

Delta Sigma Theta Sorority, Incorporated

Dr. Jeanne L. Noble GEMS Institute
National Curriculum Manual



“GEMS: JEWELS IN OUR GALAXY”

National Program Planning and Development Committee
Revised April 2019

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DELTA SIGMA THETA SORORITY, INCORPORATED

A Service Sorority Founded in 1913

1707 New Hampshire Avenue N.W., Washington, DC 20009 | (202) 986-2400 | Telefax (202) 986-2513

Dear Sorors,

Welcome to the newly revised **Dr. Jeanne L. Noble Delta GEMS Institute – GEMS: Jewels in Our Galaxy**” National Curriculum Manual! GEMS is an acronym for *Growing and Empowering Myself Successfully*. Since its inception in 2004, the Delta GEMS Institute was designed to provide a vehicle of change for young African-American women between the ages of 14 and 18 to enhance their abilities and increase their self-worth, in order to achieve academic and Black girl excellence. Young American-American women in this demographic have made great strides in academic achievement, and even entrepreneurial excellence.

In this current political climate, our girls are facing systemic issues and social microaggressions at alarming rates, particularly the notion that our girls are less innocent than their counterparts. Chapters of Delta Sigma Theta Sorority, Incorporated are poised to provide safe and healthy environments where optimism, faith, fortitude, genius, self-worth and self-love, exist without boundaries. It is a must that we continue to elevate and motivate our young women into worlds well beyond what they could ever dream of.

The voices of our young women must not be silenced...they must be heard and remain front and center, ready to engage and challenge societal norms. The National Program Planning and Development Committee has successfully completed this revision of the Delta GEMS curriculum that is better aligned with the Sorority’s Five-Point Programmatic Thrust, focusing on current societal issues that our girls face today. The new units were developed to spark unique conversations that are relevant and necessary.

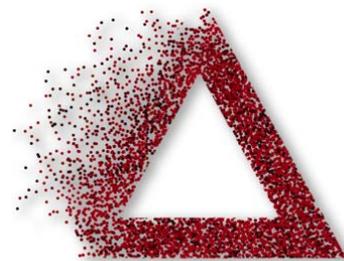
Sorors, let us adopt this newly revised manual, so that together, we can continue to make a difference in the lives of the young women we serve, who look to Delta Sigma Theta Sorority, Incorporated, to enhance their lives and their futures. We must continue to provide service that brings **Joy to our communities, gives Power to our youth participants, with Service at the forefront in all that we do**. Our commitment to our young women must remain steadfast and strong, so that their futures are rewarding, meaningful and successful.

I would like to extend a special thanks to the Chair of the National Program Planning and Development Committee, the Educational Development Subcommittee, and all of the members of the National Program Planning and Development Committee, for their steadfast dedication to producing a quality document.

Sincerely,

Beverly E. Smith

Beverly E. Smith
National President and CEO
Delta Sigma Theta Sorority, Inc.



JOY IN OUR SISTERHOOD • POWER IN OUR VOICE • SERVICE IN OUR HEART



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Greetings:

On behalf of the National Program Planning and Development Committee, it is my distinct pleasure to welcome you to the newly revised National Curriculum Manual of the Dr. Jeanne L. Noble Delta GEMS Institute. The theme of this new revision is **“GEMS: Jewels in Our Galaxy,”** as we wanted to exemplify the belief that our young women have the abilities to accomplish anything that their heart desires, in their local communities and beyond.

Through the leadership of the National Educational Development Subcommittee, it was decided that more relevant content was necessary in order to tap into the maximum potential of our participants; therefore, the manual is now organized by the Sorority’s Five-Point Programmatic Thrust. The new units were developed to encourage relevant and necessary conversations. It is the Sorority’s mandate to ensure that our young women are resilient, academically superior, powerful, and that they know their worth. Sorors, in this current climate where our young women are still being told they are not “good enough” solely because of the color of their skin, we must make it our business to tell them and to show them otherwise.

This newly revised manual does just that...it celebrates who they are and the strong African-American lineage they arise from. This manual will teach our participants to have the courage to be themselves and to leave each session as a possibility thinker, believing that anything in this world is possible.

To our participating chapters, thank you continuing the legacy of our esteemed 12th National President, Dr. Jeanne L. Noble. We thank you for taking on this critical initiative of service to our young women. Your commitment to the Sorority and those we serve is invaluable.

I would like to extend a heartfelt thank you to the Educational Development Subcommittee of the National Program Planning and Development Committee, for taking on this monumental task and producing an amazing body of work. I would like to also thank every soror who contributed to the production of this newly revised manual. And, finally, a big thank you to our national president, Soror Beverly E. Smith, for your unwavering support.

Keep serving my sorors!

Sincerely,

Andria M. Jeffries

Andria M. Jeffries, Chair

National Program Planning and Development Committee





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Greetings Sorors,

Welcome to the Dr. Jeanne L. Noble Delta GEMS Curriculum Manual! We believe this manual will be a valuable resource for our membership as it was written by Deltas to be used specifically with Delta GEMS youth. The manual contains information, suggestions and units designed for adaptation at the local level.

Theorists throughout history have identified adolescence as a particularly challenging time for adolescent girls. Therefore, we want to thank the Delta GEMS leaders and members for their service to our girls in this most critical time. It is anticipated that members will inform GEMS participants about Delta Sigma Theta Sorority, Inc. and its programs so the young ladies will be well acquainted with the mission and purpose. Also, GEMS participants should be invited to Delta events when and where appropriate.

The Delta GEMS Manual is distinguished by being developed based on Delta's 5-Point Programmatic framework providing a wide range of issues for GEMS girls to explore.

▲ ECONOMIC DEVELOPMENT

An important component of the Sorority's economic emphasis has been on personal financial planning and management of assets. Thus, there are units on Money Habits, Money Management and Career Exploration in Financial Planning.

▲ EDUCATIONAL DEVELOPMENT

Delta Chapters conduct programs/projects designed to address the need for excellence in education. The Educational Development units include: Social Media, Leadership, STEM, and Emergency Response.

▲ INTERNATIONAL AWARENESS AND INVOLVEMENT

Through international projects, Delta women have been able to broaden their knowledge and understanding of nations other than their own, increase interest in international affairs, and aid in developing a greater appreciation for people of different backgrounds and cultures. There are units on: Delta and the United Nations and World Health Day.

▲ PHYSICAL AND MENTAL HEALTH

Delta's work in prevention and wellness translates into health education programs, health fairs and provision of health care services for those in need. The units in this section are: Anti-bullying, Mental Health, Alcohol and Drugs, and Good Listening.

▲ POLITICAL AWARENESS AND INVOLVEMENT

The Founders' participation in the Suffrage March for Women to Vote in March 1913 signaled the first act of political awareness and involvement. Through social action, the members of the Sorority, and their respective communities gain greater appreciation of their potential for influence in their communities. Social Action, Juvenile Justice and Human Trafficking are units in this thrust.

We anticipate that in implementing the GEMS program, sorors will use experts within the sorority and their communities to enhance the experience for their young ladies.

Sisterly,

Pamela E. Smith

Pamela E. Smith, Chair, Educational Development
and the Members of the Educational Development Subcommittee

ACKNOWLEDGEMENTS

The Educational Development Committee wishes to thank National President, Beverly E. Smith for the opportunity to update this Delta GEMS manual. We would also like to thank the following National Committees, National Commission and sorors for their invaluable contributions to the Delta GEMS Manual:

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Dr. Jeanne L. Noble
12th National President
Delta Sigma Theta Sorority, Incorporated



The Delta GEMS program honors the 12th National President of Delta Sigma Theta Sorority, Inc., Dr. Jeanne L. Noble.

Dr. Noble was a legendary pioneer in the field of education. The Delta GEMS Program, officially renamed The Dr. Jeanne L. Noble Delta GEMS Institute, continues to spotlight teenage girls between the ages of 14-18 in grades 9 through 12.

As National President of Delta Sigma Theta Sorority, Inc., Dr. Noble's administration focused on collegiate members on college campuses who were involved on the front lines by sitting in and freedom riding. Civil rights issues were a high priority during her two terms in office. Dr. Noble believed young women had to be supported emotionally, psychologically, spiritually and financially. It was to this end that the Sorority supported young women such as Sorority members, Charlayne Hunter and Vivian Malone and other young people who took a stand on desegregating southern colleges and universities. The need for solidarity and sisterhood was prevalent at the end of Dr. Noble's administration coinciding with the historic March on Washington held on August 28, 1963.

Dr. Noble was an exemplary role model for her sisters, serving by appointment on United States Commissions for Presidents Kennedy, Johnson, and Nixon. In her report to the convention, Dr. Noble reminded members that "Deltas have a responsibility to lift as we climb, and that elitism has no place in the Delta House."

In many ways and on many fronts, Delta's commitment to accelerated activity in the area of public service and program planning and development had been tested in what Dr. Noble called the "crucible of social action." Dr. Noble stressed the need for women to become increasingly less social and more social action oriented.



Dr. Jeanne L. Noble Delta GEMS Institute
GEMS: Jewels in Our Galaxy



INTRODUCTION

“For African American adolescents to develop into individuals actively engaged in optimal personal and collective development, they must be placed “at promise” as opposed to “at risk” in order to become contributing members of their families, schools, communities, and the broader society.” (*American Psychological Association Task Force on Resilience and Strength in Black Children and Adolescents, 2008*)

“Although girls overall graduate from high school at higher rates than boys, girls of color are graduating at far lower rates than white girls and boys. In almost all states with available data, the high school graduation rate for African American girls is below the national average for girls overall, resulting in severe economic consequences for African American women and their families”....Perceptions of African American young women often involve racial and gender stereotypes and this undermines their potential for success, so it is imperative that African American girls get access to programs that foster their self-esteem and provide them with meaningful leadership opportunities. (*NAACP Legal Defense and Educational Fund and National Women’s Law Center, 2014*)

Delta Sigma Theta Sorority’s Dr. Jeanne L. Noble Delta GEMS initiative has addressed the needs of African American young ladies through innovative programming since its inception in 2004 under the leadership of Dr. Louise A. Rice, 23rd National President. GEMS is an acronym for Growing and Empowering Myself Successfully. The involvement of collegiate and alumnae sorors is encouraged to promote the success of the program which has served as a promising best practice for African-American high school young ladies for over 14 years.

In continuing our successful tradition, 26th National President Beverly E. Smith charged the National Program Planning and Development Committee – and specifically the Educational Development Subcommittee – to continue to advance our educational development programs. The updated program described and characterized through our Delta GEMS Curriculum Manual reflects current issues and trends affecting young women. The GEMS Curriculum Manual was created to be used by members of Delta Sigma Theta Sorority, Inc. and GEMS volunteers. The overarching goal is to guide young ladies into womanhood with educational support and professional guidance that will teach them how to create opportunities for academic success, enhance their decision making and communication skills, develop their abilities and talents, compete in a global society, and become change agents in the transformation of their communities.



Dr. Jeanne L. Noble Delta GEMS Institute
GEMS: Jewels in Our Galaxy

PARTICIPANT SELECTION CRITERIA

The Delta GEMS Youth Initiative is designed for:

- ▲ Young women ages 14-18 who are in Grades 9 through 12.
- ▲ Young women who have potential, but need guidance, support and skills to achieve success.
- ▲ Young women who are interested in developing leadership skills.
- ▲ Young women who are actively pursuing college and/or career options.
- ▲ Young women who need encouragement and support in pursuit of higher learning.
- ▲ Young women identified by authorized partners of Delta chapters and/or former Delta Academy participants.

**** Chapters will also use their own judgment in selecting participants, keeping in mind the unique needs of their communities, i.e. court involved youth, offspring of those incarcerated, and teenage mothers for the GEMS Institute program.**

GEMS Institute Adult Participation Criteria

The GEMS Institute needs volunteers who:

- ▲ Are committed to helping young women who may not otherwise receive mentoring or have support systems to encourage them to reach their academic potential.
- ▲ Are respectful of young women, ages 14 through 18, and are comfortable working with them in age-appropriate activities.
- ▲ Are willing to devote time to helping make the GEMS program successful. Volunteers should be willing to assume active roles in teaching, learning exercises, and field trips.
- ▲ Believe in the concept of reciprocal communication.
- ▲ Are non-biased to diversity.

****Volunteers (who include Deltas) are to complete Delta Sigma Theta Sorority's Risk Management Manual Training prior to attending sessions with the Delta GEMS Institute participants. Chapter presidents should ensure appropriate planning and time for the screening of volunteers to minimize risk.**



Dr. Jeanne L. Noble Delta GEMS Institute
GEMS: Jewels in Our Galaxy

CURRICULUM FRAMEWORK

The Dr. Jeanne L. Noble Delta GEMS Institute curriculum is a framework organized into components that address the aims and goals of the GEMS program for the participants to discover and understand their individual brilliance by embracing the GEMS theme – GEMS: Jewels in Our Galaxy.

The Curriculum is designed with opportunities for interactive learning with not only the GEMS Committee and adult volunteers but also with parents/guardians or other family members who are invested in the success of the youth participants. It is the expectation that chapters will seek opportunities to involve parents/guardians in the activities planned for youth participants.

When planning their program schedules for each year, the GEMS Committee members should identify the grade level and maturity of the youth in their local GEMS program and determine the appropriate activities to engage the youth on every grade/age level. Some targets can be met by grade level specific activities; by doing so, chapters will help increase the desire of the young women to return for the program each year through their high school years.

The development of a two- to three-year plan to cover the material and to ensure the greatest educational and personal impact is encouraged. A multiple-year plan of different activities will increase the likelihood of youth participants returning to the program and having success experiencing different activities.

The **components** of the Delta GEMS Curriculum Manual in the form of questions consist of the following which all are not (necessarily) in each lesson.

- ▲ **Unit:** What is the ultimate skill or knowledge we seek as a result of this lesson(s) or time together?
- ▲ **Focus/Topic to Address:** What essentially will be explored in depth?
- ▲ **Module:** What is this segment of the lesson intended to do?
- ▲ **Goal/Target:** What should youth know and be able to do?
- ▲ **Materials Needed:** What supplies are needed to complete the lesson?
- ▲ **Note to Facilitator:** What background information may be needed by the facilitator which may or may not be shared with the youth and/or what are some essential instructions for implementing the module?
- ▲ **Opening Activity:** What will we do to prepare youth for what is to come in the lesson?
- ▲ **Main Activity:** What will the youth do or apply to reach the goals of the lesson?
- ▲ **Technology Integration:** How might technology be used to present or extend the experience?
- ▲ **Adaptation/Extension Activity:** What might be done time permitting or to extend interest?
- ▲ **Formative Evaluation:** How will you know the youth have achieved the desired results?
- ▲ **Take Home Message:** What might the youth do outside of the Delta GEMS with the module skills or knowledge?
- ▲ **Resources:** What materials, articles, goods are used in the lesson or may be used to extend or enhance the lesson?

Ultimately, it is hoped that the participants are able to **transfer** their learnings to other situations. This, in the end, is our ultimate goal.



Dr. Jeanne L. Noble Delta GEMS Institute
GEMS: Jewels in Our Galaxy

RISK MANAGEMENT

The National Program Planning and Development Committee (PP&D) has continued to research and modify our Risk Management policies as issues and questions arise, and as the world around us continues to change. The Risk Management Manual is an important document that governs how our youth programs must be conducted to comply with Risk Management policies. It is imperative that Chapters adopt, review, and utilize the information and materials found in the most up-to-date version of the Risk Management Manual in order to continue effective programming for the target audience.

In addition, members are encouraged to familiarize themselves with the policies that govern the Sorority's youth programming. As with policies of this nature, there will always be changes and modifications that must be made in order to ensure that the Sorority is effectively eliminating any risks that affect our youth programming. Therefore, we strongly encourage your chapter to keep your volunteers informed and aware of any changes and/or modifications that are made. In order to minimize risk factors that may inhibit the success of any of our youth initiatives, chapter members and volunteers must be informed, trained and kept abreast of the policies and procedures for successful programming.

The Risk Management manual, and any updates, may be accessed in the PP&D section of the DST national website.



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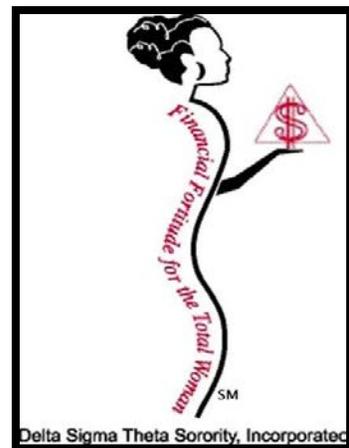
“GEM S: Jewels in Our Galaxy”

ECONOMIC DEVELOPMENT

Financial Fortitude, the current Economic Development program initiative of Delta Sigma Theta Sorority, Incorporated, is a process that helps program participants to set and define goals, develop a plan to achieve them, and to put the plan into action. The process serves as a blueprint to address all aspects of personal finances.

The Financial Fortitude initiative is comprised of ten components and provides a collaboration of information from major economic corporations and other well-known financial institutions. The ten components include: Goal Setting, Financial Planning, Budgeting, Debt Management, Savings & Investments, Retirement Planning, Homeownership, Insurance, Estate Planning, and Entrepreneurship.

Our Delta GEMS participants will be able to set and define career planning goals, money saving goals, and debt management goals.





UNIT: College and Careers

MODULE TITLE: Destination Graduation: Are you College or Career Ready? Part 1

FOCUS/TOPIC TO ADDRESS:

- ▲ What skills do you need to possess to enter college, the workforce or the military?
- ▲ What subjects should you be taking in high school to prepare for the college or career path you desire?
- ▲ What are the requirements to enter college, the military or the workforce?

GOAL/TARGET:

- ▲ Review/research college admission requirements for individual schools of choice.
- ▲ Create a checklist for successful college admission.
- ▲ Explore various careers.
- ▲ Examine requirements for entering the military post high school graduation.

MATERIALS NEEDED:

- ▲ College Catalogs, Online College Admission Requirement Websites, printed copy of college admission requirements; printed checklist or template of college entrance requirements for participants, Kuder Interest Inventory and the ASVAB.
- ▲ If computers are available, use sites such as www.military.com to have participants review the requirements for joining our armed forces.
- ▲ Use computers to search various colleges and requirements for admission.

NOTE TO FACILITATOR (Background):

Preparing participants to enter two-year and four-year institutions of higher education is an integral piece of the readiness equation. In addition to college readiness, do not underestimate the importance of identifying young ladies who are ready to enter the workforce after leaving high school, particularly given the abundance of idea-driven and high-profile middle-skill jobs that do not require a full college degree.

The Armed Services Vocational Aptitude Battery is the most widely used multiple-aptitude test battery in the world. As an aptitude test, the ASVAB measures strengths, weaknesses, and potential for future success. The ASVAB also provides the individual with career information for various civilian and military occupations and is an indicator for success in future endeavors whether she chooses to go to college, vocational school, or a military career. GEMS participants can benefit from taking the ASVAB because it gives information about “self” that could be key in helping to choose the appropriate career path. Encourage participants to take the test when offered at the individual schools because unlike most tests, it is free and can give them insight towards their future endeavors.

This module may be covered over the course of multiple meeting sessions.

FACILITATOR’S INSTRUCTIONS TO THE PARTICIPANTS (Directions):

Tell the participants: You have the power to steer your life in any direction. Whether you are thinking about going to college or trade school, joining the military or entering the workforce, now is an exciting time to think about your career options.

In this unit, you will successfully explore how to prepare for a college or career that best suits you through an in-depth look at your interests, skills and values. The knowledge that you will gain from the activities in this unit will empower you to better plan for your future.



OPENING ACTIVITY:

In their journals, have participants answer the following questions: Do you plan to go to college? Why do you feel one needs or does not need to go to college? Do you plan to go into the military? Share with a participant whose birthday is nearest their birthday.

MAIN ACTIVITIES:

- ▲ Ask participants to meet in pairs or small groups, depending on the size of your GEMS Institute. Have them create a list of things they believe are needed to go to college. *Let them know they will present to the entire group later.* (Allow 5-10 minutes)
- ▲ Have small groups present their lists and have a recorder make a list for the entire group. Note those things that are repeated. Some will identify money, good grades, diploma, and/or GED. The focus should be good grades.
- ▲ Using either handouts of college admission requirements or media such as PowerPoint, preview the requirements for college admission, noting rigorous courses of study, SAT/ACT scores, and GPA required, etc.
- ▲ Have participants use journal writing to express reflections on where they believe they are in preparation for college entrance. Have them list steps they need to take to increase their chances of getting accepted to college.
- ▲ Use the reflective writing to assess where your group is as a whole when it comes to understanding that high school students should strive to achieve academic success in preparation for life after high school whether it be entrance into college, the military or the workforce.
- ▲ Next, transition into discussion with participants about the importance of the military and the service that the men and women give to our country. In the discussion, note women who serve or have served in the military and the different career fields that are available and the educational training that may be necessary.
- ▲ If participants have access to the Internet during the session, have them research the eligibility requirements for joining the armed forces. If there is no Internet access, provide copies of the current eligibility requirements for joining the military (attached). Each branch of service has different requirements when it comes to test scores; however, most of the requirements are similar.
- ▲ Select participants to report to the group their findings.
- ▲ Once the young women have reported and discussed the eligibility requirements for joining the military, have them explain why it is necessary to excel academically in high school in order to increase the likelihood of being eligible to join the military.
- ▲ Make sure the participants recognize that there is an admission process for the military just as there is an admission process for colleges and universities. Participants should make the correlation that college readiness is necessary for life-long learning.

TECHNOLOGY INTEGRATION: Go to www.asvabprogram.com for an enhanced career exploration experience to find links to detailed job information such as employment outlook, educational requirements, and salary information for the career options. The online version allows participants to search careers in many different ways.



ADAPTATIONS/EXTENSIONS (OPTIONAL):

Have participants go to the Kuder Navigator for Middle and High School Students. <http://www.kudernavigator.com/>. Have them explore this website.

TAKE HOME ACTIVITY:

- ▲ Explore: Learn about yourself and the world of work.
- ▲ Plan: Find out what you need to do to meet your career goals. Set up an appointment with your school counselor.
- ▲ Do: Start taking steps towards getting the skills and qualifications that you need. It is never too early.

RESOURCES:

- ▲ College Board Start Planning for College
<http://www.collegeboard.com/student/plan/starting-points/140.html>
- ▲ Examples of university/college links for admission requirements
www.redefiningready.org
- ▲ Hampton University
<http://www.hamptonu.edu/student-services/admissions/requirements/>
- ▲ The ASVAB Career Exploration Guide
- ▲ UCLA
http://www.admissions.ucla.edu/prospect/Adm_fr/fracadrq.htm
- ▲ 10 Steps to Joining the Military
<http://www.military.com>
A website dedicated to providing information on the armed forces of the United States of America.
- ▲ http://www.military.com/Recruiting/Content/0.13898.rec_splash.00.html
- ▲ ACE the ASVAB: ASVAB explained
http://www.military.com/ASVAB/0..ASVAB_Explained1.html
- ▲ The ASVAB at a Glance
<http://www.kaptest.com/College/Getting-into-College/About-the-Tests/ASVAB/asvab-at-a-glance.html>



Joining the Military Takes College Readiness Too

The need to excel academically during your high school years goes beyond preparing to go to college. The military requires a high school diploma for one of its eligibility requirements, but your chances of getting the type of job you want while serving in the military, increases with your academic success. The following information gives details on the aptitude test that the military uses to determine if you are qualified to join the armed forces. After you have read the information, discuss, in your small group, why you believe preparing for college will also prepare you for joining the military.

What is the ASVAB?

If you're serious about joining the military, then get serious about the **Armed Services Vocational Aptitude Battery (ASVAB)**.

The ASVAB is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations (MEPS) nationwide. It is developed and maintained by the U.S. Department of Defense (DOD).

Start now by taking the practice ASVAB tests. These tests will give you an idea of how you'll score and identify areas that need improvement. Then use the suggested resources and ASVAB study guides to learn how to prepare for the ASVAB test.

How important is the ASVAB test?

Your scores in four critical areas – Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension and Mathematics Knowledge – count towards your Armed Forces Qualifying Test (AFQT) score. The AFQT score determines whether you're qualified to enlist in the U.S. military.

Your scores in the other areas of the ASVAB will determine how qualified you are for certain military occupational specialties and Enlistment Bonuses. A high score will improve your chances of getting the specialty/job and signing bonus you want.

Scoring high on the ASVAB will require study and concentration. Don't skimp on preparing for this test. It's your future. Get the most out of it.

ASVAB test scores are broken down by the individual sub-tests and composites of the sub-tests. One of the most critical of these scores is the Armed Forces Qualification Test (AFQT), which is used to determine if you are qualified to join the military services. Each service determines the qualification AFQT score for enlisting in their service.

The AFQT is comprised of your test results in Arithmetic Reasoning (AR), Math Knowledge (MK), and Verbal Composite (VE) x2. Your Verbal Composite score is a combination of your Word Knowledge and Paragraph Comprehension scores.



Check out the following AFQT qualifying scores for each branch of service.

Service Branch	Required AFQT Score*
Army	31
Navy	35
Marines	31
Air Force	36
Coast Guard	45
<i>*These scores are subject to change without notice.</i>	

In addition, your scores on the other ASVAB composite tests will determine your career field or military occupation eligibility. Since enlistment bonuses are usually tied to your choice of occupations, the better the score, the more opportunities you have. But keep in mind, it is impossible to literally “ace” the ASVAB, so your goal should be to simply do your best.

Thinking about joining the military? Get the scoop, get in the know, and make an informed decision.

Adapted from: <https://www.military.com/join-armed-forces>



UNIT: College and Careers

MODULE TITLE: Destination Graduation: Are you College or Career Ready? Part 2

FOCUS/TOPIC TO ADDRESS:

- ▲ What is the overall financial impact of going to college?
- ▲ Will the investment in college yield a profitable financial return on one's future cost of living for the participant and her family?

GOAL/TARGET:

- ▲ Recognize that education pays in higher earnings and that education helps in lowering unemployment rates.
- ▲ Review employment projections of the U.S. Bureau of Labor Statistics.

MATERIALS NEEDED:

- ▲ Paper
- ▲ Pencils
- ▲ Internet access

NOTE TO FACILITATOR (Background): Preparing participants for success beyond graduation is among the most important tasks facing America's educators.

Making the decision to complete a college education can be a difficult decision. The investment of time and money is often considerable, and many prospective participants must decide on whether the value of earning a degree is greater than the investment.

According to the U.S. Bureau of Labor, in fact, college graduates earn an average of 61% more than non-college graduates. The higher the level of education, the higher increase in median earnings.

FACILITATOR'S INSTRUCTIONS TO THE PARTICIPANTS (Directions):

Ask participants the benefits they see in going to college, then add to their list from the information below.

Why Go to College?

Whether you are uncertain about going to college or you just need some reassurance you are on the right track. Here are a few reasons to go to college:

Every bit of education you get after high school increases the chances you'll earn good pay. Most college graduates earn more money during their working years than people earn who stop their education at high school.

The more education you get the more likely it is you will always have a job. According to one estimate, by the year 2028 there will be 19 million more jobs for educated workers than there are qualified people to fill them.

Continuing education after high school is much more important for your generation than it was for your parents' generation. Today, most good jobs require more than a high school diploma. Businesses want to hire people who know how to think and solve problems.

Education beyond high school gives you a lot of other benefits, including meeting new people, taking part in new opportunities to explore your interests, and experiencing success.



MAIN ACTIVITY:

Discuss the following charts with your elbow partner. The first chart is based on how much money is made in a year. The second chart shows how much money is made in a week.

- Do you feel that excelling academically is important in earning a decent income in the future?
- What steps do you need to take now to ensure that you are able to afford the things that you want later in life?
- The second chart also shows how education can affect the unemployment rate.
- What can your community and our political leaders do to affect change in the current unemployment rate?
- What role do you believe you and your peers play in changing the unemployment rate?

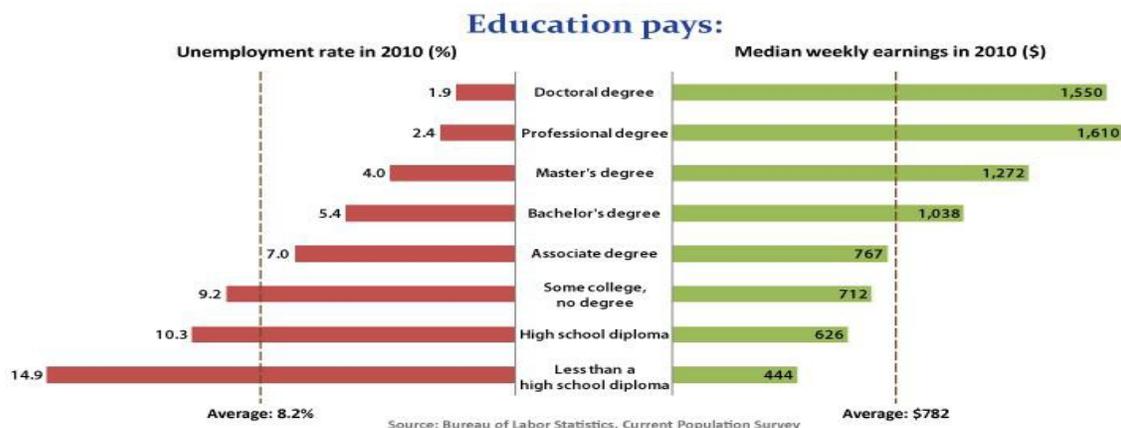
Besides higher wages, there are numerous other benefits associated with graduating from college. Many college graduates enjoy the opportunity to work where they want to live, have more time for recreation, and have a high standard of living. Some of the greatest benefits of a college education are experienced during school. Participants have the opportunity to learn about different cultures and interesting subjects. They are also introduced to theories and unfamiliar ideas they might not learn about without attending college.

Some research indicates that many college graduates have healthy lifestyles. As a result, children of college graduates often receive instruction about the importance of good nutrition and exercise. This in turn improves the quality of life and life expectancy rates for college graduates and their families.

Education pays in higher earnings and lower unemployment rates**Average yearly income by educational attainment**

Professional degree	\$119,009
Doctoral degree	\$92,863
Master's degree	\$67,898
Bachelor's degree	\$54,689
Associate degree	\$37,990
Some college	\$31,421
High school graduate	\$29,448
High school dropout	\$19,915

Source: U.S. Census Bureau, 2005 data



Note: Data are 2010 annual averages for persons age 25 and over. Earnings are for full-time wage and salary workers. Source: Bureau of Labor Statistics, Current Population Survey.



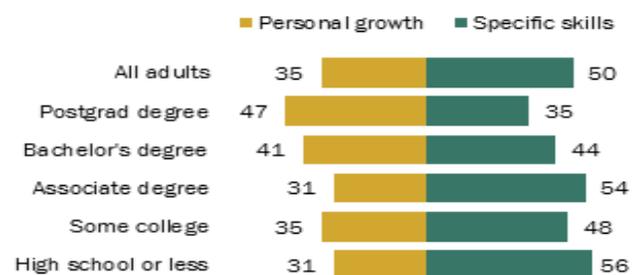
TECHNOLOGY INTEGRATION: Have participants play the interactive, web-based game called [Payback](#). In playing, participants see running totals of their debt. (Use of the Internet: Occupational Outlook)

ADAPTATIONS/EXTENSIONS (OPTIONAL): Have a panel of experts come in to discuss college scholarships, student loans, admissions process, and FAFSA (Free Application for Federal Student Aid).

FORMATIVE EVALUATION (OPTIONAL): Have participants research their top three career choices and the average salary of each profession.

Those with postgraduate or professional degree more likely to see college as a place for personal growth

% saying the main purpose of college should be...



Note: "Some college" includes those who have attended college, but have not earned a degree. Volunteered responses of "Both equally" and "Don't know/Refused" not shown.

Source: Survey of U.S. adults conducted May 25-June 29, 2016.

