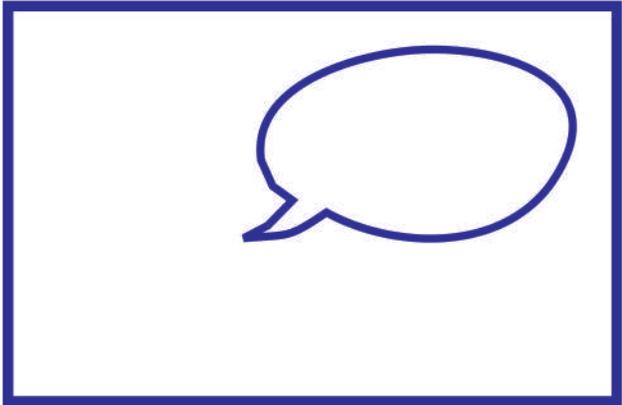
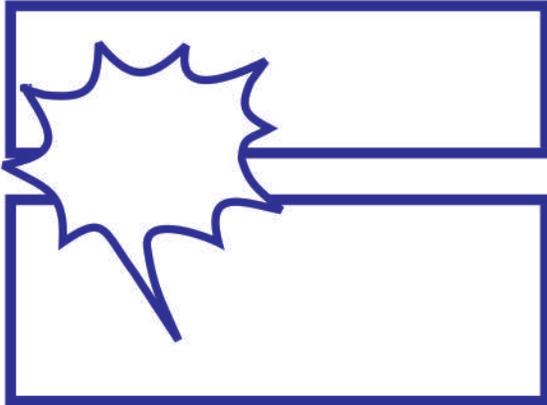
1. To engage students in the exploratory exercise, provide each subgroup with either the link or a copy of one of the references.

## Exploratory exercise

1. Write or post the essential question in a prominent area of the activity space.
2. Break students into small groups of four. Give each subgroup an article to read together.
3. In response to **Question 1:** What are some things that others have done/are doing to address the causes/effects of the selected issue?, list the interventions to the selected issue based on their findings from the reference.

## Expression exercise

1. In response to **Question 1:** What are some things that others have done/are doing to address the causes/effects of the selected issue?, students will create a comic strip summarizing the main points or key takeaways of their assigned article.



# | LESSON #10: SEEKING COLLABORATION

**Estimated Total Time:** 45 minutes (including 20 minutes for welcome, icebreaker review and reflection)

## Essential question

1. What are some things that others have done/are doing to address the causes/effects of the selected issue?

## References (please see alternative references on page 43 for sources covering other issues)

1. **Students march against gun violence after 16-year-old classmate killed by stray bullet** <https://www.ny1.com/nyc/all-boroughs/news/2022/06/09/students-march-against-gun-violence-after-16-year-old-classmate-killed-by-stray-bullet>
2. **Gun violence prevention teen programs** <https://newsettlement.org/gun-violence-prevention-program/>
3. **B.R.A.G. Program** <https://goodshepherds.org/program/brag/>
4. **Save Our Streets (S.O.S.) seeks to end gun violence at the neighborhood level by changing local norms** <https://www.courtinnovation.org/programs/save-our-streets-sos>

## Resource

1. To engage students in the exploratory exercise, provide students in each subgroup with pens and paper.
2. Also, provide each subgroup with a computer that has internet access.

## Exploratory exercise

1. Break students into four subgroups. Provide each subgroup with a different article.
2. In response to **Question 1**. What are some things that others have done/are doing to address the causes/effects of the selected issue?
3. Ask each subgroup to read the article and to list the author, their contact information, and key people/organizations mentioned in the article. They may search the internet for their contact, if not readily available in the reference.

## Expression exercise

1. Ask each subgroup to write an email/letter to either the author or a key person/organization briefly summarizing the article. They should also invite either of them to the class as a guest speaker, to participate in the town hall and/or to be a part of the action project.

# | LESSON #11: CAREERS FOR COMMUNITY CHANGE

**Estimated Total Time:** 2, 45 minutes sessions (including 20 minutes for welcome, icebreaker review and reflection for each session)

## Essential question

1. What are some careers, agencies, and/or businesses that address the selected issue?

## Reference

1. Student findings from research done using resources provided.

## Resources

1. To engage students in the exploratory exercise, provide each subgroup with computers that have internet access.
2. To engage students in the expression exercise, provide each student with a copy of the Help Wanted!!! template, as well as pens, and tape to post their completed work.
3. Search tools
  - [www.google.com](http://www.google.com)
  - CareerZone <https://www.careerzone.ny.gov/views/careerzone/index.jsf>
  - Onet <https://www.onetonline.org/find/>.

## Exploratory exercise

1. In response to **Question 1**. What are some careers that address the selected issue?, students will choose one or more tools from the list of resources to search for up to five careers, agencies, and/or businesses that address their selected issue.