"The State of American Jobs"

PEW RESEARCH CENTER

RESOURCES:

- ▲ The U.S. Department of Education's [Education Resource Organizations Directory](#) provides a comprehensive list of educational organizations and associations and their Internet addresses. Listed below are links to other directories and web sites that offer information on a wide range of education-related topics: <https://www2.ed.gov/about/contacts/state/index.html>
- ▲ [Educational Associations and Organizations](#) identifies educational associations, non-profit, for-profit and government organizations and federations: <https://nces.ed.gov/Partners/other.asp>
- ▲ The [National Center for Education Statistics \(NCES\)](#): includes the Internet sites of colleges and universities, K-12 school districts and state departments of education: <https://nces.ed.gov/globallocator/>
- ▲ [Redefining Ready!](#) is a national initiative launched by the AASA (The School Superintendents Association) to introduce new research-based metrics to more appropriately assess that students are college ready, career ready and life ready: <https://www.redefiningready.org/>



UNIT: College and Careers

MODULE TITLE: If school is a priority, what to expect based on career choices.

FOCUS/TOPIC TO ADDRESS:

- ▲ What skills are needed for the career that you would like to pursue?
- ▲ What can you expect to earn? What is the importance of an education?
- ▲ What will happen if school is not a priority?
- ▲ How can you improve yourself in school to prepare for opportunities after high school?

GOAL/TARGET:

- ▲ Using the *Occupational Outlook Handbook*, (most current online edition) published by the United States Department of Labor, identify the training and education needed for different types of jobs, the expected salaries/earnings, job projections, duties on the jobs, and conditions.
- ▲ Using the theme, School is Cool (or a similar theme), participants will design and create a brochure for their peers, identifying the reasons why —School is Cool and displaying advantages to excelling in academic studies during high school.

MATERIALS NEEDED:

- ▲ Paper
- ▲ Pencils/pens
- ▲ Colored pencils/markers
- ▲ Computers (if computers are not available: pertinent information from sources such as the *Occupational Outlook Handbook* and *College Board* that explain requirements and qualifications for job)
- ▲ Microsoft Publisher
- ▲ Recent job announcements that show salaries and education/experience required
- ▲ List of eligibility requirements for college scholarships

NOTE TO FACILITATOR (Background): Identifying a career pathway is critical since it provides exposure to coursework directly related to a future career and often leads to an industry credential that allows participants to be immediately employable upon graduation.

FACILITATOR’S INSTRUCTIONS TO THE PARTICIPANTS (Directions):

Say to the participants: Research shows that participants often lack the knowledge of the requirements for specific careers. When you explore your interests and career aspirations, your interest in school is elevated.

OPENING ACTIVITY:

Have participants report their career choices to the group and the potential earnings.

Have participants write a letter to the editor of the local newspaper, outlining the steps that they believe their local community should take to improve the chances for them and their peers finding a job and thriving as an adult. (Include information on the current employment rate for your geographic area and the occupational outlook for job projection over the next 5 years.)

Ask participants these questions:

- Do you feel that you will be able to continue to live in your current community based on the outlook and the career interest that you have, or would you have to move out of town to seek employment?



NOTE TO FACILITATOR (Background):

As the discussion ensues: relate good grades to good jobs and explain that most jobs today require, at a minimum, a high school diploma.

MAIN ACTIVITY:

Facilitate a discussion with the GEMS participants, using the following questions:

1. Why do some teens feel that they don't need to go to school and would rather stay home?
2. How do you feel in class when you can't hear what the teacher is saying because of students talking and disrupting class?
3. Do you ever speak up in class when others in your class interrupt your opportunities for learning?
4. If you knew someone was about to skip school, what would you say to him/her?
5. Do you ever not answer a question even though you know the answer because you don't want others to make fun of you or to be labeled as a geek or nerd?

Using the theme, School is Cool, have the participants use Microsoft Publisher (if available) or poster board to design and create a brochure or poster for their peers, identifying the reasons why School is Cool and displaying advantages to excelling in academic studies during high school.

TECHNOLOGY INTEGRATION: Use Microsoft Publisher to create brochure or poster.

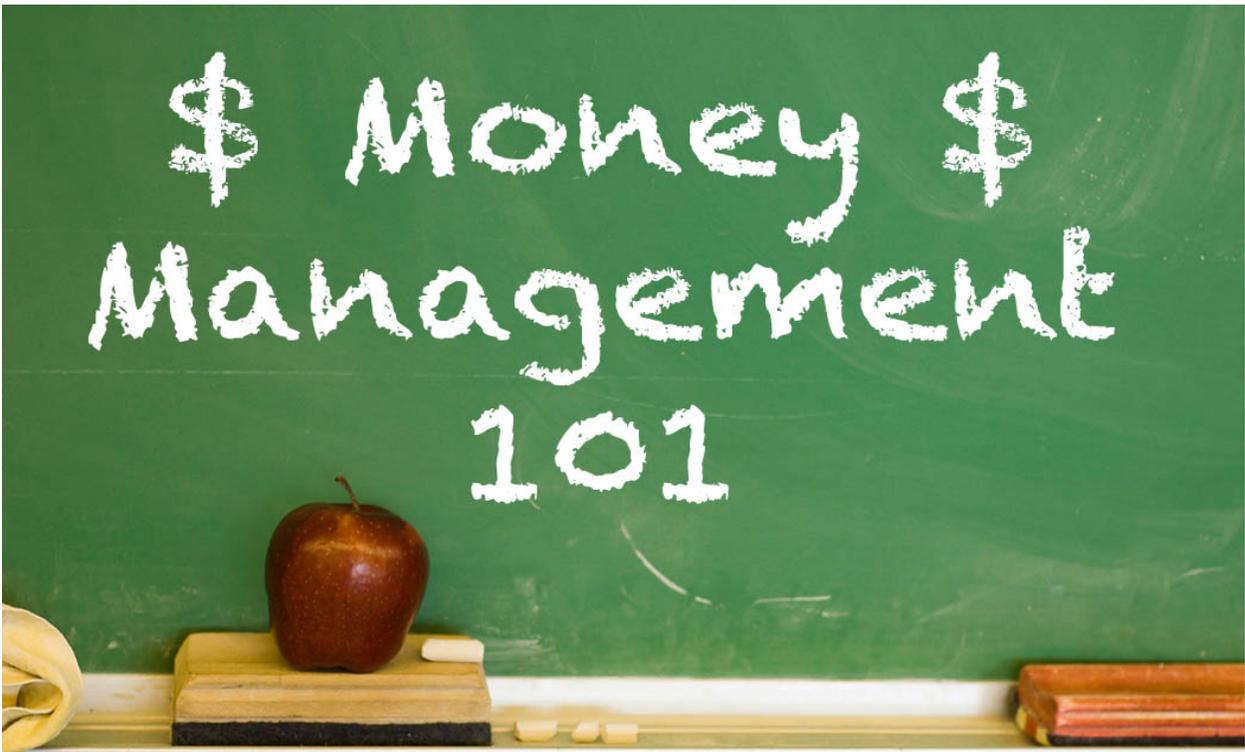
ADAPTATIONS/EXTENSIONS (OPTIONAL): Participants need hands-on workplace learning experiences such as internships that enable them to explore career interest while still in high school. The National Career Clusters Framework is comprised of 16 Career Clusters and related Career Pathways to help participants explore different career options.

FORMATIVE EVALUATION (OPTIONAL): Group creation of a Prezi presentation explaining the value of an education.

RESOURCES:

- ▲ *The ACT: Why Go to College?* <http://actstudent.org/college/index.html>
- ▲ Department of Education, National Center for Education Statistics. (2010). *The Condition of Education 2010* (NCES 2010-028) <http://nces.ed.gov/fastfacts/display.asp?id=16>
- ▲ <https://getschooled.com/dashboard/article/25-top-5-reasons-to-stay-in-school>
- ▲ <https://www.theclassroom.com/should-students-finish-high-school-1655.html>
- ▲ <https://www.usnews.com/education/community-colleges/slideshows/10-reasons-to-attend-a-community-college>





UNIT: Money Management

MODULE TITLE: **Money Habit\$**

FOCUS/TOPIC TO ADDRESS:

- ▲ In this unit, participants will explore how spending, saving and values impact their finances.

GOAL/TARGET:

- ▲ Participants will use what they learn to outline a personal money motto that describes how they value and use money.

MATERIALS NEEDED:

- ▲ All materials needed for this unit are listed on the pages that follow in the “What You Will Need” section.
- ▲ These materials and others are free and downloadable at <https://www.hsfpp.org/teacher/> after you register on the National Endowment for Financial Education webpage.

NOTE TO FACILITATOR: The Money Habits unit is part of The High School Financial Planning Program (HSFPP), a free financial education curriculum provided by The National Endowment for Financial Education (NEFE). NEFE is a 501 (c) (3) foundation that aims to empower thoughtful, effective decision making for individuals and families. The NEFE curriculum targets teens in grades 8-12. The facilitator should take care to adjust the curriculum and unit activities as appropriate for Delta Academy and GEMS participants.

All of the instructional materials for Money Habits, including the lesson plan, presentation speaker notes, student handouts, and performance assessment with scoring guide are on the pages that follow. Facilitators are encouraged to register at the National Endowment for Financial Education website at <https://www.hsfpp.org/teacher/> to have ready access to all of their free financial education resources. Sorors/facilitators can download and print lesson components as needed. Online materials include lesson plans, PowerPoint presentations, performance assessments and rubrics, and student learning tasks.

The approximate time for completion of Money Habits is a minimum of 45 minutes and will take up to 90 minutes depending on the specific activities that are incorporated into the lesson.

FACILITATOR'S INSTRUCTIONS TO THE PARTICIPANTS, ACTIVITY / PROCEDURES/ DISCUSSION, TECHNOLOGY INTEGRATION (if appropriate), **and EVALUATION/ ASSESSMENT TOOLS** are included in the “Teaching Notes” of the lesson plan.

The High School Financial Planning Program is comprised of six stand-alone student guides plus a wealth of online resources so that sorors/facilitators can tailor lessons to fit Delta Academy and GEMS participants. The presentation schedule is available as well. You must register at <https://www.hsfpp.org/register.aspx> to immediately access the HSFPP resources.



HIGH SCHOOL FINANCIAL PLANNING PROGRAM (HSFPP) and OTHER FINANCIAL PLANNING RESOURCES

https://www.hsfpp.org/teacher/	It is easy and FREE to order printed HSFPP materials. As part of NEFE's mission to empower teens to make educated financial decisions, NEFE covers all costs to print, ship and deliver all materials. Printed materials include student workbooks for the financial education program, student certificates of participation, and the instructor starter pack. Order materials 4-6 weeks prior to presentation date.
https://www.hsfpp.org/Portals/0/Courses/1/HSFPP-Module-1-Money-Management-home-email-2016.docx	Customizable parent/caretaker letter to introduce the participant's family to the Money Habits lesson.
www.SmartAboutMoney.org	The National Endowment for Financial Education® (NEFE®) offers credible, noncommercial personal finance resources for consumers.
www.HSFPP.org	Parents and guardians can create an account to access the HSFPP student learning materials online.
www.SmartAboutMoney.org	Money management tips, worksheets, calculators, and articles
https://www.smartaboutmoney.org/Tools/LifeValues-Quiz	Take the LifeValues Quiz to assess what influences your own financial decisions.
https://www.nefe.org/Who-We-Help/Consumers/Spendster https://www.youtube.com/user/NoNprofitNEFE	Gain from the lessons learned by others who have confessed their impulsive spending habits on NEFE's Spendster YouTube™ channel.



MONEY HABITS

Adapted from *The National Endowment for Financial Education® (NEFE®) High School Financial Planning Program* at <https://www.hsfpp.org/teacher/>.

OVERVIEW

Habits can help you soar to success or keep you panting on the treadmill, with success always out of reach. They're sneaky, too. Because habits are automatic, they kick in before you can stop to think about how they are going to help or hurt you in the long run.

Today's lesson will help you examine and better understand your current habits, spending values, and money attitudes, and how these can impact your relationships and financial future.

The approximate time for completion of Money Habits is a minimum of 45 minutes and will take up to 90 minutes depending on the specific activities that are incorporated into the lesson.

LEARNING OUTCOMES

In this lesson, participants will explore how spending, saving and values impact their finances.

Along the way, participants will:

- Discuss the value of having a process to plan and how they will use their money.
- Give examples of sensible and unwise spending decisions and behaviors.
- Compare spending priorities.

Participants will use what they learn today to outline a personal money motto that describes how they value and use money.

**PREPARATION**

- Order a Module 1 Student Guide for each student. (The Guide is also available online to download at <https://www.hsfpp.org/teacher/>.)
- Preview the lesson PowerPoint presentation, learning tasks, and Module 1 Student Guide, particularly pages 3-13 and the appendix.
- Print Student Learning Plan and the handouts from the pages that follow so that each student has a copy.
- (Option for Activity 1) Preview and select a Spendster video at www.spendster.org to show as an example of how someone regretted spending money. Use this to kick off the first task.

WHAT YOU WILL NEED

- Module 1 Student Guide (pages 3-13)
- PowerPoint Presentation
- Student Learning Plan
- www. Spendster.org (select a video)
- Scraps of paper for Task 1
- Signs and tape for Task 4 (Wants, Needs)
- Activity 1.1, My Money Habits
- Activity 1.2, My Disappearing Dollars
- (Optional) Activity 1.3, Why Wait?
- Activity 1.4, My Needs and Wants
- Activity 1.5, My Values
- Task: Values and Spending Survey
- Performance Assessment Task, My Personal Money Motto



TO BE SENT WHEN YOU BEGIN MONEY HABIT\$ MODULE

NOTE to Instructor: Please feel free to tailor the following letter so that it is specific for your participants and the lesson activities you will cover as part of the program.

Dear Parents and Guardians:

Your teen is embarking on a journey to learn money management strategies as part of NEFE's High School Financial Planning Program (www.hsfpp.org).

What Your Teen Will Be Learning

There's an old saying, "Most people don't plan to fail; they just fail to plan." When it comes to money, this can be doubly true. People without a plan for how and where they want to spend and save their money tend to find that it's all gone before they know it.

During our time together, participants will learn how to manage personal spending to meet financial goals. They also will learn about strategies to minimize the impact of financial obstacles.

What Your Teen Will Be Doing in Class

Participants will explore how spending, saving, and values impact their finances. They will learn how to create SMART goals and make decisions using a six-step DECIDE process. Using these strategies, they will make their own plan to manage cash flow. Read over your teen's Student Guide to find out more about these strategies.

Ask the participants to demonstrate what they are learning in class, including:

- Setting measurable financial goals
- Using a criterion-based decision-making strategy for a major decision
- Creating a spending plan
- Outlining an action plan to manage spending

How You Can Help

Every family has a different money management system. Whether or not your family keeps a formal budget, talk to your teen about the importance of having a spending plan. Share your own experiences to reinforce classroom lessons by:

- Sharing examples of how your family budget changes over time and to accommodate changing priorities.
- Including your teen in spending decisions such as selecting TV or Internet service, choosing a phone plan, buying a car, or creating a grocery shopping list. (Tip: Follow the DECIDE steps listed on page 40 of the Student Guide.)
- Encouraging your teen to set goals for how to save and spend money earned through work or allowance each month.



Dr. Jeanne L. Noble Delta GEMS Institute
National Curriculum Manual

“GEMS: Jewels in Our Galaxy”

EDUCATIONAL DEVELOPMENT

A natural outgrowth and expansion for the continuation of the highly successful Dr. Betty Shabazz Delta Academy: Catching the Dreams of Tomorrow, **Delta GEMS** was created to catch the dreams of African-American at-risk, adolescent girls aged 14-18. Delta GEMS provides the framework to actualize those dreams through the performance of specific tasks that develop a CAN-DO attitude.

The goals for Delta GEMS are:

1. To instill the need to excel academically;
2. To provide tools that enable participants to sharpen and enhance their skills to achieve high levels of academic success;
3. To assist participants in proper goal setting and planning for their futures in high school and beyond; and
4. To create compassionate, caring, and community-minded young women by actively involving them in service learning and community service opportunities.

The Delta GEMS program offers a road map for college and career planning through activities that provide opportunities for self-reflection and individual growth. Delta GEMS, like Delta Academy, is implemented by chapters of Delta Sigma Theta Sorority, Incorporated. Delta GEMS participants have the opportunity to define and “Discover their individual *Brilliance*” as **Jewels in**



EMERGENCY

PREPAREDNESS



ACTIVITY #1: Lead a discussion using the following questions:

- Can you name types of disasters in your State?
- Has anyone experienced a disaster?

(Discuss the emotions, concerns or fears someone might have who has experienced a disaster as an adult and as a child.)

- How many of you are prepared right now to go without electricity or clean water for three days?

(If no one or few respond affirmatively emphasize that all of us in should be prepared for a significant event.)

- Who in the County or City is designated to coordinate help after a disaster?

(Explain that local government agencies designate an Emergency Manager who coordinates response and recovery efforts during disaster events. Many Emergency Managers are appointed by the elected officials, so it's important that we vote for the elected officials who represent our area and community well.)

- Can you name a few agencies in your local area that may assist in the event of a disaster?

(e.g. American Red Cross, Salvation Army, community and faith-based organizations, healthcare entities.)

- What happens if an overwhelming disaster occurs and the city, county and state agencies need help?

(Explain that States can request assistance, too. It's called the federal declaration process. When the damage is more than the City, County, or State officials can handle the state's Governor asks the United States President for federal assistance. The federal agency the President works through is called the Federal Emergency Management Agency, referred to as FEMA. Most people have heard of FEMA. The Governor will assess the overall damage and send a formal request to the President requesting federal assistance. The President can approve or disapprove. If the Governor's request is denied, he/she can submit an appeal for assistance. It might take days for the Governor and President to discuss the damage and deploy staff to an area. Thus, it is important to be prepared to sustain your family for possibly 72-hours until First Responders and other support organizations arrive to help.)

- Does anyone currently have a family communication plan?

(Explain the importance of having a pre-planned communication plan everyone is aware of including who to call for safety report and where the meeting point is should we need to evacuate.)

ACTIVITY #2: FEMA APP (Directions) Instruct the adults in downloading FEMA app. Have participants locate the Emergency Managers contact information for their location. Identify five USA counties, and also receive alerts for their areas. Suggest that participants schedule a family meeting to discuss the disaster plan and location for supplies that they shop for as a family. Items needed are on the supply list being given to GEMS participants.

Additional Resources

- ▲ FEMA.gov
- ▲ Ready.gov



UNIT: Emergency Preparedness

MODULE TITLE: ERT Fire Safety-Youth

FOCUS:

- ▲ Helping participants understand how to protect themselves in case of a fire.
- ▲ This session will help the GEMS understand that fires are one of the most common disasters, the importance of fire safety, early warning from smoke detectors and how to evacuate when a fire occurs.

MATERIALS NEEDED:

- ▲ Colored pencils or crayons
- ▲ Blank paper for drawing house and family meeting location.
- ▲ American Red Cross/NFPA “Are You Ready for a Fire?” Handout

NOTE TO FACILITATOR:

Distribute handouts to the participants. This should be a discussion, question and answer period. Facilitators should ask questions prior to the activities. Ask the following questions:

- ▲ Should families have a home fire escape plan?
- ▲ Does anyone know what stop, drop, roll and low crawling mean?
- ▲ Are you familiar with the sound of the smoke alarm and what to do when it sounds?
 - How many smoke alarms are needed in your home?

(Stress smoke alarms on each level in their home; near sleeping area; inside and outside bedrooms.)

- Press the “test button” every month. Plan and practice home fire escape plans.

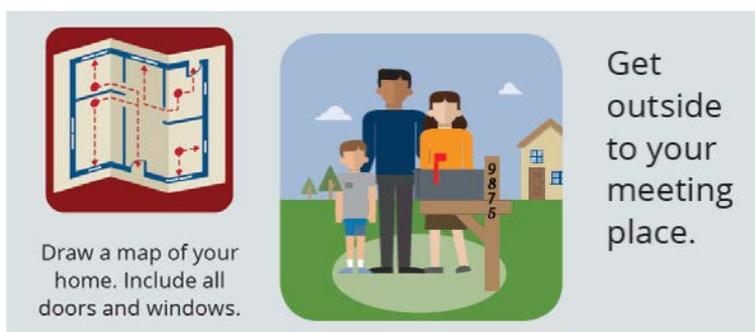
- ▲ Anyone afraid of the fire fighters?

(Stress importance of not hiding from fire fighters who are sent to help.)

MAIN ACTIVITY #1 PLAN TWO WAYS OUT: This activity is designed to stimulate participants in the process of thinking about how they will escape from their home in case of a fire. (Directions) Distribute a blank sheet of paper to the GEMS. Ask them to draw a diagram of their home with the colored pencils provided. Encourage the participants to draw bedrooms, windows and doors. Have participants label two ways to get out of their home. If they have a second floor, ask if their family has an escape ladder.

Home Escape Plan

- ▲ Have two ways out of each room.
- ▲ Know to crawl low to the floor when escaping to avoid toxic smoke.
- ▲ Know that once you’re out, stay out. Know where to meet after the fire.
- ▲ Meeting place should be near the front of your home, so firefighters know you are out.
- ▲ Practice your fire escape plan.



MAIN ACTIVITY #2 REUNION PLAN: The purpose of this activity is to provide information the GEMS can use to work with their families in planning a meeting place in case of a fire evacuation. Express to the participants the importance of identifying a meeting place outside and near their house or apartment.

MATERIAL:

- ▲ Colored pencils
- ▲ Markers
- ▲ Blank sheets of paper.

(Directions) Instruct each participant to write down or draw a picture of the location their family would meet after evacuation. Reunion location should be:

- Outside House/apartment.

(Emphasize the meeting place must be near the home to inform firefighters who is out of the house.)

- Have participants discuss with a partner their completed plans and drawings. Encourage the partners to ask questions about the plan.
- Encourage participants to share with family members and to practice several times per year.

EXTENSION ACTIVITY: Invite a fire fighter (female if possible) to a meeting to present and answer questions about his/her career and fire safety.

TECHNOLOGY INTEGRATION: If the participants have computers/laptops/cell phones available, ask them to access the resources referenced or to research other sites to review additional information on fire safety.

FORMATIVE EVALUATION: Ask the participants what additional information they learned today. Remind them to ensure they have smoke alarms and to check the batteries monthly.

TAKE HOME MESSAGE: Encourage each participant to discuss with their families “Are we ready for a fire?”

RESOURCES:

- ▲ American Red Cross: www.redcross.org
- ▲ National Fire Protection Association: www.NFPA.org
- ▲ Local fire department



UNIT: Emergency Response

MODULE TITLE: Weather - Thunderstorms, Lightning, and Floods

FOCUS/TOPIC TO ADDRESS:

- ▲ To assist participants in learning to protect themselves and their families during thunderstorm, lightning, and flood events.

GOAL/TARGET:

- ▲ Understand the 30/30 rule.
- ▲ Discuss the safety rules before, during and after a storm.
- ▲ Explain the definition of electrocution, power surge, and heat lightning.
- ▲ Understand floods as the most frequent natural disaster.

MATERIALS NEEDED:

- ▲ Paper
- ▲ Pencil
- ▲ A fact check list for each participant
- ▲ Disaster supply kit handout and optional sample kit or table display

NOTE TO FACILITATOR (Background): To “be prepared” for a thunderstorm and lightening, requires planning. This activity is meant to help participants understand what to avoid during a storm and how to maintain safety. The participants will be empowered to share key facts with family members to ensure their safety.

MAIN ACTIVITY #1: Distribute the Fact Check Sheet to assist in discussing the module topics.

- What is the 30/30 rule? **The 30/30 rule is taking appropriate shelter when you can count 30 seconds or less between lightning and thunder.**
- You should remain sheltered for 60 minutes after the last thunder. **False – remain sheltered for 30 minutes after the last thunder.**
- Lightning can strike as far as 10 miles away from any rainfall. **True**
- There are dry thunderstorms. **True. They do not produce rain and most common in the Western US. They usually occur in the summer when it is warm and humid.**
- Some thunderstorms are dangerous. **All thunderstorms are dangerous.**
- Thunderstorms are dangerous because they destroy your hearing. **They are dangerous because they produce lightning.**
- It is okay to take a shower when it is storming. **False.**
- During a storm, you should not talk on your cell phone when it is plugged into the wall. **True.**
- You should hide under a tree if you are outside during a storm. **False. You should never hide under a tree during thunder or lightning storms.**
- Stay away from windows, doors or porches. **True**

Complete this section of the training by explaining the difference in a **WATCH** and **WARNING** alert. Ask the participants to share information with their families so that everyone will understand the weather “lingo” when heard on the television or radio or seen on the Internet.

- **Severe Thunderstorm WATCH** – A severe thunderstorm with damaging winds of 58 miles per hour or more, or 1-inch hail in diameter or greater is *likely to happen* in your area
- **Severe Thunderstorm WARNING** – A severe thunderstorm with damaging winds of 58 miles per hour or more, or 3/4-inch hail in diameter or greater is taking place in your area *right now, seek cover.*



Ask the participants to share what they believe the following words mean: thunderstorm, lightning, electrocution, power surge and heat lightning. After the definition discussion, share with the participants the official weather service meaning.

- **Thunderstorm** is a storm with thunder and lightning and typically heavy rain or hail.
- **Lightning** is a bright flash of electricity produced by a thunderstorm.
- **Electrocution** is a death caused by electric shock, like a lightning strike.
- **Power Surge** is a spike, or huge, quick increase in the amount of electricity coming through a power line.
- **Heat Lightning** is lightning seen from a thunderstorm that is too far away for the thunder to be heard.

MAIN ACTIVITY #2: This activity is about floods and is a conversation with the youth sharing pertinent information regarding floods.

Floods are the most common natural-weather event. Examples of when flooding happens is during heavy rains, when rivers overflow, when waves come onshore, when snow melts too fast, or when dams or levees break. Flooding may be only a few inches of water, or it may cover a house to the rooftop. Share the following:

- **Before** a flood, tell an adult if you hear a flood warning on the TV, Internet, or radio.
- **During** a flood, listen to authorities and safety officials; if there is a possibility of a flash flood, move to higher grounds. Do not walk through moving water. Even 2-inches of water can make you fall.
- **After** a flood:
 - Stay away from flood water. It could be contaminated, meaning containing dangerous substances.
 - Stay away from moving water. It can knock you off your feet.
 - Stay out of the way of emergency workers so they can do their job easily.

Complete this section of the training by explaining the **words to know** below. Emphasize to share this information with their family so everyone will understand the flood “lingo” when heard on the news. Phrases to know:

- **Flood Watch** – A message that flooding is possible and to listen to local radio, Internet, or TV news and weather for more information. You may receive an alert on a cell phone.
- **Flood Warning** – A message that flooding will occur soon if it hasn’t already, and to move to higher ground or evacuate immediately.
- **Flash Flood** – A flood that can happen within minutes or hours of heavy rainfall, a dam or levee failure, or city drains over-flooding.

TECHNOLOGY INTEGRATION: If you have computers/laptops/cell phones available, ask youth to look up the resources below to research additional information on thunderstorms, lightning, and floods.

FORMATIVE EVALUATION: (Optional): Have each participant share what one thing they think important to impart to their family and friends about thunderstorms, lightning, and floods.

TAKE HOME MESSAGE: (Optional): Have the participants ask family to take the Fact Check and share their knowledge about thunderstorms and lightning, the 30/30 rule and key facts about floods.



RESOURCES:

- ▲ www.ready.gov/kids
- ▲ www.nws.noaa.gov/os/lightning/resources/lightningfactsheet.pdf
- ▲ www.weatherwizkids.com/weather-lightning.htm
- ▲ emergency.cdc.gov/disasters/floods



HANDOUT
FACT ✓ CHECK

1. What is the 30/30 rule?

2. You should remain sheltered for 60 minutes after the last thunder.
True or False.

3. Lightning can strike as far as 10 miles away from any rainfall.
True or False.

4. There are dry thunderstorms.
True or False.

5. Some thunderstorms are dangerous.
True or False.

6. Thunderstorms are dangerous because they destroy your hearing.
True or False.

7. It is okay to take a shower when it is storming.
True or False.

8. During a storm, you should not talk on your cell phone when it is plugged into the wall.
True or False.

9. You should hide under a tree if you are outside during a storm.
True or False.

10. Stay away from windows, doors or porches.
True or False.

Name _____

Take home and ask family to take the Fact Check to help increase their knowledge about thunderstorms and lightning.

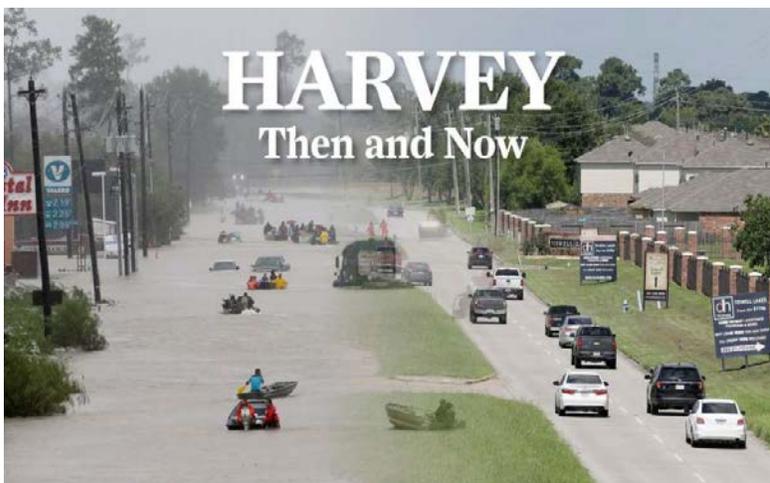


HURRICANE HARVEY

Hurricane Harvey was one of the wettest storms in US history. Texas saw record-breaking rainfall, but the storm also caused flooding in Louisiana, Arkansas, Tennessee, and Kentucky. As Harvey was making landfall in Texas, Kansas City was struggling with widespread flooding for the second time in two weeks. In July 2017, flash floods took lives in Kentucky and Arizona. And in June 2017, 30% of the counties in Missouri were designated federal disaster areas due to flooding.

Flooding occurs when water is coming into an area faster than it can be absorbed or channeled away. The water is usually from rain, but it could be from rapid snowmelt, a river running high, storm surges, controlled releases from reservoirs, or even a dam break. According to the National Oceanic and Atmospheric Administration (NOAA), flooding occurs in every single US state and territory.

Floods kill more people in the United States than any other kind of severe weather and cause billions of dollars in damages every year. They not only damage property and threaten lives, they can create massive disruptions that affect electrical power, water and sewage systems, transportation, and even emergency services. They can put tremendous strain on infrastructure – sometimes causing systems to shut down completely. And one system failure will affect others.



Imagine a flood in your community.

Roads closed. Property is damaged. The power goes out and people need assistance. Communication networks become clogged. People can't contact help, and when they do rescuers can't get to them. The road closures also make it difficult for utility workers to restore the power. Even if your own home is above the rising water, will you be able to get food, water, gas, other supplies, or medical help?

Many communities – and even entire metropolitan areas – have developed comprehensive plans not only to try to prevent floods from happening, but also limit the damage and disruption to critical systems when they do. Engineers play a very important role in making these plans a reality:

- Civil engineers build structures to contain or divert water. They also design elevated buildings, bridges, road and rail ways that remain functional in high water.
- Materials engineers develop water-permeable paving materials that reduce runoff and lessen the severity of flash flooding in urban areas.
- Mechanical and systems engineers find ways to put heating and cooling units on rooftops rather than in basements. They work with electrical engineers to create powerful portable generators and water pumps.
- Agricultural and environmental engineers develop models to better predict how water moves through the environment and how to place green ways, retention ponds and wetland buffers for maximum benefit.

And that is only a fraction of the ways that engineers are working to lessen the impact of floods.





Are **You** Ready?