## Expression exercise

1. Using the Help Wanted! template, students will create help wanted ads to promote imaginary jobs that address their selected issue.
2. Students will post the ads to create a job fair, where they take turns being the employer and the job seeker. They then conduct mock job interviews with interested student candidates for the positions.

# Help Wanted

<p><b>Drawing or Picture of Job</b></p>	<p><b>Job Description/ Tasks</b></p>
<p><b>Required Knowledge and or Skills</b></p>	<p><b>Required Training/ Education/ Degree</b></p>
	<p><b>Schedule and Salary per year/ Rate per hour</b></p>

# | LESSON #12: TOWN HALL - INTERVENTIONS

**Estimated Total Time:** 45 minutes (including 20 minutes for welcome, icebreaker review and reflection)

## Essential question

1. What are some things that others have done/are doing to address the causes/effects of the selected issue?

## Reference (please see alternative references on page 43 for sources covering other issues)

1. Gun Violence Must Stop. Here's What We Can Do to Prevent More Deaths  
<https://www.preventioninstitute.org/focus-areas/preventing-violence-and-reducing-injury/preventing-violence-advocacy>

## Resources/Special Instructions

1. The reference includes multiple interventions to address the selected issue. To engage students in the exploratory exercise, cut out each intervention and post around the room.
2. The facilitator might consider notifying the students in advance that they are allowed to invite family, friends and related professionals to attend each town hall meeting, if allowable by the school. Be sure to communicate any special requirements that the school may have for visitors.
3. Distribute the Meeting Agenda Template to each participant.

## Exploratory exercise

1. Write or post the essential question in a prominent area of the activity space.
2. In response to **Question #1:** What are some things that others have done/are doing to address the causes/effects of the selected issue?, ask students to walk around the room to read some of the posted interventions, and to identify the causes and/or effects addressed by each intervention.

## Expression exercise

1. **Town Hall Meeting:** In response to **Question #1:** What are the interventions for the selected issue?, students will hold a town hall meeting. One subgroup will be selected as the town hall facilitator, notetaker and timekeeper. The others will take turns discussing the interventions of their selected issue. Encourage the students to focus on the question of this phase throughout this meeting in the interest of time.

# Meeting Agenda

Date

Time

Place

On The Agenda

Notes

Action Items

# ALTERNATIVE REFERENCES

## PHASE V: INTERVENTIONS

### LITTERING

- **City targets neglected areas with clean streets initiative** <https://www.ny1.com/nyc/all-boroughs/news/2022/11/14/city-targets-neglected-areas-with-clean-streets-initiative>
- **How New York City Hopes to Win Its Long, Losing War on Trash** <https://www.nytimes.com/2022/08/06/nyregion/new-york-city-garbage-containers.html>
- **Illegal dumping in the Bronx isn't just ugly – it's a health hazard** <https://www.bxtimes.com/illegal-dumping-in-the-bronx/>
- **Litter in New York City Parks Continues to Grow** <https://fordhamobserver.com/70727/recent/news/litter-in-new-york-city-parks-continues-to-grow/>
- **NYC Needs Common Sense Waste Management Now** <https://nylcv.org/news/nyc-needs-common-sense-waste-management-now/>
- **Residents Pickup Hundreds of Pounds of Litter at Soundview Park on International Coastal Cleanup Day** <http://bronxink.org/2022/09/19/29127-residents-pickup-hundreds-of-pounds-of-litter-at-soundview-park-on-international-coastal-cleanup-day/>
- **Water Pollution in New York Harbor: What Can We Do About It?** <https://www.hydr8.nyc/water-pollution-in-new-york-harbor/>
- **What are the Most Common Causes of Pollution?** <https://www.allthingsnature.org/what-are-the-most-common-causes-of-pollution.htm>
- **Will New Waste Management Plans Help Resolve Trash Overload?** <https://www.norwoodnews.org/will-new-waste-management-plans-help-resolve-trash-overload/>
- **Youtube video: The Bronx Hippie' aims to beautify the Bronx with sunflowers (1:47)** <https://longisland.news12.com/the-bronx-hippie-aims-to-beautify-the-bronx-with-sunflowers>

### NEGATIVE BODY IMAGE

- **6 Ways Teens Can Improve Their Body Image and Self-esteem** <https://centerstone.org/6-ways-teens-can-improve-their-body-image-and-self-esteem/>
- **7 Ways to Work Towards Positive Body Image** <https://www.peacefullivingmentalhealthcounseling.com/post/7-ways-to-work-towards-positive-body-image>
- **Fighting negative body image issues in kids and teens** <https://healthblog.uofmhealth.org/childrens-health/fighting-negative-body-image-issues-kids-and-teens>
- **Help Teens Build a Healthy Body Image** <https://www.webmd.com/parenting/healthy-body-image>
- **It's getting harder to deny the damage that social media is doing to teenage girls** <https://www.upworthy.com/its-getting-harder-to-deny-the-damage-that-social-media-is-doing-to-teenage-girls>
- **Reducing body dissatisfaction amongst teens: how parents can help** <https://butterfly.org.au/reducing-body-dissatisfaction-amongst-teens-how-parents-can-help/>
- **Study: Teens with Negative Body Image May Experience Depression as Adults** <https://www.chconline.org/resourcelibrary/study-teens-with-negative-body-image-may-experience-depression-as-adults/>
- **Teens battling a negative body image** <https://calgarycounselling.com/blog/teens-battling-a-negative-body-image>
- **Turning the corner against eating disorders** <https://www.nydailynews.com/opinion/ny-oped-20220430-qxe33jg5qrcebltk2qpyunsxie-story.html>

### NEGATIVE PEER PRESSURE

- **10 Ways to Resist Peer Pressure Without Looking Weird** <https://www.unitedwecare.com/10-ways-to-resist-peer-pressure-without-looking-weird/>
- **5 steps to resisting peer pressure** <https://www.greatschools.org/gk/articles/5-steps-resist-peer-pressure/>
- **A Guide to help Youth in handling Peer Pressure** <https://www.linkedin.com/pulse/guide-help-youth-handling-peer-pressure-bijo-joseph/?trackingId=3a5P8UIkSCi4CAexFttoCw%3D%3D>

- **For Girls With Roots in Latin America, Cultural Pressure Can Mean Mental Health Struggles** <https://www.teenvogue.com/story/for-latine-girls-cultural-pressure-can-play-a-part-in-poor-mental-health>
- **How to Tackle Peer Pressure** <https://www.casita.com/blog/how-to-tackle-peer-pressure>
- **Pros and cons of social media: Students share their views** <https://bronxrivernews.org/1833/opinion/pros-and-cons-of-social-media-students-share-their-views/>
- **Social media challenges pose dangers to even the most well-adjusted kids, experts say** <https://www.nydailynews.com/news/national/ny-fda-warnings-social-media-challenges-nyquil-chicken-tide-pods-dangerous-20220926-arem62mgbfe1ldg4qttowz6xu-story.html>
- **The lethal rise of ‘subway surfing’: ‘If someone slips, it’s game over’** <https://www.theguardian.com/us-news/2022/aug/31/subway-surfing-new-york-deaths-injuries>
- **What is Peer Pressure and How to Overcome It?** <https://talkyourheartout.com/peer-pressure/>

## POLLUTION

- **Bronx Gets Another Boost Toward a Clean Air Future** <https://www.publichealth.columbia.edu/public-health-now/news/bronx-gets-another-boost-toward-clean-air-future>
- **Bronx Residents Demand Closure of Polluting ‘Peaker Plants’ as State Ramps Up Renewable Energy** <https://citylimits.org/2022/03/09/bronx-residents-demand-closure-of-polluting-peaker-plants-as-state-ramps-up-renewable-energy/>
- **DEC Announces Awards to Nine Organizations to Support Environmental Justice Community Air Monitoring Capacity-Building Programs** <https://www.dec.ny.gov/press/126856.html>
- **How New York City Hopes to Win Its Long, Losing War on Trash** <https://www.nytimes.com/2022/08/06/nyregion/new-york-city-garbage-containers.html>
- **Inside a coastal community’s fight for a greener waterfront** <https://scienceline.org/2022/07/south-bronx-waterfront-ullah/>
- **NYC Needs Common Sense Waste Management Now** <https://nylcv.org/news/nyc-needs-common-sense-waste-management-now/>
- **School bus emissions are making the South Bronx sick. Will the State come to the rescue?** <https://huntspointexpress.com/2022/03/31/bus-pollution-sickens-the-south-bronx-could-the-impending-state-budget-help/>
- **South Bronx Traffic Congestion Worsens, Raising Health and Safety Concerns** <https://www.publichealth.columbia.edu/public-health-now/news/south-bronx-traffic-congestion-worsens-raising-health-and-safety-concerns>
- **Students Combat Air Pollution in ‘Asthma Alley’** <https://www.teachforamerica.org/one-day/ideas-and-solutions/environmental-racism-south-bronx>
- **The South Bronx Keeps Getting Shadier** <https://mothavenherald.com/2022/01/26/the-south-bronx-keeps-getting-shadier/>
- **Water Pollution in New York Harbor: What Can We Do About It?** <https://www.hydr8.nyc/water-pollution-in-new-york-harbor/>
- **What are the Most Common Causes of Pollution?** <https://www.allthingsnature.org/what-are-the-most-common-causes-of-pollution.htm>