Recommended Disaster Supply Kit

Emergency Identification:

- Duplicate identification for all family members
- Duplicate prescription for medication and glasses
- Contact numbers of family members and meeting point location map
- Duplicate residency verification
- List of valuables for insurance claims

Basic emergency supply kit could include the following recommended items:

- *Water*: one gallon of water per person per day for at least three days, for drinking and sanitation
- *Food*: at least a three-day supply of non-perishable food
- *First aid kit and thermometer*
- Battery-powered or hand crank radio; NOAA Weather Radio w/ tone alert & extra batteries for both
- Flashlight and extra batteries
- Whistle to signal for help
- Dust mask to help filter contaminated air and plastic sheeting and duct tape to shelter in place
- Moist towelettes, garbage bags and plastic ties for personal sanitation
- Wrench or pliers to turn off utilities
- Manual can opener for food
- Mess kits, paper cups, plates, paper towels and plastic utensils
- Paper and Pencil
- Cell phone with chargers, inverter or solar charger
- Cash, travelers checks and rolls of change
- Important family documents such as copies of insurance policies, identification and bank account records in a waterproof, portable container.
- Change of clothes per family member (long sleeves, long pants, extra shoes)
- Sleeping bags or blankets and pillows
- Childs comfort kit: books, games, puzzles or other activities for children

Additional items may be:

- Infant formula and diapers
- Feminine supplies and personal hygiene items
- Pet food and extra water for your pet; Pet medical records and prescriptions
- Hearing-aid batteries
- Complete change of clothing including a long sleeved shirt, long pants and sturdy shoes
- Fire extinguisher
- Matches in a waterproof container. Candles.
- Extra eyeglasses and dentures

Family Activity:

1. Gather items for emergency kit
2. Discuss meeting point location if unable to return home
3. Provide information of meeting point contact to family members.
4. Identify an out-of-town contact as a designated person to call, text, or email

Distributed by: Delta Sigma Theta Sorority, Incorporated-Emergency Response Team (Delta-ERT) reviewed 2018



Appreciation Strategy Humility
Commitment Responsibility Listening
Leadership
Integrity Honest Communication
Values Purpose Determination
Passion Principles



UNIT: Leadership

MODULE TITLE: Leaders and their Leadership Qualities

FOCUS/TOPIC TO ADDRESS:

- ▲ What are the qualities of a successful of leader?

GOAL/TARGET:

- ▲ GEMS participants will discuss the leadership skills of some leaders.

MATERIALS NEEDED:

- ▲ Pictures of various leaders (local, regional and/or national).
- ▲ If you choose to project the pictures from a screen, have the proper equipment (laptop, projector)
- ▲ Computers, iPads, Smartphones (if available)

NOTE TO FACILITATOR: Facilitators should have pictures of leaders from both genders and various ethnicities. They can be modern leaders and/or those from history that are recognizable. Please attempt to choose local leaders, as well.

FACILITATOR'S INSTRUCTIONS TO THE PARTICIPANTS (Directions): Engage the participants in a dialogue about the leadership skills of the leaders that come to mind as the pictures of the various leaders are shown.

ACTIVITY/PROCEDURES/DISCUSSION

- ▲ In round robin style, ask the participants to give a one- or two-word description of the skills of the particular leader as the picture is revealed.
- ▲ The facilitator will write the words that the participants used to describe the respect leader on notecards for each leader.
- ▲ Break the participants into groups of three or four.
- ▲ Give each group one leader and the words that were used to describe the leader.
- ▲ Each group should discuss the leader assigned to them and the adjectives that were used to describe him/her.
- ▲ Ask the group to prepare to report the leadership skills and ways those skills are/were manifested. The group might use computers, iPads or Smartphones to look up more information about their leader.
- ▲ Assemble the large group for discussion and ask a member of each group to discuss each leader.

RESOURCES:

- ▲ <https://www.forbes.com/sites/gaudianohunt/2017/05/15/28-awesome-black-women/#79af692f8914>
- ▲ <https://diversityessentials.wordpress.com/2008/10/15/african-american-female-leadership-styles/>
- ▲ <https://hbr.org/2018/03/beating-the-odds>



UNIT: Leadership

MODULE TITLE: My Leadership Toolkit

FOCUS/TOPIC TO ADDRESS:

- ▲ What are the competencies (skills, abilities and behaviors) that describe a successful leader?

GOAL/TARGET:

- ▲ Delta GEMS participants will understand leadership competencies and the areas where they may be strong and areas where they may want to develop their skills and abilities.

MATERIALS NEEDED:

- ▲ Decorated box (described as ‘leadership tool kit’)
- ▲ Index cards
- ▲ Pens

NOTE TO FACILITATOR: The competencies are listed below:

- **Visioning:** Ability to create a vision of a future desired state. Here are some Visioning Statements:

“Our vision is to create a better every-day life for many people.” – IKEA

- Vision statements should be aspirational – the imprint you want to make in the world or the positive state of the future world you imagine. They should be short and use plain language so that they are memorable and can easily roll off your tongue.

“I will live each day as though I had all the power and influence necessary to make it a perfect world.”

- Your personal vision is how you commit to living your life. It influences all areas including family, spirituality, physical well-being, leisure, and work. A clear personal vision is an integration of your abilities, interests, personality, values, goals, skills/experience, and family of origin.

“I want to live a life of honesty, integrity and unconditional love.”

- Think of your vision statement as the light shining in the darkness that illuminates your life path.
- **Strategic Ability:** Ability to translate the vision into clear, specific strategies or ways to get it done. Here are some things to consider once the vision is written:
 - Where am I now?
 - Where do I want to be and what would that look like?
 - How will I get there (consider some steps)?
- **Ethics and Values:** Ability to display respectable behavior.
 - Ethics are a set of rules that tend to be adopted and upheld by a group of people.
 - Values are rules from which we make our personal decisions about what is right and wrong, good or bad.
- **Communication:** Ability to interact effectively in one-on-one and group meetings. Here are three types of communication:
 - Verbal: Spoken word that can be face-to-face or remote.
 - Nonverbal: Communicated through facial expression, hand gesture, or posture to convey something about the speaker.
 - Visual: Includes signs, maps, or drawings, as well as, color or graphic design.



- **Interpersonal Savvy:** Ability to interact with a wide range of people.
 - The key to getting along with all kinds of people is to hold back or neutralize your personal reactions and focus on others first. Being savvy is working from the outside in. Then, interpersonal savvy becomes having a range of interpersonal skills and approaches and knowing when to use what with whom. The outcome is ease of transaction where you get what you need without damaging other parties unnecessarily and leave them wanting to work with you again. Key behaviors that demonstrate valued people skills are: good listening, empathy, sincerity and trustworthiness. Honesty, supportiveness, a team orientation and a willingness to share responsibility are also part of the interpersonal savvy skills mix.
- **Planning and organizing:** Ability to manage time.
 - Planning and organizing are two key skills. The better organized you are, the more efficient and successful you will be. Effective planning allows you to achieve important goals and get the results you need. Planning also prepares you to deal more effectively with challenges and change.

FACILITATOR'S INSTRUCTIONS TO THE PARTICIPANTS (Directions):

- ▲ Engage the participants in a dialogue about the meaning of the above referenced leadership competencies.
- ▲ Have them explain how these competencies are utilized in school, church and other youth activities (provide leadership examples appropriate for youth).
- ▲ Write each competency on one or more cards and place them into the tool kit.

ACTIVITY/PROCEDURES/DISCUSSION

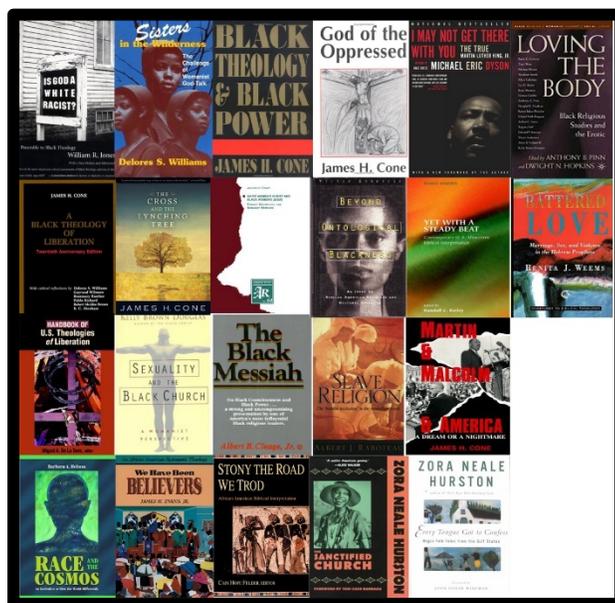
- ▲ Participants will divide into groups of three to four participants.
- ▲ Depending on the number of groups, have the participants pick an index cards from the box. (Note: Two groups may have the same competency)
- ▲ Allow the groups to spend time discussing how and under what circumstances they exemplified that competency or have experienced that competency being used by others.
- ▲ Have participants give examples or scenarios of the competency they selected.
- ▲ Assemble the large group. Ask each group to give examples of their competency without naming it. After each group presents have the large group guess which competency was presented. Then ask the group that presented to discuss the competency: why they described it as they did, and when and how they can use it in their various schools, youth organizations, and communities.
- ▲ Have participants write the competencies and a definition/description in their journals.

RESOURCES:

- ▲ <https://www.forbes.com/sites/gaudianohunt/2017/05/15/28-awesome-black-women/#79af692f8914>
- ▲ <https://diversityessentials.wordpress.com/2008/10/15/african-american-female-leadership-styles/>
- ▲ <https://hbr.org/2018/03/beating-the-odds>



READING CLUBS



UNIT: Reading Clubs

FOCUS/TOPICS TO ADDRESS: Reading for pleasure

MODULE: READING IS FUN-DAMENTAL!

GOAL/TARGET:

- ▲ The module will introduce participants to two types of reading clubs: 1) Participants or leaders select the articles or books to be read for small groups of participants, and 2) Youth or leaders select an article or book to be read by the whole group for pleasure or edification.

MATERIALS NEEDED: Articles/Books for teens that have been previewed by the leaders. The following may be considered.

- *Becoming* by Michelle Obama
“In her memoir, a work of deep reflection and mesmerizing storytelling, Michelle Obama invites readers into her world, chronicling the experiences that have shaped her—from her childhood on the South Side of Chicago to her years as an executive balancing the demands of motherhood and work, to her time spent at the world’s most famous address. With unerring honesty and lively wit, she describes her triumphs and her disappointments, both public and private, telling her full story as she has lived it—in her own words and on her own terms. Warm, wise, and revelatory, *Becoming* is the deeply personal reckoning of a woman of soul and substance who has steadily defied expectations—and whose story inspires us to do the same.”
- Article: “Black and White: These twin sisters make us rethink everything we know about race.” www.nationalgeographic.com/magazine/2018/04/race-twins-black-white-biggs
- Article: “Starting school at 10am halves student illness and improves academic performance, finds study” www.independent.co.uk/news/health/school-start-tim-10am-student-illness-health-academic-performance-study-a8072231.html
- Article: “10 Little Known Black History Facts”, <http://www.pbs.org/black-culture/explore/10-black-history-little-known-facts>

READING GROUPS (Background):

Note to facilitator: Determine whether your participants are interested in starting a Reading Club. (The term “Reading Club” is being used as a means to distinguish it from the school “Book Clubs”). If the participants are interested in reading a book(s) outside of school, then proceed. Each participant should have her own book (budget permitting). Also, it is strongly suggested that the leaders/members of the committee read or at the least preview the books selected.

Note to facilitator: Discuss the information below with the participants.

*Reading Clubs provide opportunities for us as a group to select and read articles and books that we find fun, interesting and/or exciting. We can do this in a number of ways, but here are two we might consider: 1) Participants or the leaders can suggest articles/books that we will read as small groups, and/or 2) A single article/book selected by participants or leaders can be read by everyone. For example, *Becoming* by Michelle Obama might be a book that all will want to read and then do an activity together.*

(Note: The Reading Club can be added to many aspects of the Delta Academy Program)



OPENING ACTIVITY

Facilitator Instructions:

Explain what a Reading Club is and determine if your participants want to start one. If so, discuss:

- ▲ Guidelines for the Club.
- ▲ Expectations of outcomes.
- ▲ Begin with an *enticing* article. Then spend the time necessary to find a book(s).

MAIN ACTIVITY 1: WHAT IS YOUR OPINION?

Facilitator Instructions: Distribute one of these articles:

- ▲ “Black and White: These Twin Sisters Will Make You Rethink Race.” www.nationalgeographic.com/magazine/2018/04/race-twins-black-white-biggs
- ▲ “Starting school at 10am halves student illness and improves academic performance, finds study” www.independent.co.uk/news/health/school-start-tim-10am-student-illness-health-academic-performance-study-a8072231.html
- ▲ “10 Little Known Black History Facts” <http://www.pbs.org/black-culture/explore/10-black-history-little-known-facts>

Explain to the participants that this activity begins with their opinions.

- Ask the participants their initial thoughts about the article. Allow as many opinions as participants want to express. Let the discussion be led or tossed from participant to participant.
- Explain any misconceptions.
- Assist the participants with summarizing the point(s) of the article.
- Make certain their opinions are acknowledged and appreciated.

MAIN ACTIVITY 2: LET’S TALK BOOKS!

When you begin to read books, below are some sample questions for general discussion. The participants should think of reasons for their answers or give examples to back up their opinions. Remember to be careful of spoilers when answering.

Discuss the characters.

- Did you find the characters believable? Why or why not?
- With which characters did you identify most?
- What makes the characters original or interesting?
- Which character is your favorite and what qualities does s/he have that you admire?
- Would the book be different if one or more of the characters was a different race?
- If this were a movie, who would you recommend for the main part

Explore the setting.

- What did you like about the setting?
- How would the book be different if it were set in another time or place?
- Does the author put a lot of detail into the setting? Which details do you like or dislike?

Think about plot.

- Is the pace of the plot fast or slow? Explain.
- Do you think the pace matches up with the story? Why or why not?
- Is the story told in chronological order or does the author use flashbacks?
- Why do you think the author chose to tell the story this way?



Examine the themes and genre:

- What is the main message of the book?
- How do the characters help get the message across?
- Why do you think the author wrote the book?
- What genre would you call this book? Why?

Consider other aspects of the book.

- What did you like about the book? What really caught your attention?
- Was there anything you thought was strange?
- Is there anything about the book you would like to change?
- Is this a book you would recommend to your friends?
- How does the title relate to the book? Would you have given it a different title? If so, what might that be and why?

EXTENSION ACTIVITY: One way to sustain the Reading Club is to partner with other Delta Academy/Delta GEMS Reading Clubs online. Online reading communities provide opportunities for readers to engage with a worldwide community. Readers make recommendations, post reviews and meet Delta Academy/Delta GEMS friends who share their taste in books.

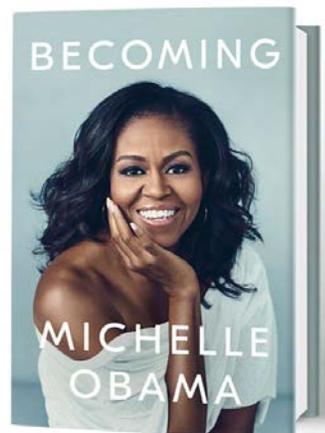
Once the participants finish one of the selected books, celebrate this milestone!

TECHNOLOGY INTEGRATION: Look for ways to integrate technology in reading and discussing the books. You might have them research the setting, for example.

FORMATIVE EVALUATION (Optional): Have the participants do a craft or art project, have a debate, role play, or do something creative for the specific book. You might organize a festival of books, where the participants present their projects or role plays.

TAKE HOME MESSAGE (Optional): The participants might share what they read with school friends and/or family members.

EXERCISE
your mind.
READ!





INFORMATION LITERACY



UNIT: Social Media and Information Literacy

FOCUS/TOPICS TO ADDRESS: What do I need to know to keep me informed, yet safe, while using the internet? How can I determine if the information I see on the internet is factual? How is my self-perception expressed through my use of social media? What should I do if I think I'm being bullied on social media? The Unit answers these questions in four modules:

- ▲ Module 1: Information Literacy and Research
- ▲ Module 2: Internet Safety, Privacy & Security
- ▲ Module 3: Self-Image/Identity and Personal Branding
- ▲ Module 4: Cyberbullying & Digital Drama

GOAL/TARGET:

At the end of the *Social Media/Information Literacy* unit, participants will be able to:

- ▲ **Identify** scholarly vs non-scholarly internet resources.
- ▲ **Describe** the differences between cyberbullying and face-to-face bullying.
- ▲ **Describe** at least 2 major impacts of social media on teens (e.g. predatory behavior, personal branding, cyberbullying, etc.).
- ▲ **Summarize** data on cyberbullying and/or the safe use of social media.
- ▲ **Articulate** gaps of knowledge concerning how social media is used safely.
- ▲ **Verbally present** their understanding of how they can become an upstander.
- ▲ **Apply** their knowledge of information literacy using instructor guided examples.
- ▲ **Analyze and predict** the outcomes of misusing social media.
- ▲ **Evaluate** their personal understanding of safe internet use and scholarly information acquisition.
- ▲ **Design** a controlled evaluation tool to assess their peers and/or parents' knowledge of social media and information literacy.



MODULE 1: Information Literacy (IL) and Research**GOAL/TARGET:**

Participants will be able to:

- ▲ Understand what information literacy is and why it is important in school, the workplace and society.
- ▲ Distinguish between scholarly information found on the internet vs non-scholarly information.
- ▲ Learn effective techniques for evaluating the quality and credibility of websites.
- ▲ Think critically about the intentions of commercial websites and advertising.
- ▲ Apply different search strategies to increase the accuracy and relevance of online search results.

MATERIALS NEEDED:

- ▲ Deck of cards
- ▲ White board or flip charts/butcher paper
- ▲ Markers
- ▲ Paper and pencil/pen for each participant
- ▲ Scribe/recorder
- ▲ Copies of handouts: C.A.R.S.
- ▲ Look up and print out current scams from www.snopes.com, etc. for Adaptations/Extensions

NOTE TO FACILITATOR (Background): Information literacy refers to a set of characteristics that transform an ordinary student into a "wise information consumer" and "lifelong learner." Information literacy isn't just something you "do". Rather, "information literate" is something you become via your schoolwork, personal experiences and interactions with information.

Some of the aspects of information literacy include using information technologies, such as personal computers, cell phones, e-mail, software programs, and the Internet. Other aspects of information literacy involve the evaluation of the information you obtain using the Internet and online electronic resources. Still other components of information literacy regard the ethical use of information and information technologies. A couple of the primary goals of information literacy are to get people to think critically about the information they encounter and to build in people the ability to use that information to create new knowledge.

FACILITATOR'S INSTRUCTIONS TO THE PARTICIPANTS (Directions): Write INFORMATION LITERACY on the board or flip chart before the session begins. When all participants are seated and your normal opening is completed, begin by dividing the groups into fours. They will remain in these groups for the entire lesson. You should decide how to best arrange the groups using your preferred techniques, but an example is to have a presorted deck of cards (only 1s, 2s, 3s, etc. depending on how many groups you need). If you need three groups of four, then use all four of the aces, twos and threes from the deck. If you need four groups of three, then use three of each valued-card (i.e., 3 tens, 3 jacks, 3 queens, 3 kings). Shuffle the cards and have each participant pull a card. They belong to the group with others who pulled the same valued card.

ACTIVITY/PROCEDURES/DISCUSSION:**Opening Activity: What is Information Literacy?**

Once rearranged into their groups, point to the topic printed on the board or flip chart and ask, "Who can share with me the meaning of Information Literacy?" You may use prompts, such as asking what "information" means and then what "literacy" means. Then they should be able to put the two meanings together to form a possible definition of Information Literacy. As the participants respond with their definitions, write them on a flip chart for use throughout the lesson. After a few definitions have been given and recorded, provide the following information:



Information Literacy includes the ability to identify, find, evaluate, and use information effectively. From effective search strategies to evaluation techniques, participants learn how to evaluate the quality, credibility, and validity of websites, and give proper credit. Information Literacy has also been referred to as digital literacy or media literacy. Regardless of the terminology, be it digital literacy or media literacy, having information literacy skills are the fundamentals to thrive in a digital space. Key to developing/enhancing this skill are:

- The ability to articulate one's information need.
- The ability to identify, locate and access appropriate sources of information to meet the information need.
- The ability to effectively use information resources, regardless of format.
- The ability to critically and ethically apply the information.
- The ability to determine if the need has been adequately met.

Have the participants find similarities between their definitions and the definition above. Discuss in depth and then have participants form their own one-sentence definition of “information literacy”. Write their definitions on the board or flip chart. Have participants write them in their journals.

Main Activity: The Elements of IL

Begin by telling them that too often, participants who are looking for information online— particularly for their schoolwork — conduct an oversimplified search that leads to millions of results. With a sea of information at their fingertips, it is crucial for young people to think about how they search and what they find online. As a leader, you can help your participants develop strategies for uncovering accurate, relevant, and quality information — whether conducting online research for school projects or exploring their personal interests.

In today’s world, information skills – critical thinking and problem solving – are essential to success in the workplace and in everyday life. Decisions ranging from purchases to healthcare rely on sound information literacy skills. Being conscious of the variety of information available and basing your decisions on sound evaluation and reasoning will significantly impact your life.

Key Vocabulary

Write on flip chart or board and discuss the following terms:

- ✓ **Strategy:** a course of action designed to help you reach a specific goal or result.
- ✓ **Keywords:** the words you use to search for information about a topic.
- ✓ **Plagiarism:** using some or all of somebody’s work or idea and saying that you created it.
- ✓ **Citation:** a formal note of credit to an author that includes their name, date published, and where you found the information.
- ✓ **Digital photo manipulation:** using digital technology to change the content or appearance of a photo.
- ✓ **Retouching:** to improve a photo by adding or changing small details.
- ✓ **Synergy:** two or more things working together to produce something that each could not achieve separately.
- ✓ **Collective intelligence:** knowledge collected from many people toward a common goal.
- ✓ **Advertisement:** a message that draws attention to a product and encourages people to buy it.
- ✓ **Banner ad:** an online ad that looks like a bar or button on the website.



- ✓ **Advergame:** an online ad that is also a game you can play
- ✓ **Video ad:** an online ad that is a video and might look like a TV commercial.
- ✓ **Pop-up ad:** an online ad that “pops up” over the content of the website sponsorship.
- ✓ **Ad:** an ad that specifically supports an event, activity, person, or organization.

Breaking down information literacy elements: Utilizing IL standards and/or threshold concepts, breakdown IL as steps or concepts based on nature of class or student level. An example might be breaking down IL into the following “steps”:

1. **Recognizing an information need,** knowing where to look for information, how to look, resources available, (library, internet, people, etc.) What can they use? Why should they use these resources?
2. **Evaluating information** (including gray areas of information).
3. **Using information** (ethics, etc.)

The nature of information: What is Information? Have participants brainstorm ideas about the nature of information. Some discussion starters might include: Information vs. Knowledge, Information vs. Data. Does information have to be factual to be considered information? How is information conveyed/transmitted? These questions lend themselves to discussions of printed information, images/art, body language, spoken language, etc. This may be a rich area to explore and can be used across a variety of disciplines.

Evaluating Information: Lead a conversation about evaluation: examples could include medical topics, large purchases, news sources, social media, mockumentaries, gossip, etc. Ask participants how they would go about evaluating information they find on Twitter, Facebook, or other social media options. Have participants ever encountered a documentary or mockumentary? How did they tell the difference? Do participants question news sources? Do they look at multiple sources of information when encountering a news story that catches their interests?

Sharing Information: How do participants share findings? Research papers, social media, conversations, etc.? Do they understand their place in the larger world of information and progress? Brainstorm avenues of sharing or packaging information for others. What about ethics when it comes to information sharing? How does society factor into sharing information? Societal factors may be a good place to look at various countries and censorship issues.

Focus on learning new skills: Information Literacy requires us to learn new skills and technologies in order to access and share information. What technologies have participants encountered or would like to learn more about when it comes to access, evaluation, and sharing information?

Lifelong learning

Discuss the following: “A broad term that encompasses the full spectrum of an individual's educational experiences from traditional school to other forms of learning, which may include non-formal, informal, and self-directed learning. The term is often used in connection with adult education in the higher-education setting. It also is used in the occupational and professional development settings. Lifelong learning refers to a lifelong commitment to continual learning and personal development and improvement.”

Why/how are information literacy skills important in the workplace?

Have participants discuss ways in which IL skills could apply to their ideal jobs after graduation. Technology skills can also factor into this discussion.

Overall Discussion options: Develop a humorous list of made up symptoms and have the participants discuss IL skills as a process of discovery. If they have a set of symptoms, what is their information need?



Where can they go for information? Where should they go for information? Are some sources of information better than others? Why? Are some sources “gray” (not necessarily wrong or right)? How do they evaluate the information they find? How would they evaluate their doctor’s diagnosis? Are there ethical implications of the information they have discovered? Should they use the new-found information to diagnose others with similar symptoms?

OR

Ask the participants how they handle gossip. Do they question, out loud or silently, the source of the information, the biases, etc.? This is a good place to have participants explore their own personal biases and how that factors into their evaluation of information. This is also something that shows real world application of IL skills and social ethics.

Activity: Fact or Fiction?

To protect us from disease, we are inoculated with dead viruses and germs. To protect participants from viruses and scams, we should do the same thing. Research and use some current scams and cons from **Snopes** www.snopes.com, **Truth or Fiction** www.truthorfiction.com, or the **Federal Trade Commission** www.federaltradedecommission.gov, which tracks scams which are currently pervasive, websites; look for things that sound crazy but are true, or sound true but are false or a scam. Give them to participants and ask them to be detectives. This should open up a conversation on all kinds of scams and tips.

Facilitators may have participants create tutorials or presentations exposing common scams and how people can protect themselves. By dissecting cons and scams, participants become more vigilant themselves. Encourage them to share how a person could detect that something is a scam or con.

TECHNOLOGY INTEGRATION: Utilize the following tutorial to emphasize IL elements.

Evaluating Resources: Is Your Research CRAAP

<http://www.http.asu.edu/lib/tutorials/storyline/evaluating-resources/story>

This interactive web-based tutorial is designed to teach participants to recognize the importance of evaluating sources used in research projects and to teach them how to Use Currency, Relevancy, Authority, Accuracy and Purpose in evaluation. Several features of this tutorial include ungraded activities embedded in the tutorial, a 10-question quiz at the end that can be graded and a script of the tutorial.

ADAPTATIONS/EXTENSIONS (Optional): Using C.A.R.S.

C.A.R.S. is a tool that GEMS participants can use to help identify credible internet resources. The image below can be used for them as a guide to help identify credible sources, particularly if the previous online tutorial is not shown due to technological constraints.

Evaluating Websites

Use the C.A.R.S. checklist to evaluate every website you use for research.

C - Credibility - Who wrote the information on the website? Are they a credible authority?

A - Accuracy - Is the information current, complete, and correct?

R - Reasonableness - Is the source truthful and unbiased?

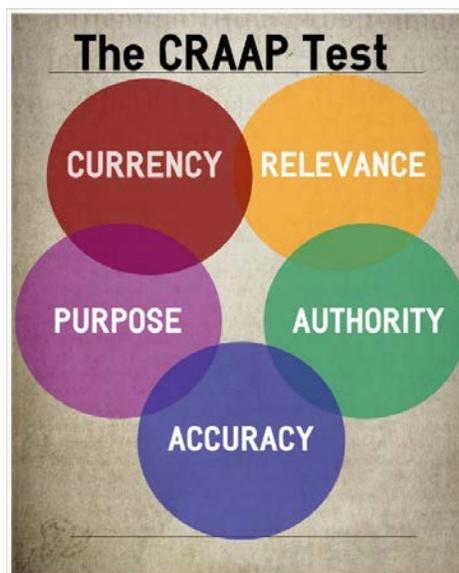
S - Support - Does the website have verifiable information? Is there a bibliography or list of sources?



Credibility	Accuracy	Reasonableness	Support

RESOURCES:

- ▲ <http://www.corp.credoreference.com>
- ▲ <http://commonsense.org>



UNIT: Social Media and Information Literacy

MODULE 2: Internet Safety, Privacy and Security

GOAL/TARGET: Participants will be able to:

- ▲ Identify steps they can take themselves to keep safe while using the internet.
- ▲ Identify high-, medium-, and low-risk internet behaviors.

NOTE TO FACILITATOR (Background): Facebook alone has over one billion active monthly users and 13 million of them have never touched their privacy settings, according to research done by Marketo.

According to the latest Pew Internet research (May 2013) on teen online privacy, www.pewinternet.org/Infographics/2013/Teens-Social-Media-And-Privacy.aspx teens are sharing more personal information on social media today than they were when the first Pew privacy study was done in 2006. Either they do not value privacy or we are failing to educate them, or both.

- 91% post photos of themselves, up from 79% in 2006
- 71% post their school name, up from 49%
- 71% post the city or town where they live
- 53% post their email address, up from 29%
- 20% post their phone numbers, up from 2%

Do these stats show that young people are more confident about their privacy on social media or that they are less concerned? Sixty percent of teens in the same survey said they have their Facebook profiles set to “friends only” and report high levels of confidence in their ability to manage their privacy. It could be their definition of privacy does not include their personal information. Teens do not equate the sharing of personal information with privacy. And, they are not 100 percent sure who can actually see what they are posting on social media.

We should teach participants the important privacy settings they need to address. You would be surprised how many participants believe that all their social media is private. Screenshots of privacy settings on a laptop and mobile devices help in your training. By walking participants through the platforms individually and showing them how to turn on notifications for tagging, disable location, remove email and phone numbers from “About” sections, as well several other key areas. Encourage them to unfriend people they do not know personally and possibly protect their Twitter and Instagram accounts.

FACILITATOR’S INSTRUCTIONS TO THE PARTICIPANTS (Directions): Today we will have discussion in both small and large groups to talk about how we can keep safe while using the internet. We will also discuss some internet behaviors that have been deemed high risk, medium risk and low risk. Know that even though some behaviors may be low risk, they are nonetheless risky!

ACTIVITY/PROCEDURES/DISCUSSION:

Opening Activity: Social Media is Forever

Begin by posing the questions and thinking starters as a “**think, pair, share**” activity; which means to allow time for participants to think individually, collaborate in pairs and then report their results to the entire group. Be sure to have each pair decide who will present their responses to the group. Ask:

- ▲ Do you believe that what you post on social media is private? Why or why not?
- ▲ Do you believe that what you post on social media today may affect your reputation in the future? Why or why not?
- ▲ If you were a parent, would you trust what your child shares on social media today? Why or why not?



- ▲ What effects have you, or someone you know, seen or felt as a result of social media postings? (These can be both positive and negative effects.)

Main Activity: A Participant’s Guide to Using Social Media Safely

Objective: To have participants identify harmful and violent social media content they witness, experience, and post. This lesson aims to provide participants with action steps on how to handle such posts and avoid or resolve conflicts without causing harm to oneself or others. This issue is of great importance as this harmful content creates real world conflicts and violence among youth. Further, law enforcement, employers, schools and colleges, among others, use social media to monitor youth and inform decisions, which can lead to arrest, being fired from a job, being suspended or expelled from school, and/or denied admission to college or a scholarship.

Introduction (3-5 minutes) : Introduce today’s topic of social media use and *how it affects life both on- and off-line*. For example – How many of you use social media? What do you generally use it for? Have participants *identify positive and negative impacts of using social media*.

What are some of the pros and cons of using social media? What do you like about social media? What don’t you like? How do you feel about what happens on social media? How does something on social-media impact your life offline?

NOTE: Teens report that social media has both positive and negative impacts on their lives. Positive examples include teens feeling better about themselves, increased sympathy for others, and increased self-confidence; however, negative outcomes include problems with parents, anxiety from posted content (i.e. pictures/videos), friendships ending, and face-to-face arguments. (If participants have not brought up negative impacts such as fights, arrests, violence, etc. resulting from social media, ask them about these consequences. Although this negative impact relates to cyberbullying, it is fine to begin this conversation now. “Cyberbullying” is covered more extensively in Module 4.)

Youth use social media to express a range of behaviors and emotions. While some of these behaviors and experiences are common among the general teen population – face-to-face arguments, friendships ending, getting into trouble at school – high-risk youth also use social media to **provoke physical violence**. This behavior is exhibited in a variety of ways: posting orders of protection that identify complainants to intimidate informants; posting fight videos to shame rivals; posting surveillance photographs of rivals they intend to attack/shoot; instigating conflicts by posting photographs of themselves in front of a rival’s apartment building or “turf;” blatant posts discussing serious violent events; incoherent and emotional arguments between rivals; obvious promotion of gang activity; and incessant taunting of rivals. An on-going cycle of violence is created as youth instigate, react, and retaliate to content posted on social media.

Ask:

- Did you ever witness or experience people fighting online or posting something that makes other people mad? Have you ever seen pictures/videos of teens with guns, drugs, or wads of money?

Follow up with asking them why they think this is happening. (Highlight behaviors that might influence positive and negative outcomes.)

- How do you feel when you witness or take part in this harmful behavior?
- How does someone’s behavior influence a negative/positive situation?

Give an example of provoking an argument or ignoring a nasty post, etc. For example, if someone comments “you’re ugly” on someone’s picture, that will most likely have a negative effect, where saying “you look nice” will have positive effects, and not saying anything will (most likely) have neutral outcomes. Ask participants and discuss:

- What is a situation where not saying something would be positive or negative instead of neutral?



Activity 2: Harmful and Violent Social Media Posts (5-10 minutes)

Begin to delve deeper into the problem behaviors happening online – specifically violence, criminal activity (guns, fight videos, drugs, wads of cash, etc.), harassment, meanness, bullying, etc. – by giving participants more information on today’s topic. Ask participants:

- What are your biggest problems on social media?

(Facilitators Note: If participants don’t identify violence, criminal behavior (guns, assaults, threats, mobbing, wads of cash, drugs, etc.), bullying as big problems, ask them why these are not problems and stress the serious harm these types of posts can bring to themselves, people they care about, and others.)

- Have you ever seen people post statuses referencing another person, either by name or not?
- Have you ever witnessed someone threaten or harass someone on social media?
- Has anyone “liked” or “shared” a fight video? How can this be harmful to you and others?

Inform participants on how police, employers, schools, and colleges all use social media to monitor youth and inform decisions about their futures. Posting inappropriate content online can get you expelled, suspended, fired, hurt, killed, or arrested. (For the purposes of this curriculum, “mobbing” is defined as when a group of youth is mobilized to a specific location and they travel together down a street, through a park, subway station, or store. Mobbing is a way for crews to promote their image by projecting their strength, size, toughness and power, and a means to intimidate others. Videos of youth mobbing often exhibit them engaging in criminal activities such as theft, vandalism, weapons possession, harassment, and assault, among others.)

Social media activity is seen by everyone in a user’s network (and sometimes the entire public), allowing people to re-post/share posts, causing the posts to be seen by even more people. Police can very easily become aware of posts involving criminal activity and have used social media as evidence against youth in prosecutions. Facilitators should include information to deter youth from:

- Engaging in criminal activity both online and offline.
- Posting, liking, sharing, and commenting on criminal activity on social media which can put youth at risk for violence, victimization, disciplinary action, and arrest.
- Posting, sharing, liking or commenting on pictures/statuses/videos/etc. that include guns, drugs, wads of cash, fights, threats, promoting violence, promoting a crew/gang, etc. This can link youth to criminal activity and can create consequences such as getting arrested, suspended, expelled, fired, or rejected from a job, school, or scholarship.

Tell participants they should not “friend” people or accept “followers” they do not know.

When youth involved in criminal activity are arrested, often charges are increased due to social media activity. Social media activity has supported the prosecution of youth on felony charges including Conspiracy to Commit Murder, even if the youth was not present for the murder. As a result, youth can face long prison sentences (20+ years). Examples of posts used in criminal prosecutions include:

- Pictures with guns.
- Posts discussing previous violent events (like shootings, robberies, fights).
- Taunting and threatening rivals.
- Discussing law enforcement activities.
- Coordinating shootings, buying/selling/accessing guns; promoting a crew; associating with a crew by saying “Free XXX” if they have been arrested/incarcerated.
- Music videos calling out rivals.
- Videos of criminal activity (fights, jumping turnstiles, robberies).



Remind participants that content posted online can live forever and that content is still accessible from the site's servers after it is deleted by the user. This means that anyone with a court order can still obtain the content. Therefore, participants should always think about what they post before they post it and consider who in the future might be able to see or access it.

Employers use social media as an informal background check. Make sure your profile pictures are appropriate and none of your profile is public. If any content is public for some reason, make sure it is appropriate for anyone to see.

Some colleges and employers request your social media usernames and passwords to be considered for admissions or hiring. This provides them access to look through all of the applicant's social media history, messages and posts.

- Some states have passed laws that make this practice illegal.
- A national law is currently being pushed (SNOA), so keep up to date on the laws around this important issue.

Facebook has made sharing or soliciting a password a violation of its Statement of Rights and Responsibilities. (Facilitators note: Remind participants of the 2018 Facebook "scandal" that reported the breach of security by allowing personal information to be shared and the Congressional testimony of Mark Zuckerberg, CEO of Facebook.) Inform participants that they can tell a college or employer that they cannot share their password because it violates their user agreement with Facebook (or other social media site with the same policy). But note that the college or employer may not admit or hire them as a result of refusing to provide this information.

Scholarship providers have denied applicants a scholarship because of what they posted on social media. Additionally, bullying, threats, and ranting about your school/classmates/teachers/bosses online can also lead to disciplinary actions such as suspensions, expulsions or being fired.

Have participants identify topics that are harmful. Get participants to define how social media activities can be harmful and provide examples of what it looks like to them. (An example could be something that hurts someone's feelings, makes them feel in danger, or promotes criminal activity shootings, violence, assaults, guns, drugs, rape, etc.).

Discuss the examples participants provide. Insert the following if they are not included:

- Purposely provoking someone online.
- Posting something nasty about someone.
- Picking on someone repeatedly.
- Making fake accounts to stalk/harass someone.
- Posting about criminal intentions (i.e., mobbing, killing someone, threats).
- Photos or videos of fights or weapons, drinking or using drugs alone.

Follow up on the problem behaviors listed above by asking **participant** show they currently handle these situations: Ignore, confront, post/reply, "like", tell friends, tell adults, etc.

Activity 3: Dealing with Harmful and Violent Social Media Posts (15-20 minutes):

Ask participants how they decide what to do when they see a harmful post.

- How do you know whether a post is serious or not? For example, we have all seen people post things that are not serious, but how do we know?

Probe participants for an example of this.



Advise participants that they can assess what is written. **Depending on their relationship with the person posting** and how serious they believe the person to be, they should act against the harm. For example, if it is a direct threat, and you feel the person will act on it, what can you do? **Let participants define high, medium, and low risk posts.** (Be aware that situations can go through all of these levels of risk).

High Risk: Content that promotes easy access to weapons (pictures posing with guns, selling guns, posts about being armed with a weapon); life threatening; dangerous; threats; previous assaults (these often trigger retaliation); about a crime that is about to happen; or violent content of someone you know that becomes viral (shared videos of fights, humiliating pranks, shaming, bullying, memes/gifs).

Medium Risk: Likely to cause a serious argument, but no one is in physical danger yet; current court cases/arrests; drugs; cash; mobbing; recruiting people for a fight; or drinking and drug use (especially if the teen is alone).

Low Risk: Mean/offensive general remarks; attention-seeking; or promoting crews or groups.

Ask participants how they can track the risk progression of posts. This can help them identify if a post is escalating or deescalating.

- **Escalating** posts include those that are shared/reposted by others, involve arguments in comments sections, or become more serious in threats and intent (can include thoughts of suicide, threatening harm to another person, threatening to commit a crime).
- **De-escalating** posts include those that have stopped getting attention, are deleted, someone in a position to help is intervening has been notified already, the person is no longer engaging/responding, or the person is ignoring comments.

Direct participants to come up with action steps for each of the risk levels (and any other situation-specific response that appears necessary from the conversation with participants). Prompt them for action steps by asking:

- When your friends are having an argument in-person, what do you do to calm them down?
- Do you think this approach would be different online? How is it different? How does this change your approach?
- If you see something harmful on social media, is it okay to intervene if done safely? What would this look like?

(Note: Reinforce that **participants should always make sure they are not putting themselves in danger** by intervening.

Examples of Possible Action Steps: Stress the following factors in crafting the best ways to resolve a conflict:

- Be an active listener.
- Calm down the anger.
- Make sure to realize the possible consequences of any action before retaliating.
- Walk in the other person's shoes.

High Risk:

- Inform a trusted adult, community member, anti-violence organization, or the police.
- If a participant thinks a shooting or other serious violent crime is about to happen, the adult or youth should tell the police and/or a local anti-violence organization so they can stop the shooting/crime.

Listen to this story about Iquan Williams – his brother saw a post stating that someone was going to shoot up the party Iquan was attending. His mother told him to come home, he told her he was on his way,



but a shooting happened at the party before he left, and he was killed. If someone had told the right people (the police or an antiviolence organization), about the shooter's posts Iquan would probably still be alive. What are other stories like this?

- Tell other people that might be near or going to the location of the shooting/crime so they can avoid the area.
- Flag/report the post so the site can take it down; take a screen shot of the post to share it with a trusted adult.

Medium Risk: If the person posting is a friend, try to talk with them privately and see how you could help calm them down. If you feel that this is appropriate, use the following tactics:

Reduce Anger:

- Promote other activities: Going for a walk/run; listening to music; reading a magazine; etc.
- Reframe the situation: Are you sure the other person meant to hurt you? What if that post wasn't about you?
- Distract them: Refer them to funny sites; tell a funny story; look at pictures; etc. Do not get them riled up by replaying the event over and over again.
- Outline potential consequences: Ask them what their goals are (either for life, or for next week, or even tomorrow) and explain how responding can impact these goals. Show them that getting in a fight online/harmful posts can mess up their plans.

Empathy: Make sure they recognize how the other person is feeling. Ask them how might what you say hurt others? How would you feel if that was said to you? How would you feel if that was said to your brother/sister/cousin?

Self-Control: Help your friends identify the stress points in their body. For example, when they get mad, where is their tension (hands, jaw, back, shoulders, legs, etc.)? Do they get sweaty? Do they pace? Does their heart begin to beat faster? etc. This will help participants recognize their anger at earlier stages.

Inform: Tell a trusted adult or community member if you think the problem is escalating. If the person getting picked on is a friend or someone you know, reach out to them and let them know you support them and are there to listen.

If someone is posting about criminal activity, remind your friends that social media is monitored by police, employers, schools, etc.

If people are fighting online, think if there is a way to de-escalate the argument without putting yourself at risk. Maybe you can post a picture from when you were all friends, talk with them offline about what's going on, or tell someone that can help mediate the conflict (anti-violence organizations, school counselors, teachers, etc.) - see above examples of high-risk action steps.

If you notice a friend is using drugs or alcohol a lot or alone, try to let them know you are worried about their use and see if they would be open to talking to someone about it (local community-based organization, school counselor, etc.). Flag/report the post so the site can take it down. Take a screen shot of the post to share with a trusted adult.

Low Risk: Monitor the post to make sure no one will get hurt. If you are worried about this person, offer to talk or hang out to give support.

Activity 3: (5 minutes):

Discuss or hand out an example of a harmful post to each student. Read through the scenario together.



- Is this a high, medium, or low-risk situation? Why?
- What would you do if you saw this post, but it wasn't about you?
- What would you do if someone posted this about you?

--OR--

Role play a scenario where a student saw a harmful post the night before and provides advice in-person the next day at school. Let participants create the scenario by allowing them to decide what the post said and how they want to handle it the next day, etc.

Final Thoughts: Always be responsible on social media.

- What you post impacts yourself, people you care about and others.
- Employers, colleges, scholarship providers, schools, and the police can monitor your online activity, including private messages.
- Content can still be accessed from the site's servers after it is deleted by the user.
- Always think before you post.
- Report harmful posts appropriately. Take screen shots or find another way to record or document the post in order to show it to a trusted person who can help intervene.

TECHNOLOGY INTEGRATION:

- ▲ YouTube video: Pro Hacker Tells Scary Truth, Cyber Security & Online Privacy. John Lovell (30:36): https://www.youtube.com/watch?v=c_zgyl1ouQk
- ▲ YouTube video: Why Care About Internet Privacy? (1:38): <https://www.youtube.com/watch?v=85mu9PLWCuI>
- ▲ Privacy and Data Protection (10:43): <https://www.youtube.com/watch?v=ZNEPaGFAPX4>
- ▲ YouTube video: 2017 Easy Privacy & Encryption Tools – Online, Text and Email Security (3:55): <https://www.youtube.com/watch?v=w9hG-TXF3WA>
- ▲ YouTube video: Social Media Data Privacy Awareness. Technology Services at Illinois. 2016. (2:10): <https://www.youtube.com/watch?v=UhhYSrUHnao>
- ▲ YouTube video: Facebook Data Breach Online Tips from a Security Expert | What the Cyber? 2018. (5:15): <https://www.youtube.com/watch?v=ggJUMDU339s>

ADAPTATIONS/EXTENSIONS (Optional): Though there are a lot of Social Media apps that we use, they all should be monitored by you and your parents on a regular basis. They may not seem harmful; however, predators also look at these same apps.

TAKE HOME MESSAGE (Optional): Print copies for GEMS to discuss and take home.



GEMS_Tips to
Protect Your Identity.

<http://bit.ly/GEMSProtectIdentity>



RESOURCES:

- ▲ *A Student's Guide to Using Social Media Safely – Lesson Plan*
Copyright© 2015 Citizens Crime Commission of New York City, Inc. All Rights Reserved.
www.nycrimecommission.org
- ▲ <http://www.common sense.org>



UNIT: Social Media and Information Literacy

MODULE 3: Self-Image/Identity and Personal Branding

GOAL/TARGET: Participants will be able to:

- ▲ Understand the correlation between self-image & identity to personal branding.
- ▲ Identify the positive and negative comments generated as the result of a Google search of their own name.
- ▲ Make a plan to remove unwanted information.

MATERIALS NEEDED:

- ▲ Paper
- ▲ Pens/pencils
- ▲ 4 x 6 notecards
- ▲ Masking tape
- ▲ Access to the internet or participants' smartphones (optional)

NOTE TO FACILITATOR (Background): When we talk about "personal branding" we are referring to establishing and promoting what you stand for. Your personal brand is the unique combination of skills and experiences that make you who you are. Effective personal branding will differentiate you from others.

FACILITATOR'S INSTRUCTIONS TO THE PARTICIPANTS (Directions): Your online identity is not the same as your real-world identity. Every website you browse, shop from, or log on to 'sees' you and your characteristics differently. For instance, when you shop or purchase items, that site begins to establish a partial identity for you or whomever is using your name or identity. So, as each site is visited and viewed, your identity is being added to or enhanced. Birthdate information, favorite color, best friend, whether or not you own a pet, likes and dislikes are all being collected as you surf and post. Some of this information is under your control; some may not be or may even be invisible to you. All of it contributes to 'who you are and what you do.' This is known as your digital identity.

ACTIVITY/PROCEDURES/DISCUSSION:

Opening Activity: Personal Branding

Have participants discuss their ideas on what personal branding means. Give them time (approximately 3-5 minutes) to "think, pair and share", and then share with them the background stated above. Pass out paper/pens/pencils and have participants list the characteristics they would like as their personal brand. Allow them approximately three minutes to truly think about this and reserve their finished paper for use later in the lesson.

While participants are writing their own characteristics on paper, tape a notecard to the backs of each participant. After the three minutes of self-thought, tell all that now they are going to write on everyone's notecard at least two characteristics they believe that person possesses. Have participants stand up relatively close to each other. Each one writes on the card of a person near them. After 30-45 seconds, have them write on another person's card and continue this process until all have comments written on their cards. At the end, have each person remove their cards from their backs and compare what was written on their card to the personal characteristics they wrote down previously. Discuss.

Main Activity: What's Your Digital Footprint?

Tell participants that a **positive** personal brand is important because it may impact their college choices or potential career opportunities. Regardless of your age or professional stage, someone is screening you online. What they find can have major implications for your professional (and personal) well-being. Do you know where you stand?



Using their own cellphones have them Google themselves and see what they find. Allow them adequate time to search their names (and possible aliases) to see what they find. After a little time, let them know that college recruiters and human resource departments use the internet in this manner to see “the real you”. Ask if they liked what they found and if they are pleased with their “online reputation”. If they see that there are negativities associated with their name, they may want to start “cleaning up” what’s online.

Once you know what kinds of search results are closely attached to your name, you can take steps to remove them. Start with the easy wins. That means posts, images, videos, comments, etc. that you can simply unpublish or delete. Take some time going through your social media profiles and website(s).

Get rid of anything that doesn’t fit with your vision for your personal brand. That live journal entry about how AFI changed your life was relevant in high school, sure. But it may be time to unpublish your old posts when trying to make it to your college of choice or preferred job.

Clean up can at times be tough, even if you’re not particularly active on social media. That’s because there’s always the chance that a post, comment or picture from years ago could come back and sabotage your personal branding strategy (even if you didn’t write or post it). These are the types of posts/pictures/comments/etc. that can be damaging:

- Unprofessional Behavior
- Unprofessional Communication Style
- Drinking or Drug Use
- Criminal Behavior
- Polarizing Views - particularly when related to politics, religion, race and gender.
- Sexually Explicit Content
- Violence or Bullying
- Bigoted Behavior

After you clean up existing web properties, you can really start to think about the personal brand that you are trying to build. Create your own personal brand online by identifying the unique elements that make you “you”.

What is your personal brand? What do you want to achieve by putting effort into how you look online?

When figuring out how to start your own brand online, ask yourself questions like:

- Who are you?
- What makes you unique?
- What is your vision for your personal brand?
- What is your goal with personal branding?
- What are your professional goals?
- Who is your audience? Who can you help?
- How can you help them? What makes you different?
- What’s your X Factor? What makes you reliable? Trustworthy?
- How do you prove that? What’s the evidence?

In addition to these kinds of questions, start thinking about your accomplishments and gather any supporting materials that can reinforce them. What are your short and long-term goals for your personal branding strategy?

Before you start building your personal brand, think about (and find examples of) the information that you will want to share about your own successes.



You've just finished thinking about your goals and what differentiates you from others. Now it's time to hone in on showcasing your assets. You can do this by:

- Writing out the accomplishments that make you proud.
- Listing moments when others recognized you and your work publicly.
- Thinking of times other people acknowledged your work privately.

Whether you're building a personal brand while applying to schools, job-searching or just trying to increase your network and earning potential, take some time to answer the questions above for yourself. Think holistically about what you are projecting and the impression that you want to leave with anyone who searches for you online.

Now you can come up with a succinct description of your personal brand and biography, as well as longer versions. You will use these variations of your biography and personal brand statement for your social media profiles. This is how to make your own brand cohesive, but still have unique content available on different platforms. This is appealing to users and search engines alike.

Though there are a lot of Social Media apps that we use, they all should be monitored on a regular basis. Search these sites and delete any negative information that could harm your personal brand and online reputation.

- | | | | |
|--------------|----------------|-------------|-----------------------|
| ▲ Facebook | ▲ LiveMe | ▲ YouTube | ▲ SnapChat |
| ▲ Twitter | ▲ kikMessenger | ▲ ChatStuff | ▲ SnapMaps |
| ▲ Musical.ly | ▲ WhatsApp | ▲ Messenger | ▲ various File Vaults |
| ▲ Instagram | | | |

Alternate Activity:

CASE STUDIES:



Case

Studies_Module 3.do

<http://bit.ly/GEMSCaseStudy>

While reading the case studies, ask yourself:

- ▲ What motivates this person to present himself or herself differently online?
- ▲ What are the consequences of the person's actions? How do you think it might end up affecting the person? How might it affect other people?
- ▲ Do you think it is okay to present a different identity in this situation? Why or why not?



TECHNOLOGY INTEGRATION:

Title:	Live My Digital for Students
Author:	Willow B
URL:	https://www.youtube.com/watch?v=OBg2YYV3Bts
Description:	A digital footprint is the trail of information we leave behind us when we do anything online - when we share, search, join groups or buy things. All of this information is stored somewhere – sometimes we know about it and sometimes we don't. This video discusses how a digital footprint can affect us: our college application, our career opportunities, etc.
Category:	Internet Security
Date:	July 2016

Title:	Lesson in Action: College Bound
Authors:	Common Sense Organization and Linda Bettencourt (Consumnes Oaks HS/Gail Delser (Elk Grove HS) a
URL:	https://youtu.be/GX68fxj5VAc
Description:	A digital footprint is the trail of information we leave behind us when we do anything online - when we share, search, join groups or buy things. All of this information is stored somewhere – sometimes we know about it and sometimes we don't. This video discusses how a digital footprint can affect us: our college application, our career opportunities, etc.
Category:	Internet Security
Date:	2016

For Parents: visit <https://www.comonsense.org/education/privacy/questions/navigate-by-category>

ADAPTATIONS/EXTENSIONS (Optional):

Module 3
Extensions.pdf

<http://bit.ly/GEMSMModule3Extensions>

TAKE HOME MESSAGE (Optional):

Check out software that may help you manage your online reputation.

<https://brandyourself.com/reputation-management-software>

RESOURCES:

- ▲ The Definitive Guide to Personal Branding: www.brandyourself.com
- ▲ SchneiderB Media. (March 8, 2018). It's Time For Social Media Training For Students. (<https://www.schneiderb.com/time-social-media-training-for-students>)
- ▲ <https://www.sutori.com/story/digital-citizenship-self-image-and-identity-07ee>
- ▲ <http://commonsense.org>



UNIT: Social Media and Information Literacy

MODULE 4: Cyberbullying & Digital Drama

GOAL/TARGET: Participants will be able to:

- ▲ Define and identify examples of cyberbullying and ways to respond to unkind behavior.
- ▲ Identify the negative effects of cyberbullying.
- ▲ Identify the obstacles and provide solutions to stop cyberbullying.
- ▲ Understand the role of the bystander and upstander.
- ▲ Practice assertiveness skills and “I” messages.

MATERIALS NEEDED:

- ▲ Chart paper or chalk board
- ▲ Index cards
- ▲ Markers
- ▲ Variety of art materials for self-portraits
- ▲ Paper for writing Upstander Pledges

NOTE TO FACILITATOR (Background):

Girls are disproportionately affected by cyberbullying. This finding from school personnel is consistent with the research on bullying, which has found that girls are more likely to engage in the types of bullying that can be executed online, such as verbal bullying, rumors, and exclusion. Several leaders remarked that girls endure cyberbullying because of a fear of being “unplugged” and unaware of social interactions and what might be being said or posted about them online.

Youth with disabilities, particularly those affecting social functioning, are at higher risk of being involved in cyberbullying. Several school leaders explained that youth who struggle socially may find opportunities to practice social skills online in a positive way, but may also become involved in negative interactions as victim and/or perpetrator.

Lesbian, gay, bisexual, and transgender youth also appear to be at greater risk of being victimized. This was noted most at the high school level, as youth are exploring sexual identities and peer relationships.

Cyberbullying is generally viewed as a more common problem among middle school students. This perception is driven by higher reports in middle school in some districts as well as the belief that younger youth lack the social skills to use social media appropriately.

Most parents feel primarily responsible for preventing their children from being cyberbullied. The majority of parents acknowledged that they are the ones who can take on the biggest role in setting rules and monitoring their child’s internet use.

Despite their sense of responsibility, most parents lack the technical knowledge to protect their children from cyberbullying. Parents explained that they are playing a game of “catch up,” and are unable to do adequate parenting around this issue given their lack of knowledge of technology.

Youth universally agreed that cyberbullying is more widespread and harmful than face-to-face bullying. This was due to the most-often anonymous nature of cyberbullying and the intensity of negative comments and postings that can be “witnessed” by hundreds of people over a prolonged period of time.

Cyberbullying that occurs outside of school affects youth’s social and emotional well-being at school. Youth talked about the fear of coming to school to face the many other students that have been online witnesses to bullying. They mentioned it can impact a student’s concentration, self-esteem, and lead to anxiety, consistent with the observations of school administrators.



Cyberbullying is viewed as a particularly widespread problem among girls. Youth acknowledged that girls use different bullying tactics than boys, such as social exclusion and rumors, and that these tactics can easily be executed online. Several girls spoke about the problem being exacerbated by girls' fear of not being "connected," in that they continue to maintain online contact with someone who is victimizing them in order to stay aware of what they are posting and how others are responding.

FACILITATOR'S INSTRUCTIONS TO THE PARTICIPANTS (Directions): Today we'll take a long hard look at cyberbullying and its impact on the victim, bystanders and upstanders. You may have to come out of your comfort zone at times in order to make some decisions that may not be popular with your peers. Can you stand up to bullying?

ACTIVITY/PROCEDURES/DISCUSSION:

Opening Activity: *What is Cyberbullying?*

Have participants discuss their meaning of cyberbullying in groups of 3 or 4, then share their definitions with everyone. Discuss the words that come up most often in their definitions. Following a short discussion, tell them that "Kids have been bullying each other for generations. The latest generation, however, has been able to utilize technology to expand their reach and the extent of their harm. This phenomenon is being called cyberbullying, defined as: "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices."

Have them discuss the ways and give examples of how technology has been used to harass, threaten, humiliate, or otherwise hassle their peers. Examples: sending hurtful texts and spreading rumors via smartphones or tablet; creating webpages, videos and profiles on social media to make fun of others; taking pictures in bedrooms or bathrooms where privacy is expected; using anonymous apps or the interactive capabilities on gaming networks to tear down or humiliate others.

Main Activity: *Digital Drama/Bystanders vs Upstanders*

"Raise your hand if you have ever witnessed someone else being bullied or treated unkindly by other people." (IMPORTANT: Remind participants not to use anyone's name in order to respect privacy.) Pair participants and ask them to respond to the following:

- Think of one of those times you saw someone being treated this way. What did it feel like to witness someone being treated that way?
- How did you respond when you saw that happen?
- How did you feel about your response?
- Would you do the same thing again?
- Have a few volunteers share their responses.

Explain that you are going to turn your attention to what we can do when we see, or witness someone being treated unkindly. "**Sometimes when a person witnesses something happening, we say that the person was a "bystander," which can mean that the person is "standing by" or not taking any action.**"

Direct participants' attention to "The Heart of the Matter" chart. Ask where they think a bystander, someone who is not taking any action, would be on this chart. Have a few participants share their ideas with the whole group. It could be argued that the person stays on the Outer Edge if they choose not to act, or that by not acting, they are implicitly supporting the bullying, and they move into the Inner Circle. There's not a "right" answer, but it's a good question to spark dialogue.

"You may think the person who is bullying has all the power, but witnesses or bystanders have tremendous power, especially if they work together and support each other. As we saw with our



“Heart of the Matter” chart, the more people who make the choice to help, the greater the chance the bullying will stop. Write “Upstander” at the top of a piece of chart paper. Write the following

definition: Someone who takes action or stands up for someone when he or she witnesses someone being bullied or being treated unkindly or when he or she is being bullied or treated unkindly.

IMPORTANT: Emphasize to participants that if they see someone being hurt physically or see an interaction that might escalate into physical violence, they should *not* confront the bully. Rather, they should quickly go and get help from an adult. Discuss signs that might indicate such a physical threat (very angry voices, someone crying, the aggressor being in someone’s personal space, threats being made). As mentioned above, participants should report any incidences they believe to be bullying to an adult. Note that participants *will* confuse conflicts and bullying as they continue to learn. You will hear many reports of bullying that are not, in fact, bullying. Praise the child who comes to you for caring and for trying to help.

NOTE: You may want to go over Telling vs. Tattling: **Telling is trying to help someone, tattling is trying to get someone in trouble.**

Brainstorm as a group some things you can do when you see someone being hurt or bullied or you are being hurt or bullied. Record ideas on the chart under your “upstander” definition using **two columns:** 1) ideas that mean confronting the person who is bullying and 2) ideas that do not involve confrontation. Some possible suggestions include:

- Refuse to join in (doesn’t involve confrontation).
- Report bullying you know about or see to an adult (doesn’t involve confrontation).
- Invite the person being hurt to join your group (might involve confrontation).
- Speak out using an “I” message. Say, “I don’t like it when you treat him like that.”
- “I want you to stop calling her that name.” “I’m going to tell a counselor right now.” (does involve confrontation).
- Be a friend to the person who has been bullied by showing him you care about him:
- put an arm around her, give her a put-up, etc. (doesn’t involve confrontation).
- Distract the bully with a joke or something else so she stops the behavior (does involve confrontation).
- Now tell the participants they will do an activity where they will practice responding to bullying or unkindness with assertive (strong, but not mean) messages.

Alternate Information: Bystanders are kids and teens who witness bullying and cyberbullying in action, who stand by and watch, who videotape it and make it viral ... and WHO DO AND SAY NOTHING. Very often bystanders don’t know what to do. They are afraid of retaliation or fear that their own group will exclude them for helping an outsider.

When you’re a bystander it’s important to know that **by doing nothing you are sending a message to the bully that their behavior is acceptable. It isn’t!** And that’s not a message you want to send, nor is it a message you would want someone to send if you were a victim. Yes, it is scary to directly confront a bully and sometimes it can mean taking a big risk. **STAND UP!**

Whether you know the victim or not, there are things that you as a bystander can safely do to support the victim:

- Don’t laugh.
- Don’t encourage the bully in any way.
- Don’t participate.
- Tell an adult.



There is strength in numbers. In every school and every community there are more caring kids than bullies.

Becoming an Upstander looks like this:

- Taking action by telling the bully to stop.
- Taking action by getting others to stand up to the bully with them.
- Taking action by helping the victim.
- Taking action by shifting the focus and redirecting the bully away from the victim.
- Taking action by telling an adult who can help.

Being an Upstander:

- ▲ **Takes courage:** Telling a friend who is bullying to stop is hard. They may be mad at you. But at least you won't feel guilt for being silent and allowing the bullying to continue. And you will be doing your friend a huge favor in the end by helping them stop really hurtful behavior.
- ▲ **Takes action:** Doing something that does not support the bullying can be a really small intervention with big results! Two words - "That's bullying" - can open others eyes to recognize the problem.
- ▲ **Takes assertiveness:** Telling a friend how their behavior makes you feel and how it affects others requires being able to use your voice!
- ▲ **Takes compassion:** Upstanders have the gift of compassion. They recognize when someone is hurt and take steps to help.
- ▲ **Takes leadership:** Upstanders are leaders in their social group, helping others to recognize ways to get along and be supportive to others.
- ▲ If you are NOT part of the solution, you ARE part of the problem!
- ▲ Unite, be empowered and speak out against bullying and cyberbullying!
- ▲ Be an ally online as well as in person!
- ▲ Together, you can STOMP OUT Bullying – but only if you do something!
- ▲ When you see someone being bullied and/or cyberbullied and you help them ... you stop being a bystander and become an upstander!
- ▲ STAND UP for others! Be a Hero! Be a leader and STOMP OUT Bullying!

It's up to you ... It's up to all of us! You can change anything you want -- Why not STAND UP and change the way bullies treat their targets! Be kind and be an UPSTANDER! You change the way your peers are treated.

Alternate Information: What is Wrong with Being a Bystander?

Research shows that cyberbullying occurs most frequently in the presence of bystanders. People who refuse to take action when they see something wrong online helps the cyberbully actually feel *more* powerful than they actually are. Just by being a part of a social media or other online spaces, you encourage cyberbullies to embarrass or threaten their victims because you are not stopping them.

Unfortunately, many people believe that being a bystander is okay. There are many reasons for this.

- Some may believe that the bullying scenario is “none of their business,” and therefore they choose not to take sides because it seems too nosy.
- Others feel that stepping in will make them the new target for the bully, making it seem as though intervening would only make things worse.
- There is also a fear that intervening in a bullying situation by telling a teacher or a counselor will give them the unwanted stigma of being a “tattletale”.
- Bystanders may feel that intervening will also do little. This is especially true in participants who have approached teachers before regarding bullying, only to find that no action was taken.
- Instead, it is better to take a stand and be an **upstander**: someone who takes a stand against an act of cyberbullying and does the right thing in the situation.