## POOR AIR QUALITY

- **Bronx Air Pollution: Real-time Air Quality Index (AQI)** <https://aqicn.org/city/bronx/>
- **Bronx Gets Another Boost Toward a Clean Air Future** <https://www.publichealth.columbia.edu/public-health-now/news/bronx-gets-another-boost-toward-clean-air-future>
- **DEC Announces Awards to Nine Organizations to Support Environmental Justice Community Air Monitoring Capacity-Building Programs** <https://www.dec.ny.gov/press/126856.html>
- **Environmental Bond Act Could Benefit the South Bronx** <https://mothavenherald.com/2022/11/04/environmental-bond-act-could-benefit-the-south-bronx/>
- **Millions in federal aid for clean air programs coming to Albany, Onondaga County, beyond** <https://spectrumlocalnews.com/nys/central-ny/ny-state-of-politics/2022/11/15/new-york-to-receive-millions-in-aid-for-clean-air-programs>

- **NYC Needs Common Sense Waste Management Now** <https://nylcv.org/news/nyc-needs-common-sense-waste-management-now/>
- **Op-Ed | It is time for the South Bronx to breathe clean air** <https://www.bxtimes.com/op-ed-it-is-time-for-the-south-bronx-to-breathe-clean-air/>
- **School bus emissions are making the South Bronx sick. Will the State come to the rescue?** <https://huntspointexpress.com/2022/03/31/bus-pollution-sickens-the-south-bronx-could-the-impending-state-budget-help/>
- **Sensing Air Pollution Exposure in New York City Schools, with Beia Spiller** <https://www.resources.org/resources-radio/sensing-air-pollution-exposure-in-new-york-city-schools-with-beia-spiller/>
- **South Bronx Traffic Congestion Worsens, Raising Health and Safety Concerns** <https://www.publichealth.columbia.edu/public-health-now/news/south-bronx-traffic-congestion-worsens-raising-health-and-safety-concerns>
- **Students Combat Air Pollution in ‘Asthma Alley’** <https://www.teachforamerica.org/one-day/ideas-and-solutions/environmental-racism-south-bronx>
- **The South Bronx Keeps Getting Shadier** <https://motthavenherald.com/2022/01/26/the-south-bronx-keeps-getting-shadier/>

## POVERTY

- **Bronx Community Fridge Operation Raises Big Bucks — and Hackles** <https://www.thecity.nyc/2022/12/19/23514807/grassroots-grocery-dan-zauderer-bronx-mott-haven-fridge>
- **DiNapoli: Nearly 14% of New Yorkers Live in Poverty; Surpasses National Average for Eight Straight Years** <https://www.osc.state.ny.us/press/releases/2022/12/dinapoli-nearly-14-percent-of-new-yorkers-live-poverty-surpasses-national-average-eight-straight-years>
- **Expanded Safety Net Drives Sharp Drop in Child Poverty** <https://www.nytimes.com/2022/09/11/us/politics/child-poverty-analysis-safety-net.html>
- **Fighting Poverty and Hunger in the Bronx: POTS Honors Fordham as Longtime Partner in Community** <https://news.fordham.edu/fordham-magazine/fordhams-new-york-stories/fighting-poverty-and-hunger-in-the-bronx-pots-honors-fordham-as-longtime-partner-in-community/>
- **Hochul forms panel to tackle child poverty in New York** <https://www.ny1.com/nyc/all-boroughs/ny-state-of-politics/2022/10/07/hochul-forms-panel-to-tackle-child-poverty-in-new-york>
- **Homeless Shelters are Overflowing — And Most Likely in Poor Areas, Despite Fair Share Promises** <https://www.thecity.nyc/2022/7/26/23279842/homeless-shelters-are-overflowing-and-most-likely-in-poor-areas-despite-fair-share-promises>
- **NY to help cover back-to-school costs for low-income children** <https://ny.chalkbeat.org/2022/8/11/23302135/back-to-school-costs-for-ny-low-income-families>
- **Part of The Solution, Fighting Poverty in The Bronx for 40 Years** <https://www.norwoodnews.org/part-of-the-solution-fighting-poverty-in-the-bronx-for-40-years/>
- **Poor People’s Art’ exhibition at USF thru March 4** <https://theweeklychallenger.com/poor-peoples-art-exhibition-coming-to-usf/>
- **The Neighborhood Poverty Project** <https://eig.org/neighborhood-poverty-project/new-york-ny/>
- **Vast New Study Shows a Key to Reducing Poverty: More Friendships Between Rich and Poor** <https://www.nytimes.com/interactive/2022/08/01/upshot/rich-poor-friendships.html>

## 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  
Ellenville 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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