What Can Upstanders Do to Help Stop Cyber Bullying?

If you are an upstander, then simply reading this is a great first step! Bystanders need to realize that cyber-bullying is a serious problem, and that not taking action will only give bullies more opportunities to torment

their victims. About 50% of all bullying events stop when an upstander decides to intervene which just further shows the importance of intervening.

Some Things Bystanders Should Do

- **Take action by posting words of support for the victim.** “I disagree with what’s been said.”
- **Encourage the victim to seek help.** “You are being bullied. Don’t keep what’s happening bottled up inside. Seek help from someone you trust.”
- **Rally your friends to post comments that show support for the victim.**
- **Alert someone in authority** (your teacher, parent, other adult) about what you are observing online or what is being transmitted through cell phones.
- **Report what you are observing to the security team for the site you are visiting.** Facebook provides a number of suggestions depending upon where on the site the abusive content is located.

What Bystanders Should Keep in Mind

- **Do not assume that this is a private matter between the bully and the victim.** Incidents of bullying, especially those that are frequent, are often not because of personal reasons.
- **Do not combat violence with violence.** It takes a lot of courage for someone to step up on behalf of a bullied person. However, don’t use insults or threats to defend the victim. Now is not the time to show off. You will most likely only make it harder for the victim.
- **Do not get discouraged if you have already talked to teachers or other persons in authority and nothing happened.** Keep trying. Teachers and other school authorities will respond if they find out that the bullying is becoming a recurrent problem. Try talking to other teachers and counselors so that you can get more people involved in trying to stop the situation.
- **If you feel that this is none of your business, put yourself in the victim’s shoes.** Bullying can cause severe anxiety, depression, anger, and frustration in a person, and can turn their life into a nightmare. You wouldn’t want to feel that way.

What If You Step in, and the Bully Tries to Attack You?

You should never step in to protect a bullied victim if it might put your own safety at risk. If this happens, talk to your teacher, counselor, or even the school principal. Be sure to ask if you can speak to them in private, in case you are afraid of being the next target for bullies. Even if you are not directly stopping the bullying, by taking action and going to seek outside help, you are taking steps away from being a bystander... and taking steps towards being an upstander at the same time.

Are you a bystander or an upstander?

At some time, everyone becomes a **bystander**—someone who witnesses bullying but doesn’t get involved. You can be an **upstander** instead—the person who knows what’s happening is wrong and does something to make things right. It takes courage to speak up on someone’s behalf. But just think: by doing so, you are becoming a person of character and also helping someone else.

Here are some things you can safely do:

- Don’t join in the bullying.
- Support the victim in private—show your concern and offer kindness.
- Stand with the victim and say something.
- Mobilize others to join in and stand up to the bully.
- Befriend the victim and reach out to him/her in friendship.
- Alert an adult/



Do not worry – you are not ratting the bully out by telling an adult. There’s a big difference between tattling and reporting a concern. Tattling is telling to get someone **in** trouble, reporting is telling to get someone **out** of trouble.

Remember Martin Luther King Jr.’s words: **“In the end we will not remember the words of our enemies, but the silence of our friends.”**

Main Activity 2: The Upstander Machine (10 minutes)

Introduce the next activity: ***“It takes practice and courage to act strong without being mean when you or another are being treated unkindly or bullied.”***

Tell the participants you would like them to pretend they are an Upstander machine. To form the machine, have them break into two lines facing one another about three feet apart. They should imagine that they have on/off switches on their arms. When you touch an arm, the Upstander machine switches on. Once a machine is “switched on,” they should give out a strong (but not mean) Upstander message.

Walk along the aisle between the participants. Recite a scenario from the ones listed below. Then choose someone randomly and switch her on with a touch on the arm for a strong Upstander response. Practice with several participants before moving on to another scenario. Some possible situations:

- Someone calls you a mean name. (Possible response: “I feel hurt and angry when you call me that name. Please don’t do that.”)
- Someone tells you to do something you don’t want to do. (“No, thanks. I’m not interested.”)
- Someone is calling someone else a bad name. (“That’s not cool. Be cool.”)
- Someone is making fun of someone because she is blind.
- Someone wants you to spread a rumor about someone else.
- Someone tells you can’t play in the game.
- Someone demands another student’s afternoon snack or lunch money.
- Someone tells everyone not to let someone else play with you.
- Someone posts something mean about a classmate online.

Ask for a few volunteers to share:

- What are some of the feelings you had during this activity?
- What might happen if everyone were an upstander instead of just a bystander?
- What are some questions you still have about this activity? (respond to questions or chart them to respond to at a later date.)

Main Activity 3: Taking Perspectives on Cyberbullying (Before this session, please view the video “Friday Night Lights”, below, to determine if this is appropriate for your group. It portrays a cyberbullying situation and includes some sexual references, including “whore”, “slut”, and the term “jackass” is used once. If you do not feel comfortable showing the material, describe the scenario and have the young ladies complete the handout based on your description.)

Essential Question: How does online cruelty affect the people involved?

Participants learn about the dynamics of online cruelty and how it affects all the people involved. They begin by exploring a scenario from the TV show *Friday Night Lights*, in which a teen girl creates a hate website about another girl. Participants take the perspective of different characters and brainstorm alternative decisions each character could have made. Finally, participants discuss what actions they can take when they encounter online cruelty in their own lives, including how to be an upstander. (Note: The term *online cruelty* encompasses what is often referred to as cyberbullying, but it covers a broader range of



behaviors and may speak more effectively to teens than the term cyberbullying. We use the term *online cruelty* throughout this lesson.)

Define the term “perspective”. Explain to participants that in any situation, the people involved generally hold different perspectives, which influence the way they feel about the situation and how they react to it.

Participants may be familiar with the alternate term point of view, which is often used in relation to literature.

Ask: “*Have you ever had a conversation with someone where you had a different point of view? What happened? How did you feel?*” Participants might note that they may not have realized someone had a different point of view or felt differently about anything. Or that hearing a different point of view from another person might be uncomfortable, as we like people to have the same opinions as us. But it could help them understand the other person’s perspective better than before, which can strengthen the relationship or their understanding of the situation.

Ask: “*Why is it important to understand someone else’s perspective?*” Understanding someone else’s perspective can help us understand how others feel, help us have empathy for them, and help clear up misunderstandings.

EXPLAIN to participants that they will be viewing some video clips that show how different characters react to or think about an incident of online cruelty (cyberbullying).

INTRODUCE the class to the TV show *Friday Night Lights*. Explain to the class that the show takes place at Dillon High School, in a fictional small town in Texas, where much of the activity revolves around the school’s football team, the Panthers. Introduce the class to each of the characters in this story. Write their names on the board.

Lyla: Lyla is head of the cheerleading team at Dillon High School. Her boyfriend was the football team’s quarterback. Recently, she cheated on her boyfriend with another football player named Tim. Her classmates participated in a website that slams Lyla for her behavior.

Brittany: Brittany is Lyla’s alternate on the cheerleading team. She set up a website where she and others at school slam Lyla.

Tim: Tim is a player on the football team. He secretly dated Lyla while she was still seeing the team’s quarterback, who was his friend.

Tami: Tami is the school’s guidance counselor. She often has to intervene in interpersonal conflicts at the school.

Ben: Ben is Brittany’s father.

Buddy: Buddy is Lyla’s father, and he is a successful car dealer in the town of Dillon.

DEFINE the Key Vocabulary terms **target**, **offender**, **bystander**, and **upstander**, and write them on the board. Tell participants that they will be figuring out who is playing these roles in the clip they’ll view from *Friday Night Lights*.

ARRANGE participants into six groups and assign each group one of the six characters.

DISTRIBUTE the **Taking Perspectives Student Handout**, one per group (or participants).



Handout: *Taking Perspectives on Cyberbullying*

Module
4_Cyberbullying.pdf

<http://bit.ly/GEMSCyberbullying>

SHOW the “Friday Night Lights Video Clips” video.

<http://video.commonsensemedia.org/digitalcitizenship/FridayNightLights.mp4>

INVITE each group to complete their participants handout, writing their answers on the back of the handout or on blank paper (each group answers a different set of questions about their assigned character). Have them note any differences in perspectives among members of their group.

ENCOURAGE volunteers from each group to share their responses on the handout with the class. Use the **Taking Perspectives Student Handout – Teacher Version** for guidance with answers.

DISCUSS some or all of the following questions with the participants, using them to spark a larger conversation about online cruelty and its consequences. You also can have participants discuss in groups.

1. **Are actions in an online community (like the slurs on the website) different than actions taken offline (like the notes left on Lyla’s locker at the school)? Why or why not?** Help participants discuss the differences between online and offline cruelty. Online actions can spread easily, can be seen by large audiences, are persistent, and are hard to control. The target can feel more powerless than if the situation is a face-to-face encounter or confined to school.
2. **How are anonymous actions – like posting on a website or leaving a note – different from things done face-to-face?** You may have to define the word *anonymous* as “without any name or identifying information.” participants should discuss how anonymity makes people act in ways they wouldn’t in person. People can hide behind anonymity. Participants in a situation of online cruelty may act differently if they put themselves in the shoes of the target and take the target’s perspective about how they would be affected.
3. **Imagine you were a bystander at this school, watching this situation unfold. What do you think you would have done? Do bystanders have a responsibility to do anything?** Discuss participants’ responsibilities as digital citizens. Participants should be aware that even when they are not directly involved in incidents of online cruelty, they play a role and are accountable for their actions. Most often, they will face a choice between becoming upstanders or remaining bystanders. Encourage participants to explain how the choices they make can affect the situation as a whole.
4. **How can upstanders help those who face online cruelty? How can they help defuse online cruelty before it escalates?**

Participants should be aware of the following tips:

- **De-escalate when possible.** If you have good standing with the offender and are comfortable, politely tell the offender to back off.
- **Point out the offender’s motivation to the target.** Comfort the target by explaining that many offenders act this way in order to gain control, power, or status.
- **Tell the target you are there for them.** Just by offering a helping hand, you let a target know he or she is not alone and that you’re not okay with what’s happening.
- **Help the target.** Help the target find friends and school leaders who can help de-escalate the situation.



Note: If a participant says that an upstander should retaliate, be violent or hateful, or use online cruelty towards the offender, explain why this is not a good solution. It can escalate the situation and make it worse.

TECHNOLOGY INTEGRATION:

- ▲ YouTube video: Stand Up, Stand Strong: The Consequences of Words (Student Produced) (3:34)
<https://www.youtube.com/watch?v=GYYSFpFGRBE&list=PLvzOwE51WqhScOdC3xMzs9FoAAfpxA-Tz&index=5&t=0s>
- ▲ YouTube video: The Importance of Kindness. George Saunders. (2:12)
<https://www.youtube.com/watch?v=-1KCzrTg9ic&list=PLvzOwE51WqhScOdC3xMzs9FoAAfpxA-Tz&index=8>
- ▲ YouTube video: Who Is an Upstander? (2:24)
<https://www.youtube.com/watch?v=xtoNUWOT8Cg&feature=youtu.be&list=PLvzOwE51WqhScOdC3xMzs9FoAAfpxA-Tz>
- ▲ YouTube video: To This Day Project. Shane Koyczan. (7:36)
<https://www.youtube.com/watch?v=ltun92DfnPY&feature=youtu.be&list=PLvzOwE51WqhScOdC3xMzs9FoAAfpxA-Tz>

FORMATIVE EVALUATION, MODULE 4 (Optional):

ASK: “What should you think about before you post anything about another person online, in an instant message, text, or any other kind of digital message?” Participants should recognize the importance of considering other people’s perspectives, respecting other people’s feelings, and possible outcomes of their actions.

“Someone posts a picture of your friend with some nasty comments, and other kids make fun of him or her. What would a bystander do in this situation? What would an upstander do? What would you do?” Participants should understand that they are responsible for their actions as members of an online community, and that they can make the important decision to be an upstander rather than a bystander.

“Aside from a target, who else can be impacted by online cruelty? Who else could be involved, implicitly or explicitly?” Encourage participants to think about the different characters in the “Friday Night Lights Video Clips.” Online cruelty can affect family, friends, significant others, and teachers, as well as the dynamic of groups within and outside of schools, like sports teams, neighborhoods, etc.

TAKE HOME MESSAGE (Optional):



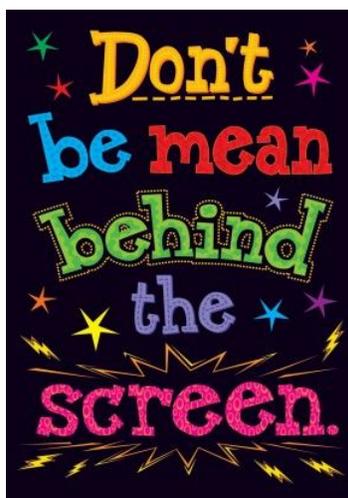
Module 4_Think
Before You Do.pdf

<http://bit.ly/GEMSThinkB4YouDo>



RESOURCES:

- ▲ Hinduja, S. & Patchin, J.W. (2018). Cyberbullying: Identification, Prevention & Response. Cyberbullying Research Center. (cyberbullying.org). Permission for duplication provided for non-profit educational purposes. (cyberbullying.org)
- ▲ Schneider, S.K, Smith, E. & O'Donnell, L. (2013). Social Media and Cyberbullying: Implementation of School-Based Prevention Efforts and Implications for Social Media Approaches. Education Development Center, Inc. (edc.org)
- ▲ <https://capsli.org/kids/are-you-a-bystander-or-an-upstander/>
- ▲ www.togetheragainstabullying.org/tab/changing-behavior/becoming-an-upstander/
- ▲ <https://www.edutopia.org/blog/film-festival-bullying-prevention-upstanders>
- ▲ <http://operationrespect.org/theme-3-resolving-conflict-creatively/lesson-6-upstander/>
- ▲ www.common sense.org



BLACK GIRLS STEM!

SCIENCE

TECHNOLOGY

“Black women and Black girls in STEM are

@1stephanielahart

phenomenal! They’re intelligent, fearless,

@1stephanielahart

resilient, and unstoppable. They exude

@1stephanielahart

confidence, strength, determination, and

@1stephanielahart

excellence. Accept it...

@1stephanielahart

Black females in STEM rock!”



– Stephanie Lahart

ENGINEERING

MATH



UNIT: STEM

MODULE TITLE: STEM Careers

FOCUS: Black Women in the Field – Round Table Discussion

GOAL/TARGET:

- ▲ To reflect on the mission of Delta GEMS.

FACILITATOR DISCUSSION:

The Delta GEMS program offers a road map for college and career planning through activities that provide opportunities for self-reflection and individual growth. With this in mind, curate a discussion with the GEMS on how it is being an African American woman in society and how this will evolve in their professional careers. This discussion does not have to center around STEM, but the following information provided will be in respect to careers in this field.

MATERIALS NEEDED:

- ▲ Computer and screen
- ▲ Internet access

OPENING ACTIVITY:

Discuss with participants what they know about STEM, STEM fields, and women in STEM jobs.

MAIN ACTIVITY:

Depending on the time allowed and resources, do one or some of the following:

- ▲ Watch some or all of Hidden Figures and discuss the work environment that Kathrine Johnson endured while working at NASA.
- ▲ Go over these fact checks related to the movie and discuss:
<https://www.nasa.gov/modernfigures/faq>
- ▲ Read and discuss this article on why there are no African American women CEOs (Sept. 2017):
<http://fortune.com/2017/09/27/black-female-ceos-fortune-500-companies/>
- ▲ Read and discuss this article about African American women in STEM (May 2018):
<https://www.higheredtoday.org/2018/05/14/hbcus-black-women-stem-success/>

EXTENSIONS:

- ▲ What challenges do you face today as a young African American woman?
- ▲ From your peers, parents, teachers?
- ▲ If you had to work in an environment that was all male or all white, or both, would you feel discouraged?
- ▲ If yes, why and would you change your career path because of this?
- ▲ If no, why and what would you do to give this same confidence to others?
- ▲ What scares you the most about the future? About college? About choosing a career?
- ▲ As a Delta GEM, what steps, if any, will you take to expose and encourage your friends to consider job opportunities so that the workforce can become more diverse?

RESOURCES:

- ▲ **National Society of Black Engineers:** <https://nsbe.org/home.aspx>
- ▲ **The Science of Color:** <https://girlspursuingscience.com/black-and-brown-girls-in-stem/>
- ▲ **Women of Color in STEM Resources:** <https://www.acs.org/content/acs/en/membership-and-networks/acs/welcoming/diversity/women-of-color-in-stem-resources.html>



UNIT: STEM

MODULE TITLE: Break Me Down

FOCUS/TOPIC TO ADDRESS: Science & Engineering

GOAL/TARGET:

- ▲ To recall knowledge of the human digestive system and apply it to an engineering design plan by creating a pill coating that can withstand the acidic environments of our stomachs.

MATERIALS NEEDED:

- ▲ 1/4 cup flour
- ▲ 1/8 cup cornstarch
- ▲ 1/4 cup sugar
- ▲ 1/8 cup vegetable oil
- ▲ 1 paper plate
- ▲ 4 paper or plastic bowls
- ▲ 1 clear plastic cup
- ▲ 1 cup of clear diet soda (avoid stickiness)
- ▲ 1 plastic spoon
- ▲ 2 pieces of skittles
- ▲ Recipe and Fraction Worksheet
- ▲ Engineering Design Plan Worksheet
- ▲ Marker to write team names
- ▲ 1 cup of clear diet soda (experimental control)
- ▲ Timer

NOTE TO FACILITATOR (Discussion Topic)

Dr. Lilia A. Abron is one of the first African-American woman to receive a Ph.D. in chemical engineering. She received that degree in 1972 from the University of Iowa. Dr. Abron is a member of Delta Sigma Theta Sorority, Inc. In 1978, she became the founder and CEO of PEER Consultants, PC, an environmental consulting firm headquartered in Washington DC. The firm has grown to include branch offices in 10 major cities throughout the United States. A registered Professional Engineer, Abron is a member of several professional and technical societies, including the Water Environmental Federation, the American Society of Civil Engineers, the American Water Works Association, the Society of Sigma Xi, and the American Association of University Women. She also serves on the Board of Registration of Professional Engineers for the District of Columbia and the Engineering Advisory Board for the National Science Foundation. In addition, Abron uses her business acumen and engineering expertise to promote science education in primary and secondary schools. Dr. Lilia Abron is the inspiration behind today's activity, which focuses on chemical engineering. It can be defined as when engineering design and chemistry come together. While creating your pill coatings, an engineering design plan will be used so that you can fully assess the problem, plan and then execute. On average, Chemical Engineers earn \$97,360/year.



OPENING ACTIVITY

Have the participants read about Dr. Lilia A. Abron. Also, have them look up other African American women who are engineers. Report out.

MAIN ACTIVITY

1. Divide the group into teams of two or three participants each.
2. Pass out worksheets and materials to each team.
3. Explain to the group the different properties of each ingredient. Oil helps the dry ingredients stick together, helps make the mixture less sticky, and makes the coating less soluble. Flour and cornstarch are thickening agents with fairly similar properties. They also improve the workability of the overall mixture. Sugar thickens the mixture to some extent and makes the texture grainier but can also make it less soluble when used in the right proportion, thereby improving its performance as a protective coating.
4. Before any mixing is done, have teams decide amongst themselves how much of each ingredient (in spoonfuls) they think they want in their coatings. These become their recipes, which they document on their worksheets.
5. Following their recipes, direct participants to begin mixing their coatings on paper plates (see Figure 1). If a team feels that more of a certain ingredient is called for, have them carefully measure it and add it into the mixture, remembering to make the changes to the recipe on their worksheets.
6. When a group has finished creating their coating mixture and recipe, have them apply the coating to a piece of candy (see Figure 2). Encourage participants to make a thin and sleek design so the pill is easy to swallow, inexpensive to ship, and requires less packaging.
7. When all of the groups are finished, have a representative from each bring their coated candy to the front of the class. For each team, fill a plastic glass half full with clear soda, plus one extra cup of clear soda for an uncoated piece of candy (so participants can see their coatings' effect on the dissolving rate of the candy). Label the cups with a marker so each group's cup can be easily identified.
8. With the timer ready, and at the same time, have participants drop their coated candies into their cups of clear soda, while the leader drops an uncoated candy into its cup of clear soda as a control (see Figure 3).
9. Allow the candy to sit in the soda for 10 minutes (see Figure 4). After several minutes, if the coatings do not look like they are dissolving, have one student from each group stir their coated candy in its soda cup until the 10 minutes is over.

- ✓ **Ask participants: How does this step simulate a pill going through the human digestive tract?** (Answer: This simulates the acidic environment of the stomach, as well as its churning and agitating movement.)



- ✓ **Why is it better to test the pill in a simulated environment rather than testing it on a human?** (Possible answers: The coating could fail and make the person's stomach hurt, it is easier to observe how the pill dissolves in the simulated environment, etc.).

10. While waiting, have the participants draw ads that describe the benefits of their pill coatings.
11. After 10 minutes have passed, have participants remove their pieces of coated candy from the soda-filled cups (see Figure 5). As a group, make observations about which coating did the best job of protecting the candy "pill" and compare the coating recipes for each group to see what did and did not work. How did the coatings perform, compared to the uncoated control "pill," and compared to the various team recipes?
12. Have participants calculate on their worksheets the fractions represented by each ingredient in their recipes. Compare recipes among teams, and discuss as a group, as described in the Assessment section. What are the relationships between performance and proportion of certain ingredients? What are the advantages and disadvantages of using certain materials?

EXTENSION ACTIVITY

13. Using what they learned from analyzing the testing results and original recipes, direct each group to write down a new and improved coating recipe.
14. Following their new recipes, have each team mix up a new coating batch. Do not allow them to make changes to their recipes during this stage.
15. Repeat the same procedure for coating and testing, and then compare the results again as a group. What improvements were made?
16. Conclude by reflecting on the activity in terms of the universal steps of the engineering design process: Ask, Imagine, Plan, Create and Improve, as described in the Assessment section. These are the steps engineers go through in designing new products and processes.



HANDOUTS:
Recipe and Fraction Worksheet

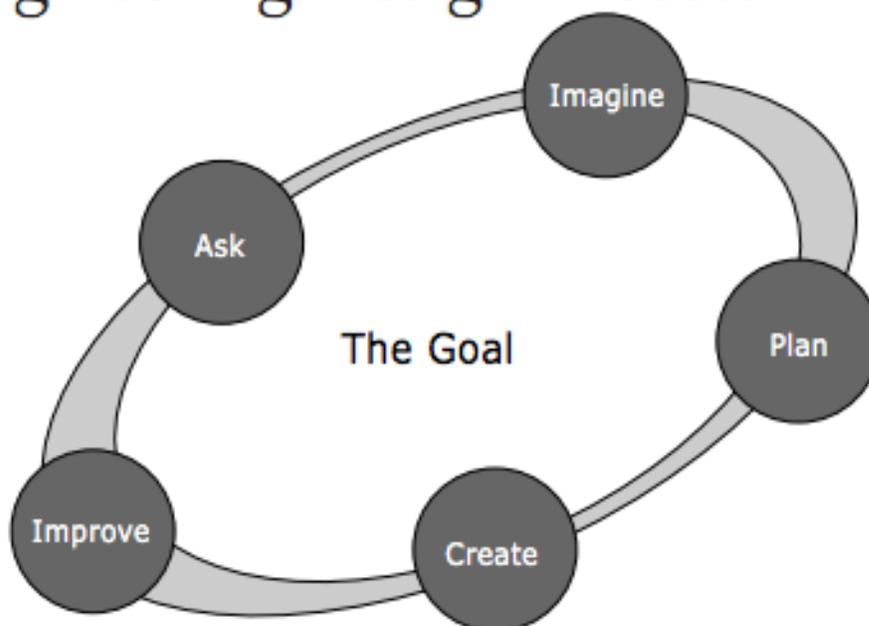
Recipe #1		
	Number of Spoonfuls	Fraction
oil		
sugar		
flour		
corn starch		
Total		

Recipe #2		
	Number of Spoonfuls	Fraction
oil		
sugar		
flour		
corn starch		
Total		

$$\text{Fraction} = \frac{\text{Number of spoonfuls of ingredient}}{\text{Total number of spoonfuls}}$$



The Engineering Design Process



Ask

What's the problem?
What have others done?
What are the constraints?

Imagine

What are some solutions?
Brainstorm ideas.
Choose the best one.

Plan

Draw a diagram.
Make a list of materials you'll need.

Create

Follow your plan and create it.
Test it out!

Improve

Make your design even better.
Test it out!



Protective Pill Coatings

The protective coatings placed around pills are almost as important in the treatment of illnesses as the chemicals included in the pills. Pill coatings fulfill a variety of purposes, depending on the type of medication they are encasing. In some circumstances, the coating is used to extend the useful life of the drug by protecting it from exposure to temperature, moisture or light. The coating also keeps pills from being cracked or broken during handling. Some protective coatings mask the taste of the chemicals, making the pill easier to swallow. In other cases, the coating acts as a protective barrier, keeping the pills from being dissolved by highly-acidic stomach conditions or extremely-basic small intestine conditions so they dissolve in other target locations, where they are more effective. Stomach absorption must be prevented in cases in which the medication is a stomach irritant. Other situations require that the drug be dissolved in the stomach, so the covering is formulated to dissolve quickly.



Pill coatings are used for more practical purposes as well. Some coatings can be printed on by special printers, aiding in the labeling process. When pills are labeled by indentations, the coating must be thin enough to form to the shape of the pill and not mar the labeling. Thinner, less bulky coatings are preferred as they are helpful in decreasing the cost of packaging and shipping. Pills' coatings must be non-sticky to prevent them from sticking together during shipment and storage. Incorporating colors and patterns into the surface coatings is useful for marketing efforts. Engineers are involved in developing and testing chemicals for coatings as well as designing the manufacturing systems required to mass produce uniformly-coated pills.

Historically, sugar coating was the most popular pill coating. Due to the numerous drawbacks of sugar coating, modern coatings often have a polymer and polysaccharide base and include additives such as pigments and plasticizers. Incidentally, one coating that is used for candies as well as medications is confectioner's glaze or pharmaceutical glaze, which is used as an enteric coating in the pharmaceutical world and as a glossy finish and protective coating on both candy and medications. The primary ingredient in this coating is "shellac," an excretion from laccifer lacca or kerria lacca, a bug of the lac family. This excretion is harvested from trees and processed and refined. Another natural coating used on both candies and pills is carnauba wax, a product derived from the leaves of the carnauba palm.

Sources for images to show participants:

- ▲ See a photograph of shellac excretions at the Spectroscopy NOW website:
www.spectroscopynow.com/ftp_images/2Lac2.jpg
- ▲ See a photograph of unprocessed shellac at the Lexportex (India) Pvt. Ltd. website:
www.indianshellac.com/pics/pic2.jpg
- ▲ See a photograph of a supercell tablet coater at the GEA Process Engineering Inc. website:
http://www.niroinc.com/images/pharma_systems/supercell_tablet_coater.jpg



UNIT: STEM**MODULE TITLE:** Computer Science: Coding without Computers**FOCUS/TOPIC TO ADDRESS:** Coding**GOAL/TARGET:**

- ▲ Delta GEMS participants will learn the fundamentals of coding without the requirement of computers.
- ▲ This will be done by “programming” a human robot to build a pyramid of cups in as few steps as possible.

MATERIALS:

- ▲ 10 disposable cups (solo cups work best)
- ▲ Blank paper
- ▲ Pencils or pens
- ▲ Copies of the programming key (attached)

NOTE TO FACILITATOR (Discussion Topic):

The founder of Black Girls Code, Kimberly Bryant, inspires this activity. She is an African American electrical engineer who worked in the biotechnology field at Genentech, Novartis Vaccines, Diagnostics, and Merck. In 2011, Bryant founded Black Girls Code, a training course that teaches basic programming concepts to black girls who are underrepresented in technology careers. After founding Black Girls Code, Bryant has been listed as one of the "25 Most Influential African-Americans in Technology" by Business Insider. Bryant founded Black Girls Code after her daughter expressed an interest in learning computer programming, and none of the available courses in the Bay area were well-suited for her: mostly boys, and rarely had other African American girls attending. Having experienced isolation herself during her time studying and working, she wanted a better environment for her daughter. Bryant hopes that this endeavor will allow young girls, especially those from minorities, to remain involved in STEM and increase awareness within the field. African-American women make up less than 3% of the workforce in the tech industry and Black Girls Code fights to change and improve this percentage for the better. Electrical engineering is the branch of engineering that involves electricity; these engineers work on a wide range of components that power the world around us. Biotechnology is the middle ground of technology and biology. On average, Computer Scientists earn \$100,914/year; Electrical Engineers earn \$95,230/year and Biotechnologists earn \$81,000/year.

OPENING ACTIVITY:

Read about Kimberly Bryant. Discuss her organization.

MAIN ACTIVITY:

Participants will write a program that another student “robot” will follow to build cup pyramids as efficiently as possible without verbal conversation. Participants learn how computer engineers use the connection between symbols and actions, as well as the valuable skill of debugging code.

Note: Coding and programming essentially have the same meaning. Both refer to the activity of providing any digital platform (like a PC, robot, or browser) a set of instructions on the tasks it needs to perform.



1. For preparation, write the programming symbol keys and draw the 6-cup pyramid on the board or make copies of the sheet provided.
2. Ask participants how robots know what actions to take. Explain that they are programmed to follow specific step-by-step instructions and are programmed just like computers.
3. Tell participants they will write code, using only the 6 arrow symbols on the board that a human “robot” will use to build a cup pyramid. Their goal is to design a program that gets the 6-cup pyramid built in as few steps as possible.
4. Begin with a simple example: Stack 2 cups and hold your hand in the air above the stack. Explain that you need them to write a program to tell a robot to get the cups next to each other on the table. Ask the class for the first instruction. The correct answer is “pick up a cup.” (Note: For this activity, “pick up a cup,” means to lift the cup above the highest cup already in the stack. Also, a robot may only work with each cup once in a program—there’s no way to instruct the robot to return to a cup that’s already been placed.) With your hand still in the air, ask for the next move. You may have to remind the group that one step forward is only half the width of a cup. Once you’ve placed the cup, ask the class to help you write the symbols on the board to create a program for a robot to follow properly.
5. Split the group into teams of 3 or 4. Each team should choose one robot. Send the robots to the “robot waiting zone” in another part of the room while the “programmers” start coding. Robots can use their time to make sure they understand the rules. The programmers should work together to figure out the moves the robot needs to follow to create a 6-cup pyramid. The idea is to make the instructions as efficient as possible by using the fewest steps. Once they have the steps figured out, the team should translate the steps into a written program using the arrow symbols. They should test their program to make sure it works as they expect, and then fix the bugs as needed.
6. Next the group will get the robot back to run the program. The programmers are not allowed to tell the robot what to do at all—the robot must exactly follow the instructions in the program. If the group notices a mistake, they are allowed to halt the program, send the robot back to the waiting zone, and fix the error before bringing the robot back to complete the challenge.
7. Once all the groups are done, have them compare their programs to see how many steps each one has. Recognize (shout-out or prize) the group with the fewest steps.

EXTENSION: (If time permits)

Now have each group pick a new robot to go to the robot waiting area. Have the programmers draw a complex pyramid with 10 cups. Then have them write a program that will instruct the robot to build this pyramid. The object is to see how accurately the robot builds the pyramid just from the program without seeing the drawing.

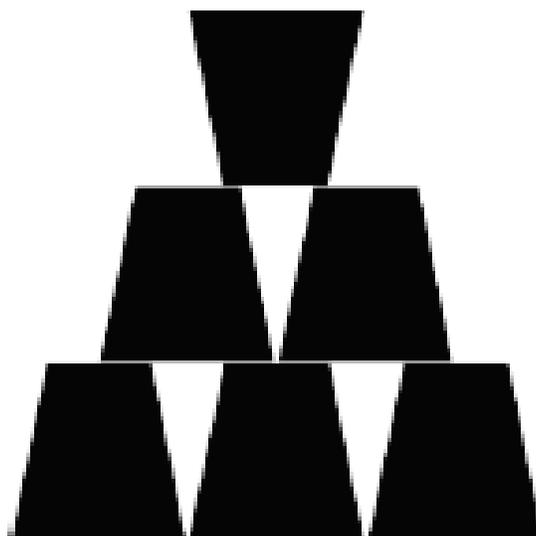
TECHNOLOGY INTEGRATION: See examples of this activity by searching for “cup stacking coding” on YouTube.

RESOURCES:

- ▲ [https://en.wikipedia.org/wiki/Kimberly_Bryant_\(technologist\)](https://en.wikipedia.org/wiki/Kimberly_Bryant_(technologist))
- ▲ <http://www.blackgirlsgcode.com/>
- ▲ <https://www.discovere.org/our-activities/single-activity-detail/Coding%20Without%20Computers>



-  — Pick Up Cup
-  — Put Down Cup
-  — Move 1/2 Cup Width Right
-  — Move 1/2 Cup Width Left
-  — Rotate Cup 90° Clockwise
-  — Rotate Cup 90° Counterclockwise



UNIT: STEM**MODULE TITLE:** Manufacturing: Gravity Sort**FOCUS/TOPIC TO ADDRESS:** Manufacturing Engineering**GOAL/TARGET:**

- ▲ Delta GEMS will be able to create a sorting machine for beads of two different weights using gravity and common household items.

MATERIALS NEEDED:

- ▲ 1 piece of cardboard for the base
- ▲ 16 oz. paper or plastic cups
- ▲ Popsicle sticks
- ▲ 8.5"x11" sheets of paper
- ▲ Clear tape
- ▲ Bottle of glue
- ▲ Two sizes of plastic or wooden beads (preferably ¼" and ½")
- ▲ Scissors
- ▲ Stopwatch
- ▲ Pencils for drawing designs
- ▲ Smart Phone or Computer

NOTE TO FACILITATOR (Discussion Topic):

Madam C.J. Walker inspired this activity. Madam C.J. Walker, born Sarah Breedlove, created specialized hair products for African-American hair and was one of the first American women to become a self-made millionaire. In 1910, Madame C. J. Walker's Manufacturing Company established its headquarters in Indianapolis. She initially purchased a factory at 640 North West Street. As her business grew, she built a factory, hair salon, and beauty school to train her sales agents, and added a laboratory to help with research. Walker's manufacturing business was the source of employment and empowerment for thousands of women. Many of her company's employees, including those in key management and staff positions, were women. By 1917 the company claimed to have trained nearly 20,000 women as sales agents for her products. In addition to training in sales and grooming, Walker showed other African American women how to budget, build their businesses, and become financially independent. She is credited with organizing the first national gatherings of women entrepreneurs to discuss business and commerce.

Manufacturing Facts

- ▲ For every \$1.00 spent in manufacturing, another \$1.89 is added to the economy.
- ▲ In 2016, the average manufacturing worker in the United States earned \$82,023 annually, including pay and benefits.
- ▲ Over the next decade, nearly 3.5 million manufacturing jobs will likely be needed, and 2 million are expected to go unfilled due to the skills gap.
- ▲ Manufacturers in the United States perform more than three-quarters of all private-sector research and development (R&D) in the nation, driving more innovation than any other sector.

OPENING ACTIVITY:

Have participants research Madam CJ Walker and other African American millionaires. Report out.



MAIN ACTIVITY

- ▲ Show participants images of sorting machines such as a coin sorter, a pan for panning gold, and a winnower for separating wheat from chaff. Ask what these machines have in common. Discuss the role of gravity in each. (See Technology Integration note below.)
- ▲ Tell participants they will design a machine that separates “rocks” from “gems” into separate cups, represented by two different sizes of plastic or wooden beads. Their machine will be powered by gravity. Hint: Beads may be sorted by size or weight.
- ▲ Divide participants into teams of 3–4 and distribute materials. Each team receives one cardboard base.
- ▲ Instruct teams to experiment with the materials and sketch their design ideas. As needed, note that paper can be folded to make chutes. Encourage participants to roll the beads down various inclines or to test gaps between Popsicle sticks if they are separating beads by size.
- ▲ Tell participants to build their prototypes. Assure them that after their prototypes have been tested, they can come up with design improvements.
- ▲ To test the machines, use the same number of beads for each team and a stopwatch to see which machines are the most efficient. Invite teams to make improvements.
- ▲ As time allows, have each team demonstrate their machine for the full group, and lead a discussion about the strengths and weaknesses of the various machines. What could be changed to improve them?

TECHNOLOGY INTEGRATION:

- ▲ Use Smart phone or computer to show participants images/videos of machines sorting
- ▲ Participant resources <https://www.mfgday.com/sites/default/files/Toyota-Toolkit-final.pdf>
- ▲ Facilitator’s Guide to “An Introduction to Manufacturing” by The USA Foundation with more information and activities. You may have to cut and paste the URL address in the browser. <https://www.youtube.com/watch?v=wk4SjFWD6tg>

RESOURCES (EXAMPLES OF SORTING MACHINES)

The facilitator may choose to use these pictures to encourage and inspire the creativity with the participants; however, it is best to allow them to brainstorm and work collaboratively to come up with their own design.

(see next page)





Dr. Jeanne L. Noble Delta GEMS Institute
National Curriculum Manual

“GEM S: Jewels in Our Galaxy”

INTERNATIONAL AWARENESS

INVOLVEMENT

The mission of International Awareness & Involvement is to promote and enhance global citizenship within our sisterhood by broadening the knowledge and understanding of other nations, increasing interest in international affairs and developing a greater appreciation for different backgrounds and cultures.

Through its International Awareness and Involvement (IAI) Thrust, Delta Sigma Theta harnesses its vast potential to impact strategically the plight of people living across the diaspora. International Awareness and Involvement will continue to move forward in this 21st Century by strengthening our Awareness and Involvement in Africa and Haiti. The Sorority currently supports the following international projects:

▲ Training Resources in Family Education (T.R.E.E.) located in Durban ▲ Adelaide Tambo School for the Physically Challenged located in Johannesburg ▲ Mary Help of the Sick Mission Hospital located in Kenya ▲ I Can Fly High School located in Kenya ▲ Muindi Mbinga School located in Kenya ▲ Siana Boarding Primary School located in Kenya ▲ Delta House/Vashti Village located in Swaziland ▲ Delta Sigma Theta Elementary School (Cynthia M. A. Butler-McIntyre Campus) located in Cherette, Haiti



Information Paper Delta Programs Around the World

Delta Sigma Theta Sorority, Incorporated continues to work on International Projects in Five developing countries in Africa and Haiti. Our primary focus for these projects is women and girls. We will continue to keep going and growing to build working relationships with our 900 plus global chapters and increasing our partnerships to assist and support our Projects and Mission Visits to inspect what we expect.

We are affecting change across these Projects as it correlates to our Five Point Programmatic Thrust:

- ▲ Educational Development
- ▲ Economic Development
- ▲ International Awareness and Involvement
- ▲ Physical and Mental Health
- ▲ Political Awareness and Involvement

PROJECTS IN AFRICA

▲ **Training Resources in Early Education (T.R.E.E.)** (Durban, South Africa)

Delta Sigma Theta Sorority, Inc. works with T.R.E.E to promote quality early development care for children from 0-4yrs – to include educating the mothers to care for the babies.

▲ **Adelaide Tambo School for the Physically Challenged** (Johannesburg, South Africa)

Delta Sigma Theta Sorority, Inc. supports the school to assist with the care of physically challenged learners through providing supplies and donations.

▲ **Delta House / Vashti Village (Mbabane, Swaziland)**

Dedicated in 2002, the Delta House is a home for children who became orphans due to the HIV/AIDS pandemic. It is located in what is now known as Vashti Village, in Mbabane, Swaziland, along with two similar structures. Built to accommodate 12 children and a housemother, the home was made possible with funds contributed by Delta sorors at the 45th and 46th National Conventions held in Chicago (2000) and Atlanta (2002).

▲ **Mary Help of the Sick Mission Hospital (formerly Thika Memorial Hospital) in Thika, Kenya**

In 1955, Delta Sigma Theta Sorority, Inc. began making plans and laying the groundwork to establish a maternity hospital in the east African country of Kenya. The plans for a facility came to fruition in the early 1960s when Delta Sigma Theta Sorority, Inc. made a major donation to help finance the construction of the Thika Maternity Hospital in Thika, Kenya, which is now named Mary Help of the Sick Mission Hospital. Mary Help of the Sick Mission Hospital has grown to 120 beds. It provides affordable prenatal and postnatal care, nutritional education, child immunization, and family planning. The hospital gives prenatal care, including lab work, blood tests, and examinations to more than 200 women daily. The facility also has a special care nursery for babies after delivery. Additionally, the hospital serves as an educational institution for nurses and midwives. Over 66 students are trained each year.

▲ **Kenya Kids Educational Enrichment Project (Kenya KEEP)**

Delta Sigma Theta Sorority, Inc. supports Kenya KEEP addressing the educational and humanitarian needs of children and schools in Kenya through monetary donations.

▲ **Water Tanks, Supplies and Scholarships (Kenya)**

Delta Sigma Theta Sorority, Inc. provides water tanks, supplies, and scholarships for the I Can Fly High School, Muindi Mbingu School and the Siana Boarding Primary School.



PROJECTS IN HAITI

▲ Delta Sigma Theta Sorority, Inc. Elementary School (Chérette, Haiti)

Delta Sigma Theta Sorority, Inc., in collaboration with Water in Education International opened the Delta Sigma Theta Sorority, Inc. Elementary School, The Cynthia M.A. Butler-McIntyre Campus in Chérette, Haiti on June 15, 2013. The Water and Education International Student Collaboration for Haiti Outreach Opportunities for Learning (WEI SCHOOL) Project was established to provide an adequate school facility to include clean water for school children in Haiti. It is the first of many initiatives to alleviate some of the challenges in obtaining a quality education in Haiti. The remote village of Chérette is located 96 miles southwest of Port-au-Prince.

▲ 2017 Disaster Relief

Delta Sigma Theta Sorority, Inc. supports disaster relief efforts with the elementary school project our Delta Research and Education Foundation collaboration with Water & Education International.



Africa





UNIT: Delta and the United Nations

MODULE TITLE: Delta and the United Nations (Informational Brief)

When you visit the United Nations (UN) website at www.un.org you will find a link for participants. One of the first things you will read on the page for students are these words “Young people are the future of the world. Because the United Nations is working to make the world a better place now, and in the future, it tries to help students understand its work and offers many resources to do this.” It is important for young people to be involved in their neighborhoods, states, and nations. It is also important for them to be aware of what is happening in the world and get involved. The UN is a great place to learn about world events and what the youth of the world are doing to make this a better world. It is a great place to learn about how young people and students can get involved.

The United Nations was created in 1945. The Charter of the United Nations was signed on June 26, 1945, in San Francisco, at the conclusion of the United Nations Conference on International Organization. The UN came into being on October 24, 1945. The UN has locations in different parts of the world, but its main headquarters is located in New York City. It is a place worth visiting!

The UN is an organization that champions human rights. It is an organization that Delta Sigma Theta Sorority, Inc. has partnered with because of common interests in working to help all people to live their best lives and obtain their aspirations. In March 2003 Delta was granted Special Consultative Status as a Non-Governmental Organization (NGO) to the Department of Economic and Social Affairs (ECOSOC) of the United Nations. Delta was given this honor because of its volunteer services and humanitarian efforts throughout the world. After Delta learned of its new status, the sorority’s Social Action Commission was permitted by the National Executive Board of Delta to establish an awareness and advocacy day at the UN known as Delta Days at the United Nations (DDUN). The very first DDUN was held on March 27, 2003 with more than 150 Deltas in attendance.

At this first DDUN Delta was presented with official credentials acknowledging the sorority’s new status with the United Nations by Hanifa Mezoui, Chief of the NGO Section of ECOSOC, and this honor was accepted on behalf of the sorority by Delta Sigma Theta Sorority, Inc. 22nd National President the Rev. Dr. Gwendolyn Boyd. Delta was welcomed to the United Nations by Assistant Secretary General for External Affairs, Gillian Sorensen, who asked the sorority in her keynote address, to “use your NGO status to monitor the status of women and children in the world and bind together with other NGOs to ensure that the UN honors its commitments.” It is important to understand that today Delta still has its Consultative Status and honors Gillian Sorensen’s request.

At the second DDUN in 2004, during the annual meeting of the Commission on the Status of Women, the sorority organized its first workshop titled a “Workshop on the Role of Men and Women in the Prevention and Treatment of HIV/AIDS.” Since 2004 Delta has presented panels every year at the United Nations during the Commission on the Status of Women two-week meeting.

DDUN provides an opportunity for the sorority to continue fostering its partnership with the UN and strengthening its NGO consultative status with ECOSOC. Delta representatives continue to attend regular briefings and share information on UN activities with its members and the community at large. Each National President of Delta has remained committed to this partnership and to the DDUN initiative, focusing on the issues impacting women and girls, especially women and girls of color. Participation in DDUN has continued to grow reflecting the sorority’s concern with critical global issues.

NOTE TO FACILITATOR: This is not a module but an informational summation of Delta and the United Nations. There is latitude with how you engage the young ladies in taking interest in the United Nations.



Please make sure to have a map (preferably a paper map or a free-standing globe so that they may touch it). See how many countries the young ladies can identify.

MATERIALS NEEDED: A Map of the World or a Free-standing Globe.

TECHNOLOGY INTEGRATION: If you have computers/laptops/cell phones available, have the facilitator pull up the United Nations website or have the young ladies use their smart phones to access www.un.org. They should be directed to click on the Student link and let them surf.

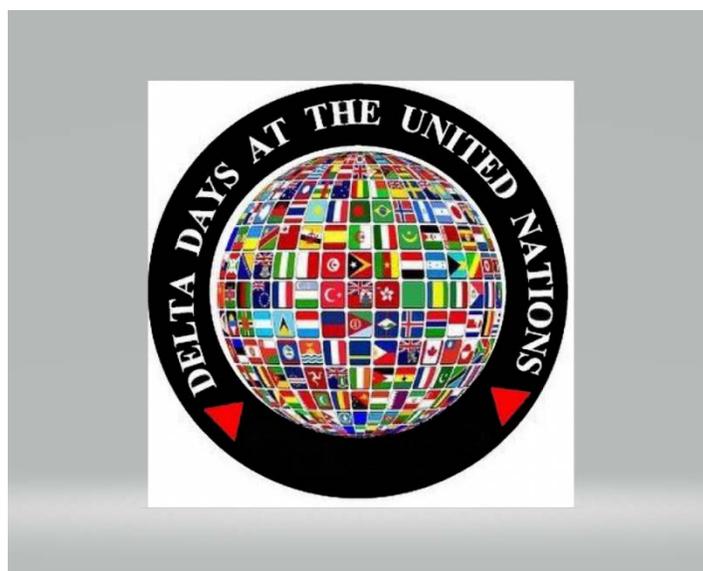
MAIN ACTIVITY/PROCEDURES/DISCUSSION:

Activity 1: Encourage the young ladies to identify countries on the map. Ask them where they have visited or where they want to visit and why. Ask them what they know about global current events.

Activity 2: After the young ladies have spent time surfing the United Nations website, engage them in a conversation about what they learned and their feelings about what they learned. Ask them if they feel empowered to be able to help or do they feel helpless. Explore their answers with them and discuss why it is important to connect with organizations such as the United Nations and Delta. Have them discuss what societal problems they would want to help solve as a member of an organization.

RESOURCES

- ▲ Invite your Chapter International Awareness and Involvement chairs/members to participate in this session.
- ▲ Some of your Chapter members may have attended Delta Days at the UN. If so, invite those soror(s) to participate in this session.



UNIT: World Health Day

MODULE TITLE: World Health Day

TOPIC: Plan a service activity on World Health Day: April 7th.

GOAL:

- ▲ Delta GEMS participants will be aware of the World Health Organization (WHO) and its mission.
- ▲ They will understand the importance of World Health Day.
- ▲ They will identify continents, countries and diseases associated with WHO.
- ▲ They will then organize a service activity on April 7th.

MATERIALS NEEDED:

- ▲ Cell phones,
- ▲ iPads, or other electronic devices
- ▲ Chart paper
- ▲ Markers

NOTE TO FACILITATORS: World Health Day is a global health awareness day celebrated every year on April 7th under the sponsorship of the World Health Organization (WHO). The WHO is a specialized agency of the United Nations that is concerned with international public health. It was established on April 7, 1948 and is headquartered in Geneva, Switzerland. WHO is working for better health for everyone, everywhere.

Introduce the lesson by asking participants if they or anyone they know has a chronic disease or if they are aware of health conditions in the local community or in any other nation. Discuss the World Health Organization and its mission as a part of the United Nations. Give them an opportunity to explore the websites: [World Health Organization](#) (WHO) and [Health Topics](#) to get the general idea of the organization and its work.

OPENING ACTIVITY: Introduce the lesson by asking participants if they or anyone they know has a chronic disease or if they are aware of health conditions in the local community or in any other nation. Discuss the World Health Organization and its mission as a part of the United Nations.

MAIN ACTIVITY:

Give participants an opportunity to explore the websites: [World Health Organization](#) (WHO) and [Health Topics](#) to get the general idea of the organization and its work. Using cell phones, IPADS or electronic devices, divide the participants into groups and assign them to answer one or two of the following questions:

- ▲ What is World Health Organization (WHO)?
- ▲ Why is WHO needed?
- ▲ How did it evolve?
- ▲ What is in its agenda?
- ▲ What countries, continents and major diseases are covered?
- ▲ What is the current health priority?

Report out the group responses. After groups have discussed the WHO questions, continue the activity by:

- ▲ Selecting and researching one health crisis and share how the crisis affected the country and the world.
- ▲ Create a map with countries and diseases affecting them.



- ▲ Create a service activity for World Health Day: Have the participants brainstorm a service project that they would like to do on April 7th. (This should take time during several sessions.)
- ▲ Research different types of medical professions.

EXTENSION ACTIVITY: Invite local experts who have gone on or sponsored missions to foreign countries to provide medical services and/or to provide education on health issues to speak to students, examples include: Medical Professionals, IAI Committee Members, Kenya KEEP/Delta Partnership, etc.

RESOURCES:

- ▲ Lesson Planet: <https://www.lessonplanet.com/>
- ▲ Teacher Planet: <http://www.teacherplanet.com/>
- ▲ Sorors or others who have done mission trips.



Dr. Jeanne L. Noble Delta GEMS Institute
National Curriculum Manual

“GEM S: Jewels in Our Galaxy”

PHYSICAL & MENTAL HEALTH

As an organization of predominantly African American women, Delta Sigma Theta Sorority, Inc. is uniquely positioned to impact not only the well-being of its membership, but also the families and communities we serve. *Journey to Wellness: Committing our Bodies to Physical and Mental Health* is now the signature Physical and Mental Health call to action. The initiative addresses the challenges of living holistic and healthy lives. The three-pronged approach to Journey to Wellness includes: signature programs, Catching, Coping, Conquering; My Cry in the Dark; and Healthy Lifestyles. Members have actively engaged in physical fitness and are taking an active interest in the welfare of their health.

The Physical and Mental Health subcommittee has been charged by our National President to develop an inward-facing organizational health initiative. **DeltaCare** is a holistic approach to wellness in our sisterhood. Programs and initiatives will also include the holistic health for our youth and the communities we serve.



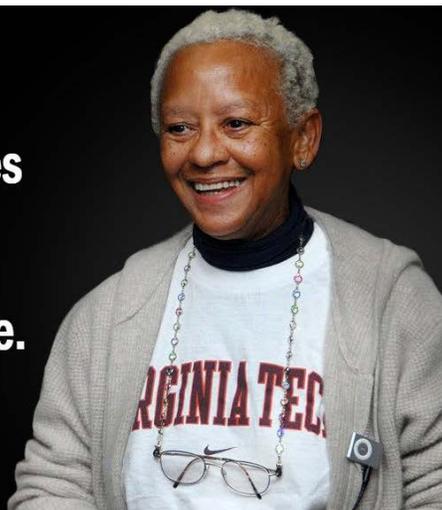
Delta Sigma Theta Sorority, Incorporated



Developing

The only way you can grow
is to **let yourself make mistakes**
and **create contradictions.**
As we learn new things, some
of our **old attitudes will change.**

– Nikki Giovanni



Character



Unit: Character Development

Module Title: Good Listening Skills

Focus/Topic to Address: Why are good listening skills important?

Objectives

- ▲ Identify 10 tips of a good/active listener.
- ▲ Illustrate through interactive activities the importance of good listening skills.
- ▲ Demonstrate through role play how to model an active listener and follow complex instructions.

Materials Needed:

- ▲ Computer with Internet access (links video demonstrating good listening skills)
- ▲ Blank 8 ½ X 11 white paper
- ▲ Scotch Tape
- ▲ Crayons (any colors)
- ▲ Student Journal

Note to Facilitator: (Background):

Hearing is a physical ability (one of our five senses); listening is a skill. It is possible to have one but not the other. Someone who is hearing impaired can be a great listener if he or she pays attention to the information someone conveys despite the fact that he/she can't use the sense of hearing to receive the message. Likewise, someone with very sharp hearing can be a poor listener.

The importance of listening extends far beyond academic and professional settings. Understanding how to practice good communication even in your day to day life, among friends, family, and significant others is important for a number of reasons: fostering good self-esteem, improved school performance, improving relationships, and even becoming a better speaker. An essential ingredient of strong, healthy relationships is good communication. Plus, successful communication depends a lot on how you listen.

OPENING ACTIVITY: Watch video

- ▲ Video Link – Ten Tips of Good/Active listener
<https://www.youtube.com/watch?v=m6-4-XIHsxo>

MAIN ACTIVITY #1:

Instructions:

- ▲ All participants are to stand in a circle.
- ▲ An imaginary ball is to be thrown from one person to another until all participants in circle have thrown and received the ball.
- ▲ Each participant must call out the name of the person to whom the ball is being thrown.
- ▲ A participant can only have the ball thrown to her once.

For advanced groups: Have each participant make a unique sound before throwing the ball to another participant. The participant that receives the imaginary ball must replicate the sound of the person they received the ball from and make a new sound. Each participant will make two sounds, the first sound of the person that has thrown the ball and a unique sound as they throw the ball to a new recipient. No sounds can be repeated. Each participant will receive and throw the ball once. Activity is complete once all participants in circle has thrown and received the ball.



- ▲ Ask participants the following questions:
 - What did they observe with the activity?
 - Were there any challenges with the activity?
 - Did it become easier or harder as the activity progressed?
- ▲ **Purpose of activity:** Illustrate that good listening skills are required to complete this exercise. Each participant must be attentive to hear her name or hear the sound that the thrower is making in order to proceed with the exercise when the ball is thrown to the next person. Additionally, each participant must listen closely to ensure she is not repeating any sound that has already been used.
- ▲ **Good listening skills:**
 - Represent a sign of respect.
 - Are essential to communicate effectively.
 - Enable proper execution of defined tasks.
 - Help to build trust.
 - Are required in every career and/or profession.

MAIN ACTIVITY #2: Modeling Good Listening Skills

Instructions:

- ▲ Place chairs in two rows with chairs facing each other.
- ▲ Selection of the speaker: To pair partners identify whose birthday month comes first and the participant whose birthday month is later will be the speaker and the other participant will be the listener.
- ▲ Paired Participants are seated across from facing one another.
- ▲ Participants will use the 10 techniques of good listening skills.
- ▲ Give two minutes for each pair to answer the following questions:
 - What is your favorite hobby and why?
 - What was the most exciting event/activity of the week and why?
 - What is your favorite holiday and why?
- ▲ Break/Switch roles after two minutes
- ▲ Repeat activity for participant #2 and give two minutes to answer the same questions.
- ▲ Have the speaker look for techniques of active listening.
 - **SOLER**
 - Sit Squarely (body placement with partner)
 - Open Posture (no crossed arms)
 - Lean forward towards the partner
 - Eye contact
 - Relax
- ▲ Ask participants the following questions:
 - Did your partner demonstrate active listening skills?
 - How did it feel when your partner utilized techniques of active listening?

MAIN ACTIVITY #3

Instructions:

- Have all participants stand and pair with someone they have not paired with in earlier activity.
- Two participants per group.
- Participants ask their partner, how many siblings do they have?
- The participant with the most siblings goes first, if same number of siblings ask the age of the oldest sibling. The partner that has the oldest sibling will go first in this activity.



- Have speaker #1 tell partner what they would do if they won the lottery for \$50 million dollars.
- The partner has to ignore the speaker while the speaker is sharing.
- Switch partners after one minute.

- Ask participants how did it feel talking to someone who was not listening?
- How was this experience different from the previous activity?

Purpose of this activity is to illustrate that active listening skills allow for one to feel respected, and it can be frustrating and upsetting when you are talking to someone and they are distracted and inattentive.

MAIN ACTIVITY #4: (Optional)

Materials:

- ▲ White piece of paper
- ▲ Crayons
- ▲ Scotch tape
- ▲ Paper clip

▲ Instructions.

- Participants must complete task without clarifying questions to instructor or colleagues.
- Take a blank piece of paper and fold in half with the long side horizontal and shorter side vertical. On the inside of the folded paper place the number “1” with a crayon in the right upper corner and place the number “13” in the left lower corner. Fold the paper again in half and place a paper clip on the bottom left side corner; place an X on the back lower left corner. Fold the paper again in half (third time paper folded in half) and place scotch tape on the back in the center of the paper. Hand the paper to the person to the right of you and that person is to place the paper on the floor on the top of the left foot.
- Have the person that places the paper on left foot open, look at paper and find:
 - Paper clip on the bottom left side corner
 - X on back of left lower corner
 - Paper folded in 8ths (folded in half three times)
 - #1 on the Right Upper Corner on inside
 - #13 on the Left lower corner

▲ Post activity Discussion

- Was this activity challenging?
- Did you follow all instructions and get them right?
- Did you learn anything new about yourself with this activity?

Wrap up discussion/questions of all activities:

- ▲ Ask participants what did they learn with all three activities and video?
- ▲ What do they plan to do differently as a result of this exercises and why?

*When you Talk
you are only Repeating
what you know;
but when Listen,
you may Learn
Something New.*

Deloit Luma





Health



UNIT: Physical and Mental Health

MODULE: Anti-Bullying Skills Building

GOAL/TARGET:

- ▲ Educate participants on the definition of bullying.
- ▲ Problem solve for strategies to address bullying.
- ▲ Role play strategies learned.

MATERIALS NEEDED:

- ▲ Flipchart
- ▲ Markers
- ▲ Scenarios
- ▲ Container/cup/box (2) to pull slips for scenario
- ▲ What Can You Do? handout

NOTE TO THE FACILITATOR (Background):

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behavior must be aggressive and include:

- ▲ **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- ▲ **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying falls into three categories: verbal, physical, and social.

Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are:

- ▲ Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- ▲ SMS (Short Message Service) aka Text Message sent through devices
- ▲ Instant Message (via devices, email, apps, and social media messaging features)
- ▲ Email

Cyberbullying can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it. Schools may take action either as required by law or with local or school policies that allow them to discipline or take other action. Some states also have provisions to address bullying if it affects school performance.



OPENING ACTIVITY

Today, we want talk to you about a big problem that’s happening among youth in schools, at churches, and sometimes when they are walking down the street in their own neighborhood. Bullying. *Allow this to sink in. Watch for body language -verbal and nonverbal cues –that assess their reaction to the subject matter.* In many schools, bullying seems to happen to kids who look or act different, are seen as having a lower status maybe because of their clothing, speech, mannerisms or their size. Does that seem to be a problem in your school? What about when you think about your class? *Allow for feedback. Look for verbal, non-verbal cues.*

Exploration of Bullying

Ask a volunteer to help you write responses from the group on a flipchart. Try to choose a participant who appears attentive and engaged but does not dominate the group.

What are some of the activities you’ve observed other students do to bully your friends or other kids in the school? What happened? *Allow them to generate a list and write these on the flipchart. Discuss each as it is presented. Discuss others from this list if they are not presented or others you consider.*

- Shoving/pushing/tripping
- Spitting
- Hitting/kicking/pinching
- Threats of harm, intimidation
- Pressuring students to do activities against their will
- Excluding or gossiping about a child
- Taunt or tease, name calling, embarrassing comments, inappropriate sexual comments
- Ignoring attempts to communicate in social settings/silent treatment
- Encouraging the group to mistreat another child
- Embarrassing someone in public
- Making mean or rude hand gestures
- Taking/breaking someone else’s personal items
- Watching and not reporting/intervening to stop the bully’s activities
- Laughing at the bully’s tactics towards other students
- Spreading rumors by email, text, on Facebook, Twitter, Snapchat (Cyberbullying)

In the incidents that you described, what did the adults (e.g., teachers, parents, church members) near the incidents do? What about people who saw or heard it, what did they do? *Ask each question one at a time, allowing discussion after each question. Discuss their responses and provide feedback regarding appropriate actions that should have been taken, if appropriate action was not taken. Reinforce positive responses.*

Kids who are being bullied feel bad about themselves, they have trouble studying, are afraid to come to school or even go home because of the bullies. Bullies take the focus away from what is most important...education, good healthy relationships and friendships, and learning to treat others the way you want to be treated.

Facilitator Instructions: Scenarios:

Divide the participants into 2 groups. You will need two cups/containers, one for each scenario. Cut the characters with the description into single slips for each character. Put the characters for Scenario 1 in a cup/ container and Scenario 2 characters in another cup. Have the participants pull one of the characters to role play. NOTE: *Do not read out the different characters. You want the activity to play out naturally for each scenario.* Add additional slips if group is larger than 12 with all other participants serving as classmates.



Give groups 10 minutes to work through their role play. Then allow 5 minutes per group to role play. Have one or two group leaders work with each group to work through the scenario.

Now let's put what we have learned into action and role play a situation surrounding bullying. First let's divide into 2 groups. (*Continue with instructions once groups have divided.*) We have placed some character traits/actions in this cup (container) and need you to pull a character. You will then have 10 minutes to work in your group to come up with your role play. One (*or two depending on group size*) of the group leaders will work with each group. Any questions? Okay, let's get started.

Follow up Questions:

- How did it feel to be the bully? What did you notice about the other group members when you were bullying others?
- How did it feel to be bullied? What were you thinking and feeling when you were being bullied?
- Ask participants, what was your role and what did you think about the role you were assigned?
- Ask participants who were observing, how could you have helped in this situation?
- How many of you would have done nothing to help the persons being bullied? What would have kept you from helping the person being bullied? What would have needed to happen for you to help?
- What else could have been done in these situations to help address the bully's behavior and the person who was being bullied?

That is a great transition for us to go back to the beginning and think of all the behaviors we listed. Let's take some of those behaviors and try to determine what we can do to help ourselves and others who are being bullied. Let's look at your handout on What Can You Do? Next to each of these actions, try to come up with what you would do if it happened to you or someone else. *Have participants complete the handout and review some of the actions that have not been addressed adequately during the session. Provide appropriate problem-solving strategies.*

Take Away: "What Can You Do?"

- **Stand up to the Bully:** Bullies get most of their power from having everyone afraid of them. They are only one or two people. If your friends or group members all band together to stand up to the bully, she/he or they will NOT be able to push all of you around. In fact, they lose their power. They become the person that is the outsider.
- **Don't agree with the bully.** Yes, maybe the person being picked on does look different, and yes, maybe the person does wear the same shoes all the time, and yes, maybe she acts a little strange at times. What is wrong with that? How does that become a problem for you? Doesn't that person have the right to have a good, quality education and safe, friendly environment in which to live.
- **Tell the adults** and they will make a pledge to you to do something about it. They won't act like "it's no big deal." *Get all the group leaders to commit in front of the participants to take their report of bullying seriously and do something about it.*

CLOSING:

Don't allow one person to control your friends, your school, or your life.



RESOURCES

- ▲ Charlotte M. Freeman, Ph.D., Nia Therapy Services, Memphis, TN, (901) 210-0823
askdrcharlotte@aol.com, www.niatherapy.com
- ▲ www.Stopbullying.gov (Background)
- ▲ <https://www.stopbullying.gov/cyberbullying/what-is-it/index.html> (Background)

SCENARIO 1: Who's the bully?

Bully: You are teasing, and picking on another student, trying to get others (the entire group) to join in.

Student being bullied: Looks sad and helpless.

Group member: A bully is talking negative to a student and you join in.

Group member: You are silent, look like you REALLY want to help but not sure how to help.

Group member: You are silent, looking away, unsure what to do.

Group member: You remind the group (the entire group) to take the victim's side against the bully. You continue to get the class to help victim until they all do.

Group member: You remind the group (the entire group) to take the victim's side against the bully. You continue to get the class to help victim until they all do.

Classmates

SCENARIO 2: Waiting to Act

Bully: You recruit 2 other friends to harass two other kids and no matter how they try to stand up for themselves you and your friends continue to harass them.

Friend of the Bully: Bully has recruited you to help harass two other kids and no matter how they try to stand up for themselves you and the bully continue to harass them.

Friend of the Bully: Bully has recruited you to help harass two other kids. The girls being bullied try to stand up for themselves, but the bully keeps at it. You decided after a few seconds that you should try to calm the bully.

Student being bullied: You try to stand up for yourself but back down when bully keeps going.

Student being bullied: You say little, tell bully to stop, leave you and your friend alone.

Observer who takes action (Stand away from group alone): You overhear bully harassing other kids. What will you do?



WHAT CAN YOU DO?

Bullying can sometimes be so overwhelming, and we aren't sure what to do. Next to each of these actions, try to come up with what you would or could do if it happened to you or someone else.

Shoving/pushing/tripping

Calling you hurtful names

Hitting/kicking/pinching

Threats of harm, intimidation

Excluding or gossiping about a child

Sibling telling others about your bedwetting at 10

Inappropriate sexual comments

Ignoring attempts to communicate in social settings/silent treatment

Encouraging the group to mistreat another child

Mother embarrassing you in public

Making mean or rude hand gestures

Taking/breaking someone else's personal items

Watching and not reporting/intervening to stop the bully's activities

Laughing at the bully's tactics towards other students

Cyberbullying



UNIT: Physical and Mental Health

MODULE TITLE: Mental Health

FOCUS/TOPIC TO ADDRESS: Mental Health is about our Best Health

GOAL/TARGET:

- ▲ This module introduces GEMS to the different mental health issues that may occur within their age group, increases their awareness of mental health issues, and explores ways for participants to help themselves and others feel more comfortable dealing with mental health for self or among their peers.

MATERIALS NEEDED:

- ▲ Think-Feel-Do handout
- ▲ Scenarios handout
- ▲ Flipchart to record responses

NOTE TO FACILITATOR (Background): Mental Health is important for all people. When we say mental health, we are really talking about how we think, the way we feel, and the things that we do on a daily basis that keeps us mentally strong. Most of our feelings and actions start with the way we think. This is called the **THINK-FEEL-DO** cycle. Many times when a person says mental health, we think they mean mental illness. Mental illness is a term that might be used for people who have any attribute, trait or disorder that causes a person to be labelled as unacceptably different from “normal” people. Individuals with mental illnesses — such as anxiety, depression, bipolar disorder and schizophrenia — have a double burden. Not only must they cope with the abnormal or different thoughts, feelings and behaviors they experience, but they must also deal with people’s negative attitudes toward them. Most people learn what they know about mental health and illness from the media. We are shown or told daily on the radio, on the television and in the newspaper that people with mental illnesses are violent, criminal, dangerous, comical, incompetent and fundamentally different from other people. These images and stereotypes can lead to the rejection and fear of people with mental health problems.

OPENING ACTIVITY: Discussion of Mental Health

When I ask you what is mental health, what is the first think that you think? (*allow for responses and write the responses on the flipchart*). Mental Health is important for everyone. Mental health is what we **THINK**, what we **FEEL**, and what we **DO**. When we think a certain way, it causes us to feel a certain way which leads us to do certain things. When we think negative thoughts, then we feel negative feelings, and we do behaviors that are hurtful to ourselves or to others. Let’s see how this works.

Positive Cycle

- ▲ **THINK**...I am one of the best students in my class.
- ▲ **FEEL**...Motivated, proud.
- ▲ **DO**...I attend school daily and study hard to remain one of the best students.

- ▲ **THINK**...I am going to one of the best colleges when I graduate.
- ▲ **FEEL**...Determined, motivated, excited, proud, encouraged.
- ▲ **DO**...Study for the ACT, develop a good relationship with my teachers, apply early to college.

Negative Cycle

- ▲ **THINK**...Nobody likes me. No one wants to be my friend.
- ▲ **FEEL**...Unwanted, unloved, sad, rejected.
- ▲ **DO**...Move away from people, sit by self, reject offers of friendship from others.



- ▲ **THINK**...They don't really want me around, they are just trying to trick me by pretending to be friendly.
- ▲ **FEEL**...Afraid, fearful, lonely
- ▲ **DO**...Withdraw more, put up defenses/walls to keep others from getting close to hurt me.

Do you see how the cycle works? One cycle of Thinking-Feeling-Doing leads to another cycle of Thinking-Feeling-Doing. Did you notice that each cycle starts with how she is THINKING? (*allow responses*)
Yes! We control our mental health by how we think.

What do you think the next cycle of thinking-feeling-doing for this person might be if she doesn't change her thinking? (*allow responses*)

What could she do to change her thinking and change the outcomes you just stated? (*allow responses*).

Before we move further, let's talk for just a second about feelings. Sometimes we don't know our feelings. (*Turn to someone and ask 2 or 3 participants*). How are you feeling today? (*Most will likely respond with generic terms that are not feelings such as "fine, good, alright, okay, great, etc."*). Those are actually not feeling words. Feeling words are like happy, sad, glad, mad, enthusiastic, carefree! We need to help everyone come up with a list of feeling words they can use to go along with their thinking. (*Have participants generate a list of feeling words. Ask each participant to list 3-5 feeling words without repeating any. If the group is larger than 25 then each participant should list just 2. Record the list on the flipchart and allow the participants to record the list in their journals*)

So, you see that it is very important that we think about what we say to ourselves and to others. In the same way that our thoughts affect what we feel and do, what we say to others can affect them as well. Our words and actions can lead others to think positively or negatively about themselves which affects how they feel and what they do. Let's remember to always speak positives to others. You have a handout that says Think-Feel-Do. We will practice (*or if limited on time ask girls to complete at home*), writing working through when you had a negative thought, how you felt, and what you did or wanted to do. Use your list of feeling words we created on today. Then use the other two spaces to show how you could have changed your negative thought to a positive one, how you would feel, and what you would do. You will see that it works and if you practice focusing on positive thinking, you will have positive mental health. (*Allow them to complete exercise and have 2-3 participants share their responses.*)

MAIN ACTIVITY:

We've talked about our thinking, our feelings, and our behavior. Now, we are going to talk about 5 mental health issues that can occur in participants your age that require help from others to improve one's thinking, feelings, and behavior. Some of you may have heard about these mental health issues or you may know family or friends who needed help in one of these areas. (*Review information in an interactive style*).

Anxiety: butterflies in your stomach, worry, fearful of people, places and things, difficulty concentrating, restless, trouble sleeping, lots of body aches (headaches, stomachaches, vomiting), worry that people are judging them, avoiding people or places because of fear they may be embarrassed or rejected, trembling, shaking, heart beating really fast.

Youth with this disorder may:

- bite their finger nails while thinking about something that is bothering them.
- have trouble remembering information for a test when they knew it before going to bed.
- avoid going to parties thinking that others will talk about them.
- pull out their hair when they become worried or stressed (trichotillomania).



Attention-deficit disorder (ADD): low attention span, careless mistakes, does not seem to listen, does not follow through on instructions, difficulty organizing self, loses things, forgetful, easily distracted.

Youth with this disorder may:

- stare out the window instead of paying attention to the teacher.
- draw pictures or shapes when they should be doing their work.
- forget to turn in their homework even though it's in their backpack.
- lose clothing (e.g., shirt, jackets, sneakers).

Attention-deficit disorder with hyperactivity (ADHD): same as ADD but the participant also squirms, taps, leaves seat without permission, runs about or climbs, “on the go,” talks a lot, blurts out answers, has trouble waiting in line, interrupts others.

Youth with this disorder may:

- yell out answers in class instead of waiting to be called on.
- fall on the floor unexpectedly because they are squirming in their seats.
- move from one activity to another without completing any.
- talk in the hallway when they should be quiet even when teacher told them 2 seconds ago.

Depression: sadness, irritability, trouble sleeping or sleeping longer than usual, feeling tired, don't want to eat or eating too much, problems with concentrating, thinking about harming self, feeling like no one cares, crying, hopeless.

Youth with this disorder may:

- come home from school, shut themselves in their room and go right to bed.
- no longer want to go anywhere.
- not want to talk or be bothered with others when they used to love to be around others.
- eat continuously or refuse to eat when they feel down.

Oppositional defiant: – refuses to follow directions/rules given by adults, argues with adult, deliberately annoys others, blames others for her mistakes or misbehavior, often loses her temper, things “get on her nerves”, angry, says or does hurtful things to others on purpose.

Youth with this disorder may:

- yell at the teacher or their parents.
- tell the parents they are not going to do something that was asked.
- sit with their arms folded and refuse to answer when principal is talking to them.
- do the opposite of what the grandparents asked them to do.

Instructions: Divide the participants into groups of 5-6. Give each group one of two scenarios below (*see attached handout with questions*). Have the group read the scenario and then complete the questions which follow. Give each group 15-20 minutes to work through the group exercise. Then allow 10 minutes per group to report their thoughts around the scenario. Have one or two group leaders work with each group to work through the scenarios and answer the questions.



Scenarios

Jada is a straight A student. She really enjoys school and can't wait to get up to get to school. She has hopes and dreams of being a math teacher one day, and her teachers think that one day she will make a great teacher, too. Everybody believes that Jada is so responsible. She loves school. She sits by the door in the mornings, biting her nails waiting on her mother who is always late. Lately, the teachers have noticed that Jada is making more and more careless errors in her work. They sit down with Jada to try to figure it out.

1. What is going on with Jada?
2. What is your reaction to Jada's behavior?
3. What would you say is wrong with Jada?
4. What needs to be done to, with, for, or by Jada?

Amber lives at home with her mom and dad. Her mom works long hours to help with the bills since her Dad went back to school to become a diesel mechanic. With money being tight and both parents working so hard to move the family into a home, Amber has not been able to go to the movies, buy a new game, get any new clothes, or go to the park because they won't let her go without supervision. She has tried to ask her parents if she could do more chores to earn some money, but they keep saying they don't have any. Amber feels all alone. When she went to talk to her mom about it, she overheard her mom telling her dad she was pregnant. Amber's GEMS leaders notice something is different with Amber the last 3 months and sit to talk with her about it.

1. What is going on with Amber?
2. What is your reaction to Amber's behavior?
3. What would you say is wrong with Amber?
4. What needs to be done to, with, for, or by Amber?

These are common situations that could happen to any girl and within any family. How many of you have experienced or know someone who has experienced a situation where you worried about something, were scared, felt like you couldn't have what you wanted, felt sad, overwhelmed, pushed to the side or alone even when there were people who loved you around you. It is important that we talk to others when we find ourselves thinking negatively and feeling negatively because we may act out in a way that will hurt us in the end.

TAKE AWAY:

We must strive to have good mental health and encourage others to do the same. If we find that we are having a hard time thinking positive thoughts, then we must reach out to others for help. We all need help and support in our lives at some time. The best thing we can do for ourselves is to let someone else help us think differently so we can change our feelings and do positive behavior. We can't do everything alone. Teasing others who are sad or having trouble focusing in class is not funny and can hurt others' feelings. People who reach out or get help are better for it. They perform better in school, get along better with their friends and play a positive role in helping their families stay strong. We all need good mental health, and it starts with our thinking.

RESOURCES:

- ▲ Charlotte M. Freeman, Ph.D., Licensed Clinical Psychologist, Memphis, TN, askdrcharlotte@aol.com, (901)210-0823, www.niatherapy.com
- ▲ Talking about Mental Illness: Teacher's Guide: Background https://www.camh.ca/en/education/Documents/www.camh.net/education/Resources_teachers_schools/TAMI/tami_teachersall.pdf



THINK-FEEL-DO CYCLE

Mental Health is important for everyone. How we think, the way we feel, and the things that we do on a daily basis plays a big role in our mental health. Most of our feelings and actions start with the way we think. This is called the THINK-FEEL-DO cycle.

THINK: _____

FEEL: _____

DO: _____

THINK: _____

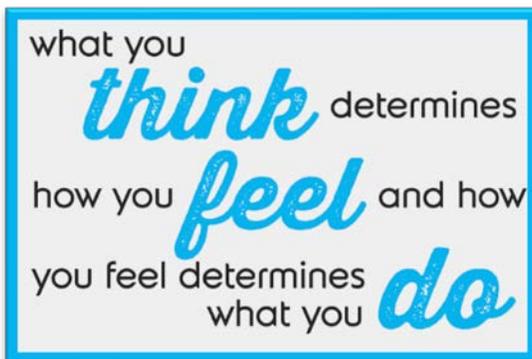
FEEL: _____

DO: _____

THINK: _____

FEEL: _____

DO: _____



Your Mental Health Matters!

Scenario B: Amber's Thoughts

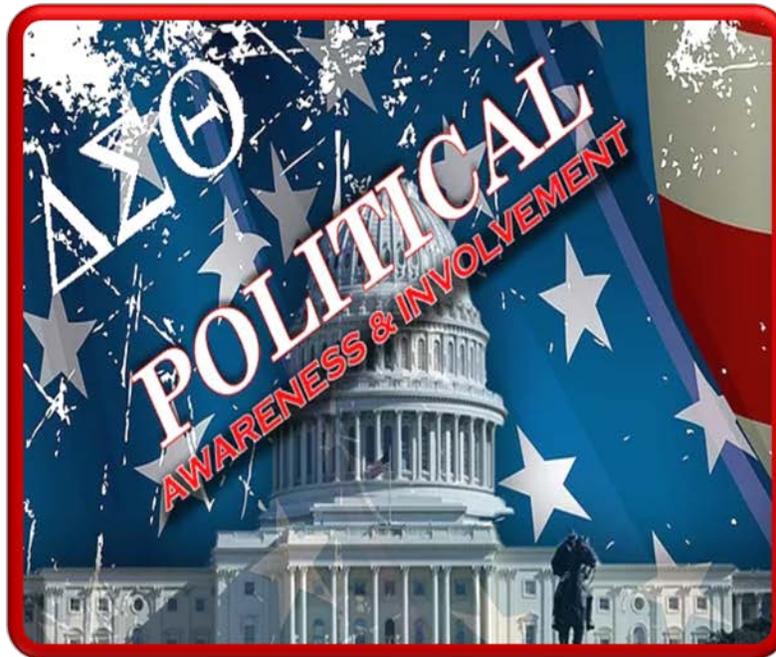
Amber lives at home with her mom and dad. Her Mom works long hours to help with the bills since her Dad went back to school to become a diesel mechanic. With money being tight and both parents working so hard to move the family into a home, Amber has not been able to go to the movies, buy a new game, get any new clothes, or go to the park because they won't let her go without supervision. She has tried to ask her parents if she could do more chores to earn some money, but they keep saying they don't have any. Amber feels all alone. When she went to talk to her mom about it, she overheard her mom telling her dad she was pregnant. Amber's Delta Academy leaders notice something is different with Amber the last 3 months and sit to talk with her about it.

1. What is going on with Amber?
2. What is your reaction to Amber's behavior?
3. What would you say is wrong with Amber?
4. What needs to be done to, with, for, or by Amber?



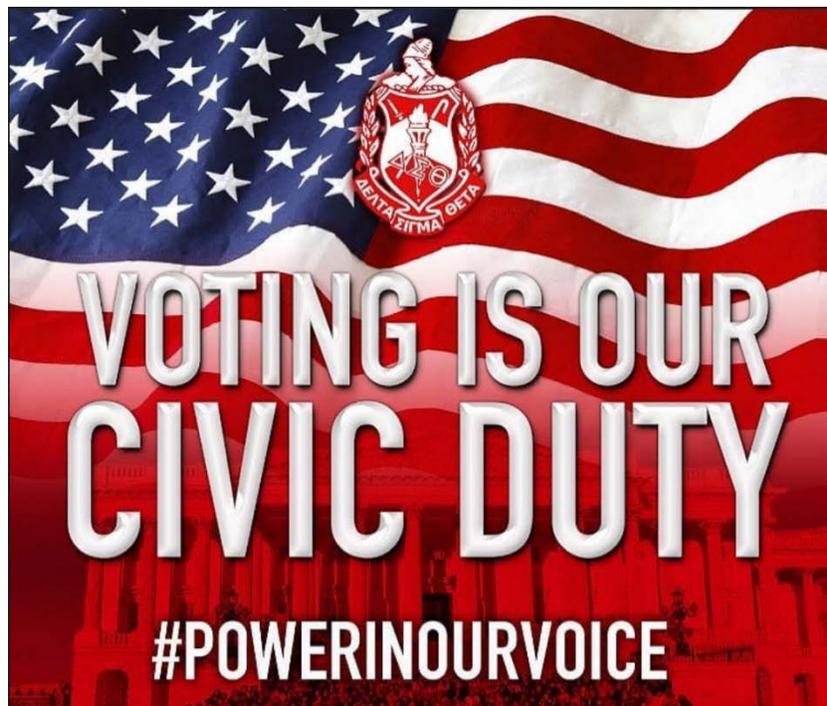
Dr. Jeanne L. Noble Delta GEMS Institute
National Curriculum Manual

“GEM S: Jewels in Our Galaxy”



The Founders participation in the Suffrage March for Women to Vote in March 1913 signaled the first act of political awareness and involvement. Public policy awareness in African-American communities continues to guide activities of the Social Action Commission. The Sorority’s “need to know” and the accountability of elected officials has been the basis for public service programs in this area of political awareness and involvement. The focus has been on those issues that greatly impact the African-American community. Through social action, the members of the Sorority, and their respective communities gain greater appreciation of their potential for influence in their communities.

Civic Responsibilities



UNIT: Civic Responsibility

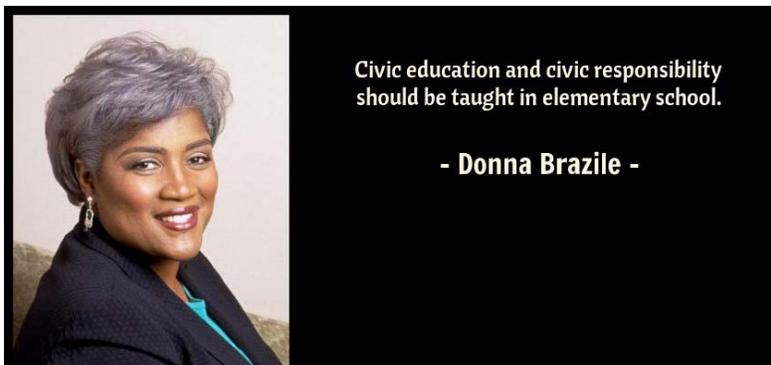
FOCUS/TOPICS TO ADDRESS:

Understanding what it means to be a citizen and one's civic responsibility to one's community.

MODULES:

- ▲ MODULE 1: I Am a Citizen
- ▲ MODULE 2: What Civic Responsibility Looks Like
- ▲ MODULE 3: My Civic Responsibility to My Community

What We Will Do	MODULE 1	MODULE 2	MODULE 3
Brainstorm Start by Asking...	What Makes Me A Citizen?	Can I Make a Difference?	How Can I Help My Community?
Read	Handout #1 Handout #2	Handout #3 Handout #4	
Watch All Videos Are on YouTube	The Preamble Goes This Way	1963 The Year that Changed Everything	Nas' Music Video "I Can" #BlackLivesMatter Stay Woke: The Black Lives Matter Movement
Discuss Read and Watch the Material then Let's Talk About...	The Bill of Rights - Do I Understand My Rights? My Present and Future Role as a Citizen at all Levels	If I Lived Back Then, Would I Have Participated in the March? Why or Why Not?	The Messages in Nas' video "I Can" #BlackLivesMatter
Pull it all together	Handout #5 Write My Action Plan Deliver My Action Plan as a Speech to the Group		



MODULE 1: I am a Citizen

FOCUS: What makes me a citizen?

GOALS/TARGETS:

- ▲ Participants are introduced to what it means to be a citizen.
- ▲ Participants will be able to define key terms and explain two parts of the U.S. Constitution: The Preamble and The Bill of Rights.

MATERIALS NEEDED:

- ▲ Flipchart or Chalk/White Board
- ▲ Chalk/Markers
- ▲ Handout 1 – You Are A Citizen
- ▲ Handout 2 – The Bill of Rights (First 10 Amendments to the U.S. Constitution)
- ▲ Access to YouTube Videos (Optional) – Watch “The Preamble Goes this Way”
www.youtube.com/watch?v=xN344pfNdSU
- ▲ A copy of the United States Constitution (There should be at least one copy available for reference.)

FACILITATOR DIRECTIONS: Be sure to preview all materials/videos before using them with the GEMS.

OPENING ACTIVITY:

FACILITATOR INSTRUCTIONS – WHAT MAKES ME A CITIZEN? is the Brainstorming Question for this module. Before giving out any materials, pose this question to the participants and ask each of them to answer. (You would have already read the materials so give them a few prompts if they get stuck.) Ask them to describe what a citizen does and why. See how much they know before engaging in the activities.

MAIN ACTIVITY:

On the Flipchart or Chalk/White Board write the following **BOLDED** words and ask the participants what they think each word means. The definitions are provided for you. All definitions are from the online Merriam-Webster Dictionary (<https://www.merriam-webster.com>)

- **Citizen:** an inhabitant of a city or town; a member of a state; a native or naturalized person who owes allegiance to a government and is entitled to protection from it.
- **Citizenship:** the status of being a citizen.
- **Civic:** of or relating to a citizen, a city, citizenship, or community affairs.
- **Civics:** a social science dealing with the rights and duties of citizens.
- **Constitution:** the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it.
- **Responsibility:** the quality or state of being responsible such as moral, legal, or mental accountability; something for which one is responsible

After reviewing the vocabulary, pass out Handout 1 – You Are a Citizen to each participant. Give them time to read it to themselves.

Watch “The Preamble goes this Way” www.youtube.com/watch?v=xN344pfNdSU

After watching the clip, ask the participants what they learned.

Again, ask them to describe what a citizen does and why.



Discuss the following:

1. What is a good citizen?
2. How do I see my present and future role as a citizen at all levels?
3. Allow the participants to imagine who they want to be in the future and talk about what characteristics they would like to develop by the time they become adults that will help them to be good citizens.
4. Ask them if there is more information or questions they have about being a good citizen.

Pass out Handout 2 – The Bill of Rights to each participant.

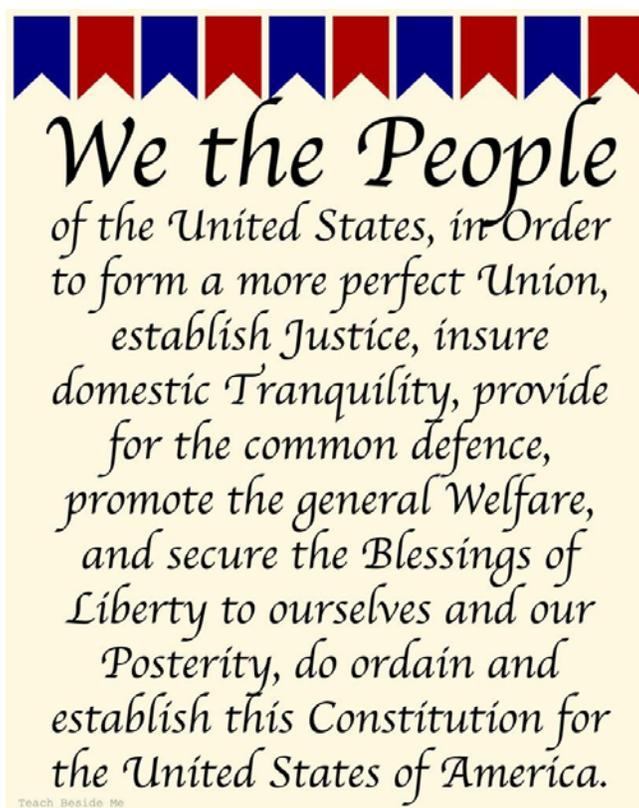
For each Amendment have one participant read aloud the section “As Written in the United States Constitution” and another read aloud the corresponding section “As Explained in the Booklet We the Civics Kids” for the same Amendment.

Before going on to the next Amendment ensure that the participants can explain what is meant by the Amendment.

Discuss the following:

The Bill of Rights – Do I Understand My Rights?

1. Ask the participants whether they understand their rights and have them demonstrate by selecting an Amendment and explaining by giving an example (either personal or fictitious) or have them role play.
2. Ask whether they believe all citizens are treated equally and have the same rights.
3. Why or Why Not? Have them give examples.



MODULE 2: What Civic Responsibility Looks Like**FOCUS:** Civic Responsibility**GOALS:**

- ▲ Participants will visualize and analyze their own ability to be civically responsible.
- ▲ Participants will be able to demonstrate their understanding of civic action and what it means to be an engaged citizen.

MATERIALS NEEDED:

- ▲ Flipchart or Chalk/White Board
- ▲ Chalk/Markers
- ▲ Handout 3 – Civic Action and Change
- ▲ Access to YouTube Video – Watch the documentary “1963 The Year That Changed Everything” www.youtube.com/watch?v=-vEZR5XON4Y (50 Minutes)

FACILITATOR DIRECTIONS: Be sure to preview all videos and handouts for appropriateness for your group.**OPENING ACTIVITY:****FACILITATOR INSTRUCTIONS:** CAN I MAKE A DIFFERENCE? is the Brainstorming Question for this module. Before giving out any materials, pose this question to the participants and ask each of them to answer. (You would have already read the materials so give them a few prompts if they get stuck.)

1. Ask the participants to talk about whether they believe they can make a difference in the world.
2. Have them share what they have done or what someone they know has done to make a difference in their family, school, or church/mosque/other place of worship.
3. See if they recognize and/or describe what they do as being civically responsible.

MAIN ACTIVITY:**FACILITATOR INSTRUCTIONS:**Watch the documentary “1963 The Year that Changed Everything” www.youtube.com/watch?v=-vEZR5XON4Y

Pass out Handout 3 – Civic Action and Change - to each participant. Allow the participants to read the material.

1. Ask them to reflect on the documentary and think about what kind of society they want.
2. Ask what can each of us do to make it that way?
3. What role does civic responsibility play in creating the society we want?”
4. Have them use the Inform, Act and Maintain Chart to talk about 1963 The Year that Changed Everything. What were the facts? What were the issues? How did they try to solve the problem? What was their message? Did the situation change?
5. Write their answers on the flip chart.

Have them discuss in pairs and then share as a whole group:

If I Lived Back Then, Would I Have Participated?

1. Ask the participants to think about who they are today – are they the type of people who stand up for what is right?



2. Do they get involved in worthy causes at school?
3. Then tell them to place themselves back in 1963 and answer the question: If I Lived Back Then, Would I Have Participated?
4. Why or Why Not? Explain



March on Selma, 1963



**March on Selma, 2015
50th Anniversary**



MODULE 3: My Civic Responsibility to My Community**FOCUS:** How can I help my community?**GOALS/TARGETS:**

- ▲ Participants will bring together what they have learned about being a citizen and being civically responsible.
- ▲ They will write an Action Plan and present it in the form of a speech to the group.

MATERIALS NEEDED:

- ▲ Flipchart or Chalk/White Board
- ▲ Chalk/Markers
- ▲ Handout 4 – Quotes to Inspire Action
- ▲ Handout 5 – My Action Plan
- ▲ Access to YouTube Videos to Watch or Have a Recording to Play Nas’ “I Can”
<https://youtu.be/RvVfgvHucRY> (4 1/2 Minutes)
- ▲ Access to YouTube Videos to Watch *Stay Woke: The Black Lives Matter Movement Documentary*
<https://youtu.be/eIoYtKOqxeU> (39 Minutes)

OPENING ACTIVITY

FACILITATOR DIRECTIONS: For this brainstorming activity use the Flipchart or Chalk/White Board and have someone be the scribe to write down the facts about each person’s community. We will use this list to complete Handout #5.

FACILITATOR INSTRUCTIONS: How can I help my community? is the Brainstorming Question for this module. Before giving out any materials, pose this question to the participants and ask each of them to answer. (You would have already read the materials so give them a few prompts if they get stuck.)

1. Ask them to describe what a community is.
2. Ask to what types of communities do they belong.
3. Ask them to identify two positive and two negative facts about their community.

MAIN ACTIVITY:**FACILITATOR INSTRUCTIONS:**

Pass out Handout 4 – Quotes to Inspire Action - to each participant.

On the second page of the handout there is a list of quotes. Have participants read each quote carefully, and more than once, choose two that inspire them the most and fill-in the grid on the first page of the handout.

When the participants have completed the grid have them share their responses with the group.

Watch or Play a Recording of Nas’ “I Can” <https://youtu.be/RvVfgvHucRY> and/or Watch *Stay Woke: The Black Lives Matter Movement Documentary* <https://youtu.be/eIoYtKOqxeU>

1. Discuss the community issues raised in these videos.
2. Allow the participants to add to the group’s list of positive and negative facts about their communities.
3. As a group, have the participants identify three to four solutions from the videos that they believe would make a difference in our collective community.

Pass out Handout 5 – My Action Plan – to each participant.



Have the participants complete each section of STEPS TO DEVELOPING MY ACTION PLAN to organize their thoughts on problem solving in their community. Have them pick two issues from the group's list that they are passionate about and on which they would work.

The final step is to prepare their ACTION PLAN for a presentation. Explain to the participants that organizers use speeches and writing to gain support for their issues and movements. Have them create their presentation about one of the two issues they selected by completing the worksheet on the second page of Handout #5.

Once they have completed their worksheet have each of them stand before the group and deliver their speech. (If your GEMS group is large in number, have them give their speeches in small groups.)

RESOURCES/CREDITS:

Portions of this Unit were adapted from the following sources:

- ▲ <https://www.icivics.org/curriculum/civil-rights>
- ▲ <https://www.icivics.org/curriculum/citizenship-participation>
- ▲ https://constitutioncenter.org/media/files/CK130001_CivicsKids-2013-PAGES-FNL-Lesson3.pdf
- ▲ <https://files.eric.ed.gov/fulltext/ED509538.pdf>
- ▲ <https://youtube.com>
- ▲ <https://www.archives.gov/founding-docs/bill-of-rights/what-does-it-say>
- ▲ <https://www.merriam-webster.com/>

APPENDIX:

Attached are the module handouts used in this unit:

MODULE 1

Handout 1 – You Are A Citizen



Handout 1_You are a citizen.docx.pdf

<http://bit.ly/YouAreACitizen>

Handout 2 – The Bill of Rights (First 10 Amendments of the U.S. Constitution)



Handout 2_Bill of Rights.docx.pdf

<http://bit.ly/GEMSBillofRights>





UNIT: Human Trafficking**MODULE TITLES:**

- ▲ Module 1: The Nature of Slavery Today
- ▲ Module 2: Stories of Modern-Day Slavery
- ▲ Module 3: What can you do?

FOCUS/TOPIC TO ADDRESS: Does slavery still exist in the world today?

GOAL/TARGET:

- ▲ Students will learn what human trafficking is, including the specific three words: force, coercion and fraud.
- ▲ Students will gain a better understanding of the current presence of human trafficking both globally and locally.
- ▲ Students will brainstorm possible ways to respond and help fight human trafficking within their communities and spheres of influence.
- ▲ Students will respond to the newly acquired knowledge and awareness of human trafficking by creating a personal expression of their thoughts/feelings.

NOTE TO FACILITATOR (Background): **Send a letter to parents letting them know their child will be participating in Human Trafficking modules. Get their written permission.**

Although slavery is illegal in every country in the modern world, it still exists. In fact, there are more slaves today than at any point in history, with approximately 35.8 million victims worldwide. An estimated 70% are female and nearly one-third are children. They labor in fields and factories under brutal employers who threaten them with violence if they try to escape. They work on construction sites or in homes for families that keep them virtually imprisoned. They are forced to work on the streets as child beggars; in wars as child soldiers; on farms; in traveling sales crews; or in restaurants and hotels. Some are forced to work in brothels and strip clubs or for escort and massage services. They are often held far from home with no money, no connections, and no way to ask for help, fearful of the consequences if they fail to earn their daily quota.

Today, this modern-day form of slavery, also known as human trafficking, is one of the largest and fastest growing criminal industries in the world. In general, human trafficking refers to the sale of adults and children into both commercial sexual servitude and forced or bonded labor and involves the recruiting, harboring, receipt, or transportation of persons for some exploitative purpose. Human trafficking is not just an issue that happens to people in other countries and does not require that a person cross over a country or state line. Although the United States formally abolished slavery with the passing of the 13th Amendment 150 years ago, cases involving sexual exploitation and bonded or forced labor are still prevalent, with estimates as high as 50,000. The United States is a source and transit country and is also considered one of the top destination points for victims of child trafficking and exploitation. However, U.S. citizens and legal permanent residents are also trafficked within the country. Cases of human trafficking have been reported in all fifty states. Human trafficking is a severe and multi-faceted human rights issue.

Slavery flourishes when people cannot meet their basic needs, and they lack economic opportunity, education, healthcare, safety and security, and honest government. Once enslaved, numerous human rights are directly violated, including:

- The right to personal autonomy
- The right not to be held in slavery or servitude
- The right to liberty and security of person



- The right to be free from cruel or inhumane treatment
- The right to safe and healthy working conditions
- The right to freedom of movement.

Those that do escape do not always find relief, as many governmental policies treat victims as criminals. Victims from other countries are often sent home without support and often ostracized in their home countries. Human-rights law has long recognized that human beings cannot be sold. The 1926 Convention to Suppress the Slave Trade and Slavery is among the earliest human rights conventions. Human-rights law further condemns slavery in numerous treaties and recognizes trafficking as a form of exploitation and discrimination against women and children. Leaders have an important role to play in fighting human trafficking. In recognition of January as National Slavery and Human Trafficking Prevention Month, this edition of Rights Sites News is dedicated to helping leaders raise awareness about human trafficking in their groups, prevent their girls from becoming victims themselves, and ultimately empower them to eradicate slavery during their lifetimes.

More Background Information:

Today's slavery has metastasized from its pre-industrial roots. Today's versions go by new names, including forced labor, involuntary domestic servitude, sex trafficking, bonded labor, forced child labor and the impressment of child soldiers into army units. But each form involves the exploitation of vulnerable populations—predominantly women and children—for financial gain. The average price for a human slave today is just \$90, according to the anti-slavery organization Free the Slaves. But in aggregate, slavery is a huge international shadow industry worth more than \$32 billion annually.

Sources of slaves today are depressingly familiar. In many developing countries, destitute families are forced to sell their children to sweatshops and brothels. In Thailand, for example, young girls are lured from the countryside with the promise of good jobs in the city, but they soon find themselves initiated into the grotesqueries of prostitution.

Here are some examples of how victims have been ensnared into human trafficking:

- In Illinois, a 19-year-old female responded to an Internet ad promoting modeling opportunities. Instead of offering her a modeling job, the offender enticed the girl to wait in a hotel room where she was expected to have sex with an unknown person. The offender, who would become her pimp, intended to sell the young woman for sex at an hourly rate. In this case, the pimp's would-be client was an undercover police officer who brought the young woman to safety.
- In Denmark, law enforcement authorities noted suspicious advertisements for nannies, waitresses, and dancers on Web sites in Latvia and Lithuania. The traffickers used Internet sites to post advertisements for jobs in Western Europe. An anti-trafficking group in Poland reports that 30 percent of its clients (trafficked women) were recruited through the Internet.
- Polish and Italian police jointly dismantled a network that trafficked men for the purpose of forced labor. An employment agency Web site was the primary means of recruitment.
- Testimony was presented to the U.S. Senate Committee on Foreign Relations at a hearing on "Human Trafficking: Mail Order Bride Abuses" that some entities in the "mail order bride" industry (or international matchmaking organizations) have been linked to trafficking organizations that offer adults and girls as "brides" but sell them privately into sexual exploitation or domestic slavery. These incidents include occasions in which foreign organized crime groups used fiancée and marriage visas to bring women into the United States for exploitation.
- A scheme demonstrating how technology was used to circumvent both international borders and specific national laws involved trafficking of Japanese women from Japan to Hawaii for the purpose of sexual exploitation. The traffickers advertised in Japan for "nude models" to work in



the United States. Upon their arrival in Hawaii, the models were used to perform live Internet sex shows and make pornographic videos that would be shown to Japanese audiences via the Internet. To avoid running afoul of Japanese pornography laws, the traffickers conducted their operation, which was aimed at a Japanese market with all website material written in Japanese, outside Japan, in Hawaii. The live and recorded “performances” were transmitted to an Internet Service Provider in California, through which Japanese viewers would access them. In 2006, 89 percent of the estimated 270 million pornographic Web pages existing worldwide were produced in the United States.

FACILITATOR'S INSTRUCTIONS TO THE PARTICIPANTS (Directions): Set a tone from the beginning that the unit will explore some complex and potentially disturbing issues, and that you expect the young ladies to explore these issues in a mature fashion. Remind the participants that these crimes are happening to real children in this country and around the world and that their dignity needs to be respected.

Preview the following video clip about International Human Trafficking for the purpose of forced labor: www.tpt.org/pbs-newshour/video/how-human-traffickers-trap-women-into-domestic-servitude-1497915695/

RESOURCES:

- ▲ www.tpt.org/pbs-newshour/video/how-human-traffickers-trap-women-into-domestic-servitude-1497915695/



UNIT: Human Trafficking

MODULE 1 TITLE: The Nature of Slavery Today

FOCUS/TOPIC TO ADDRESS: Does slavery still exist in the world today?

GOAL/TARGET:

- ▲ GEMS participants will learn what human trafficking is, including the specific three words: force, coercion and fraud.
- ▲ Participants will gain a better understanding of the current presence of human trafficking both globally and locally.

MATERIALS NEEDED:

- ▲ Flip chart
- ▲ Felt-tipped markers

NOTE TO FACILITATOR (Background): Send a letter to parents letting them know their child will be participating in Human Trafficking modules. Get their written permission.

FACILITATOR'S INSTRUCTIONS TO THE PARTICIPANTS (Directions): Set a tone from the beginning that the unit will explore some complex and potentially disturbing issues, and that you expect the young ladies to explore these issues in a mature fashion. Remind the participants that these crimes are happening to real children in this country and around the world and that their dignity needs to be respected. Preview the following video clip about International Human Trafficking for the purpose of forced labor: www.tpt.org/pbs-newshour/video/how-human-traffickers-trap-women-into-domestic-servitude-1497915695

Preview the following video clip: The Faces of Human Trafficking: An Introduction: www.youtube.com/watch?v=nb66R-Amcz8

ACTIVITY/PROCEDURES/DISCUSSION:

OPENING ACTIVITY: Ask participants to write on a note card how they would define Slavery and how they define Human Trafficking. Allow participants to share their working definitions of Slavery and Human Trafficking with the group. (Volunteers only)

- Write the following definitions of Slavery and Human Trafficking on a flip chart:

Slavery: any situation in which an individual is forced to work against his/her own will; any situation in which one person is completely subservient to a dominating influence.

Human Trafficking: the recruitment, harboring, transportation, provision or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage or slavery.

- Have participants compare and contrast the definitions of Slavery and Human Trafficking. Also have them discuss the terms: force, fraud, and coercion.

Force – using violence to control someone

Coercion – using threats to control someone

Fraud – using lies to control someone.



- What is similar about the terms?
- Show (only if you found this video appropriate) the video, The Faces of Human Trafficking: An Introduction
www.youtube.com/watch?v=nb66R-Amcz8

Main Activity: Have participants write a journal entry answering the questions:

- What is a person worth?
- How much is a person worth?
- How is a person's worth determined?

Allow young ladies to share their journal entries with the group. (volunteers only)

Ask the participants to fill in the following blank:

- ▲ In the 1800's a slave/trafficked individual cost \$40,000 (in today's dollars). In 2010, a slave/trafficked individual costs _____.

(Answer is \$90). Ask the participants why the "cost" of a person has decreased so much over time? Why is a person today only worth on average \$90?

Show the following short video to the participants. Slavery 101 at
www.youtube.com/watch?v=CXEvVmEhIJs

Discuss the video. What was most surprising? Informative?

TECHNOLOGY INTEGRATION: Have participants get into partners or groups of three. Ask each group to choose one of the following countries where slavery is taking place and research it on the internet: Uganda, Greece, Burma, Cambodia, Belize, Sudan, Nigeria, Afghanistan and Thailand.

Have each group of two or three share their information with another group of two or three.

RESOURCES:

- ▲ www.youtube.com/watch?v=CXEvVmEhIJs/
- ▲ <https://www.youtube.com/watch?v=J5DyvoczL4>
- ▲ www.youtube.com/watch?v=nb66R-Amcz8
- ▲ www.tpt.org/pbs-newshour/video/how-human-traffickers-trap-women-into-domestic-servitude-1497915695/



UNIT: Human Trafficking

MODULE 2 TITLE: Stories of Modern-Day Slavery

FOCUS/TOPIC TO ADDRESS: Real Stories of Modern-Day Slavery

GOAL/TARGET:

- ▲ Young ladies will gain a better understanding of the current presence of human trafficking both globally and locally.

MATERIALS NEEDED:

- ▲ Flip chart
- ▲ Felt-tipped markers
- ▲ Computer
- ▲ LCD Projector and Screen.

NOTE TO FACILITATOR (Background): Send a letter to parents letting them know their child will be participating in Human Trafficking modules. Get their written permission.

FACILITATOR'S INSTRUCTIONS TO THE PARTICIPANTS (Directions): Set a tone from the beginning that the unit will explore some complex and potentially disturbing issues, and that you expect the young ladies to explore these issues in a mature fashion. Remind the participants that these crimes are happening to real children in this country and around the world and that their dignity needs to be respected.

Preview all video clips to determine if they are appropriate for your young ladies. This video is about International Human Trafficking for the purpose of forced labor:

www.tpt.org/pbs-newshour/video/how-human-traffickers-trap-women-into-domestic-servitude-1497915695

ACTIVITY/PROCEDURES/DISCUSSION:

OPENING ACTIVITY: Have the participants report on their technology project from Module 1 and/or show a short video. (Make sure you previewed them for appropriateness for your group.) This is a Forced Labor video:

www.youtube.com/watch?v=4sWOJUR1q0

Lead the participants in a discussion of the video. Check for understanding and correct any misconceptions.

Main Activity: Read and Respond. Distribute the poem, “To Be a Slave” to the GEMS. Each participants should have her own copy. Allow participants 5-10 minutes to read the passage on their own and respond in writing to the following questions:

- How does Lester describe the perspective of those held in slavery? Of those holding them in slavery?
- What must a person be deprived of to be considered enslaved?
- Do you believe that there are or should be fundamental rights that protect individuals from this?

Next, have group discussion to answer: “What does it mean to be in slavery?” Have participants share the ideas they came up with as a group and the ideas they came up with individually, with the help of the “To Be a Slave” excerpt. Write their responses on a chalkboard, white board, or large paper. Ultimately, the



goal will be to guide participants towards the following recognitions: (Be sure to ask questions that may prompt or guide participants toward conclusions similar to these.)

- People held in slavery are not paid directly or given other forms of compensation for their work. People held in slavery are held against their will by physical and psychological violence or threat of violence.
- People held in slavery are separated from the support of friends and family.
- People held in slavery are portrayed as inferior to the slaveholder as justification for abusive treatment.
- People held in slavery are subjected to unreasonably long work hours, as well as dangerous and often unsanitary conditions.
- People held in slavery live with substandard food, shelter, and medical care and without a viable means of escape.
- People held in slavery are deprived of education and other opportunities and are, therefore, prevented from achieving full development as human beings.

Show *Human Trafficking: A Survivor's Story* which takes place in South Africa and is the story of sex slavery. *The leader may choose whether or not to show the video clip according to the time available, the maturity level of the students, or simply the direction in which the teacher wishes to lead the lesson.*

<https://www.youtube.com/watch?v=J5DyvoczL4>

Following the video, participants should discuss questions like the following as a large group:

- Were you surprised to discover that slavery exists in South Africa?
- Did you know anything about the types of slavery mentioned in the video?
- How has your definition or particular view of slavery changed after viewing the clip?
- Do you view slavery differently now than you did during the small group discussion?
- Do you feel that these types of slavery are an issue of concern?
- Should these modern forms of slavery be addressed in the same way as more traditional forms of slavery that you have learned about in history classes? Are they, or should they be, considered equally reprehensible?
- What is your emotional reaction to learning about modern-day slavery in South Africa?
- Why do you think there is not a higher level of awareness of modern-day slavery and those it affects?

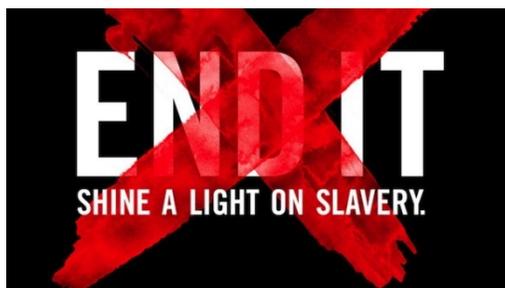
ADAPTATIONS/EXTENSIONS (Optional): There are many videos of individual testimonials. Show additional videos that you have previewed for the appropriateness to your group.

RESOURCES:

- ▲ www.youtube.com/watch?v=CXEvVmEhIJs/
- ▲ <https://www.youtube.com/watch?v=J5DyvoczL4>



There is an episode of the television show **Blue Bloods** called “Bad Company” (Season 5, episode 18) which deals with Human Trafficking. If you are able to find it, it covers the topic well.



To Be a Slave

“To be a slave. To be owned by another person, as a car, house, or table is owned. To live as a piece of property that could be sold—a child sold from its mother, a wife from her husband. To be considered not human, but a ‘thing’ that plowed the fields, cut the wood, cooked the food, nursed another's child: a ‘thing’ whose sole function was determined by the one who owned you.

To be a slave. To know, despite the suffering and deprivation, that you were human, more human than he who said you were not human. To know joy, laughter, sorrow, and tears and yet to be considered only the equal of a table.

To be a slave was to be a human being under conditions in which that humanity was denied. They were not slaves. They were people. Their condition was slavery.

They who were held as slaves looked upon themselves and the servitude in which they found themselves with the eyes and minds of human beings, conscious of everything that happened to them, conscious of all that went on around them. Yet slaves are often pictured as little more than dumb, brute animals, whose sole attributes were found in working, singing, and dancing. They were like children and slavery was actually a benefit to them—this was the view of those who were not slaves.

Those who were slaves tell a different story.”

~ Julius Lester

Source: Lester, Julius. To Be A Slave, New York, Dial Press, 1968, (pp28-29)



UNIT: Human Trafficking

MODULE 3 TITLE: What can you do?

FOCUS/TOPIC TO ADDRESS: What can you do as an individual or what can we do as a group to help combat Human Trafficking or to help Human Trafficked survivors?

GOAL/TARGET:

- ▲ The young ladies will brainstorm possible ways to respond and help fight human trafficking globally, within their communities and/or inside their spheres of influence.
- ▲ The young ladies will respond to the newly acquired knowledge and awareness of human trafficking by creating a personal expression of their thoughts and feelings.

MATERIALS NEEDED:

- ▲ Chart and felt tipped pens
- ▲ Various mediums, such as, colored pencils, markers, old magazines, paint, etc. for participants to use on a final personal expression piece.
- ▲ Copies of this article from Teen Vogue Magazine:
www.teenvogue.com/story/5-ways-start-fighting-human-trafficking-today
- ▲ Turn on the Light: Help Stop Human Trafficking:
www.youtube.com/watch?v=uMTU5oBMdIg

NOTE TO FACILITATOR (Background): Send a letter to parents letting them know their child will be participating in Human Trafficking modules. Get their written permission.

FACILITATOR'S INSTRUCTIONS TO THE PARTICIPANTS (Directions): Set a tone from the beginning that the unit will explore some complex and potentially disturbing issues, and that you expect the young ladies to explore these issues in a mature fashion. Remind the participants that these crimes are happening to real children in this country and around the world and that their dignity needs to be respected.

ACTIVITY/PROCEDURES/DISCUSSION:

OPENING ACTIVITY: Have participants brainstorm a list of ways and signs to identify a possible victim of slavery. Chart participants' responses. Then add to the responses some of the items from the following list:

Ways/Signs to identify a possible victim of slavery:

- Being a runaway
- Stunted growth
- Lying about age
- Multiple pregnancies
- Consistent need for pregnancy tests
- Multiple abortions
- Tattooing
- Poor medical history
- Sexually Transmitted Infections (STIs)
- Broken bones
- Branding
- Malnutrition
- Fake ID's and/or no ID



- Substance abuse
- “Dating” an older, controlling man
- Rotting teeth
- Excessive money or jewelry
- Fertility/reproductive health issues

Discuss with the participants that these are ways/signs that they can look for in their fellow participants, friends, and/or peers. Share with girls the US Human Trafficking Resource Center’s National Hotline: 1-888-373-7888. This 24-hour hotline can be called by anyone who suspects or observes an individual or group who may be victims of human trafficking and/or sexual exploitation. Translation services are available.

Show the YouTube video *Turn on the Light: Help Stop Human Trafficking* at: www.youtube.com/watch?v=uMTU5oBMdIg

MAIN ACTIVITY: Brainstorm with participants what they can do to respond to and help fight slavery. Ideas such as:

- Get educated and tell others.
- Watch for the ways/signs to identify a possible victim.
- Use your gifts, skills, expertise. For example, create a painting or write a song to be a voice for the voiceless. Or, create a drama and perform for your school or community center, warning about trafficking tactics to help prevent bondage.
- Encourage survivors by writing letters to them in US shelters.
- Tell your government officials that stopping slavery is important to you and you want to be one of their priorities. Go here to find out who your government reps are and how to contact them: www.usa.gov/contact/elected.shtml
- Devote your Facebook status or Tweets - once in a while - to anti-slavery efforts.

Read the following story to the participants:

Jenny is 13 years old. She loves to paint and listen to her iPod. She grew up in an _____ (put in your state) suburb. While Jenny was at the mall with friends last summer, a middle-aged man told her, “you’re beautiful”. Flattered, she stopped to chat. Ten months later, the police reunited Jenny with her parents due to a tip from a person who knew the signs of human trafficking. She was found bruised and drugged in a basement-brothel where she had been forced to have sex with multiple men a day. Jenny has a long process of healing ahead of her, but due to the action of a person who recognized the signs, Jenny’s life was saved, and she has a hopeful future.

Then give each teen a copy of *Five Ways You Can Start Fighting Teen Trafficking Today* from Teen Vogue Magazine. www.teenvogue.com/story/5-ways-start-fighting-human-trafficking-today



As a final activity, ask participants to express their feelings, acquired knowledge, plan of action in whatever way they choose (poem, essay, journal entry, song, drawing, collage, etc.). Give participants time to produce this project.

Here is an example of a poem, *The Talk*, by a young girl, Angelia Perez:

The Talk

*Come and listen you kids, we've gotta talk, There's some things
You need to know.*

*Sometimes this world's a dangerous place, be alert wherever you go.
Most people are nice, but here's some advice, don't believe everyone
You talk to.*

*If you don't feel safe, never go anyplace with someone that you
Don't want to.*

*If you feel in danger with a particular stranger, learn to be your own
Little cop.*

*Remember the face and maybe the race, or anything weird that you
Spot.*

*Notice a car or maybe a scar or the color or style of the hair.
Take note if he's gross and don't get too close, if you can, get out of
There.*

*Keep an eye on your friends and sisters and brothers, you all need to
Watch out for each other.*

*There may be times even people you know, may lie or try to trick you.
Double check if you must, in case you don't trust, with anyone who can
Protect you.*

*Never let someone grab you or take you, kick and scream and yell.
Don't cover their "secret," you don't have to keep it, find anyone that
You can tell.*

*Help be protective-- be a little detective, don't show it if you are scared.
Let them know they can't fool you, and you won't let them rule you
'cause you have been prepared.*

Angelia Perez aka "Jela"
06/25/12

ADAPTATIONS/EXTENSIONS (Optional): Display participants' expressions in the room for the rest of the girls to view/experience.

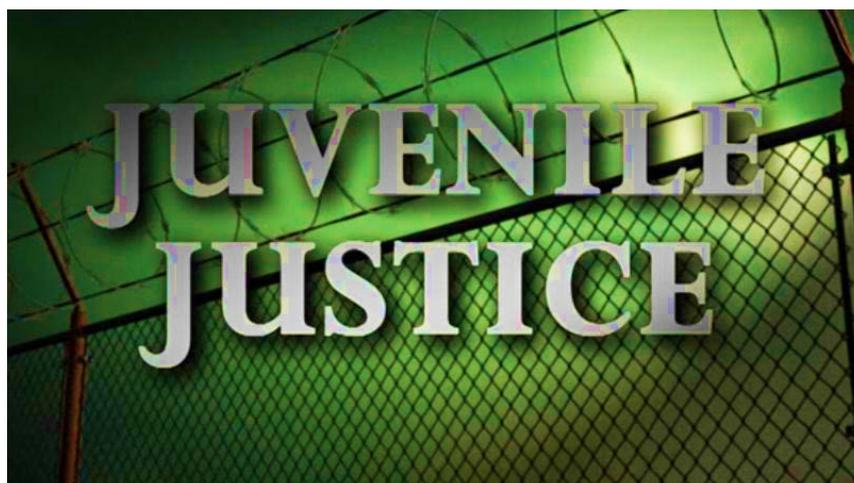


FORMATIVE EVALUATION (Optional): Ask the young ladies what the most important thing they learned from the unit. Ask them if they feel empowered to take some steps with others. If so, what might they do?

RESOURCES:

- ▲ www.americanbar.org/publications/judges_journal/2013/winter/human_trafficking_and_internet_and_other_technologies_too.html
- ▲ www.usa.gov/contact/elected.shtml
- ▲ <http://www.endslaverynow.org/act/report-a-tip>
- ▲ www.annualreviews.org/doi/abs/10.1146/annurev-soc-073014-112506
- ▲ www.teenvogue.com/story/5-ways-start-fighting-human-trafficking-today
- ▲ www.youtube.com/watch?v=uMTU5oBMdIg





UNIT: Juvenile Justice**FOCUS/TOPICS TO ADDRESS:** Juvenile Rights and Juvenile Court Proceedings.

- ▲ MODULE 1: What is Juvenile Justice?
- ▲ MODULE 2: How are Juveniles Treated in Court?
- ▲ MODULE 3: What Rights Do Juveniles Have in court?

MODULE 1: What is Juvenile Justice?**GOAL/TARGET:**

- ▲ The module will introduce participants to the history and definitions of juvenile justice in the United States.

MATERIALS NEEDED:

- ▲ Flipchart or Chalk/White Board
- ▲ Chalk/Markers
- ▲ Handout 1 – What is Your Opinion? (one for each group)
- ▲ Handout 2 – Do You Agree or Disagree? (one for each group)

JUVENILE JUSTICE HISTORY/BACKGROUND:**(Note to facilitator: Discuss the information below with the participants.)**

Juvenile justice is the area of criminal law applicable to persons not old enough to be held responsible for criminal acts. In most states, the age for criminal culpability (guilt or responsibility) is set at 18 years. However, states decide when a crime committed by a juvenile is so serious that the juvenile should be prosecuted in the adult criminal justice system.

Juvenile offenders in the United States have not always been treated differently than adult criminals. It was not until 1899 that states began forming separate juvenile courts. The first juvenile court was established in Cook County, Illinois in 1899. The court operated under the philosophy of *parens patriae* -- "the State as parent." The court felt that it was the state's obligation to both protect the public's interest and also to act as a guardian of the interests of the children involved.

This new juvenile court differed from an adult criminal court in many ways to:

- Achieve the goal of rehabilitation rather than punishment.
- Enable flexibility to tailor the proceedings to specific needs of the juvenile.
- Maintain strict confidentiality to avoid any unnecessary stigmatization of minors.

Historically, juveniles did not have due process rights. In 1967, however, the U.S. Supreme Court established basic rights for juveniles who are accused of committing a crime to include:

- Reasonable suspicion of wrongdoing.
- Right to make a phone call.
- Right to counsel.



OPENING ACTIVITY

Facilitator Instructions:

Write the terms “Juvenile”, “Juvenile Delinquent”, and “Justice” on the Flipchart or Board before the session begins.

Divide participants into groups of 4s. They will remain in these groups for the entire lesson. You should decide how to best arrange the groups using your preferred techniques, but an example is to have a presorted deck of cards (only 1s, 2s, 3s, etc. depending on how many groups you need). If you need 3 groups of 4, then use all 4 of the Aces, Twos and Threes from the deck. If you need 4 groups of 3, then use 3 of each valued card (i.e., 3 Tens, 3 Jacks, 3 Queens, 3 Kings). Shuffle the cards and have each participant pull a card. They belong to the group with others who pulled the same valued card.

- Ask a participant for a definition of “Juvenile”. Ask for a show of hands if someone has another definition.
- Ask how many of you know what is a “Juvenile Delinquent”. Select a participant to share with the group. See how many participants agree with the definition.
- Ask participants who can give a definition of “Justice”.

(Facilitator Note: The word "justice" appears in many of the United States' most important documents, including the Declaration of Independence, the Constitution and the Pledge of Allegiance. But for a word that's used so often, its precise definition is still a topic of debate. For our purposes, we are considering justice as it relates to juveniles and the court system.

Definitions:

- **Juvenile:** A young person who is not yet old enough to be legally considered an adult.
- **Juvenile Delinquent:** Juvenile delinquents are minors, usually defined as being between the ages of 10 and 18, who have committed some act that violates the law. These acts aren't called “crimes” as they would be for adults. Rather, crimes committed by minors are called “delinquent acts.”
- **Justice:** The process or result of using laws to fairly judge and punish crimes and criminals.

MAIN ACTIVITY 1: WHAT IS YOUR OPINION?

Facilitator Instructions:

Distribute Handout 1 to each group.

Explain to the participants that this activity begins with their opinions.

Ask the participants to guess the age of the boy in the photo. Solicit answers from participants in each group. Explain that the picture is of 12-year-old Herbert Niccolls, sentenced to life in prison for shooting and killing a sheriff while stealing gum and cigarettes from a store in 1931. He was incarcerated in the state penitentiary in Walla-Walla, Washington.

Instruct the groups to discuss the questions listed on the handout. After the discussion:

Explain to the participants that for most of U.S. History, juveniles have been treated as “miniature adults” when they commit an offense. In a few states, children as young as seven (7) years of age were considered mature enough to know the difference between right and wrong. Beginning in 1899, states began forming separate juvenile courts. States took responsibility for parenting the children until they showed signs of positive change.



Ask participants: Why do you think states made this change?

After the discussion, tell participants the following:

Realizing children institutionalized with adults were learning adult criminal behaviors and being “educated” for a life of criminal activity. As a result, social activists, state lawmakers and officials worked to create a separate state justice system for juveniles. The first juvenile justice court was in Chicago. Several states followed, but it took three decades for the rest to do likewise.

MAIN ACTIVITY 2: AGREE OR DISAGREE?

Facilitator Instructions:

Distribute Handout 2 to each group.

Ask each group to collectively decide if they agree or disagree with each of the statements on the handout.

Select a spokesperson from each group and ask them to explain why the group agrees or disagrees with the statement.

Facilitator suggestions for selecting a group spokesperson:

- Youngest or eldest in the group
- Youngest or oldest sibling
- First or last name is the longest or shortest (number of letters)
- Only Child or Middle child
- Parent is active military
- Born on a holiday
- Last letter of their first name has the highest consonant
- Birthday (day of month) is nearest to the last day or first day of the year
- Have traveled to the most states



MODULE 2: How are Juveniles Treated in Court?**GOAL/TARGET:**

Participants will be able to:

- ▲ Distinguish the differences between juvenile and adult criminal law.
- ▲ Know the different ways in which courts treat juvenile delinquency cases.

MATERIALS NEEDED:

- ▲ Handout 4 – Important Terms in the Juvenile Justice System (one for each participant)
- ▲ Flipchart or chalk/white board
- ▲ Chalk/Markers

JUVENILE JUSTICE HISTORY/BACKGROUND:**Note to facilitator: Discuss the information below with the participants.**

Adults who commit crimes go through the criminal justice system. There is no single criminal justice system in the United States, but rather states have their own systems. If a crime is committed by an adult, he or she is brought into court, told of the charges in an indictment and asked to plead guilty or not guilty. The adult has the right to a trial by jury. If the individual is found guilty or pleads guilty, the adult may be incarcerated, made to pay a fine or receive other punishments decided by the judge.

The juvenile court system focuses more on the rehabilitation of juveniles and offers more sentencing options as compared to the adult criminal system. Some of these options keep youth out of detention and within the community, usually in community service, diversion, and counseling programs. There may be variations between states.

Juveniles are prosecuted for delinquent acts rather than crimes (unless it is a serious offense and the minor will be tried as an adult). Juveniles do not have a right to a trial by jury. Rather, a judge hears the evidence in an adjudication hearing and rules as to whether the juvenile committed a delinquent act or not.

If the juvenile is found to be delinquent, appropriate action in the form of rehabilitation will be taken. In the adult criminal system, action is taken that is intended to punish the defendant. Juvenile courts are more informal than the adult court system and may have more lenient rules regarding courtroom procedures.

OPENING ACTIVITY**Facilitator Instructions:**

Write the terms “Delinquent Act”, “Rehabilitation” and “Adjudication” on the Flipchart or Board. Brainstorm with the participants the definitions of the terms above.

Delinquent Act is an act by a juvenile that if committed by an adult would be a criminal offense or a petty offense, a violation of any law of a state, or a law of the United States, or a violation of any law that can only be violated by a minor and that has been designated as a delinquent offense, or any ordinance of a city, county or political subdivision of a state defining crime.

Rehabilitation is a process that attempts to restore a troubled person to one who is an asset to society. In the case of juvenile rehabilitation, such a system is designed specifically for minors who have committed such acts or who are displaying behaviors that suggest troubled futures. It can include boot camps, after-school programs, and incarceration in detention facilities.



Adjudication is analogous to an adult “conviction,” and it is a formal finding by the juvenile court, after a hearing or the entering of a guilty plea/admission, that the juvenile has committed the act for which he or she is charged.

Distribute Handout 3 and share the information below with the participants:

There are differences in the way a juvenile and an adult are handled in the criminal justice system. They are:

- An adult is arrested, whereas a juvenile is taken into custody.
- An adult has a right to bond while his case is pending; a juvenile does not (bail is discretionary).
- An adult has a right to jury trial; a juvenile, in most cases, does not.

Facilitators are to check the participants’ understanding by asking the following questions:

1. What is the point of sentencing an adult?
Answer: The point of an adult being sentenced is to punish them; the point of disposition in the juvenile system is to rehabilitate.
2. What happens to juveniles charged with serious felonies such as murder, aggravated criminal sexual assault or armed robbery?
Answer: Most states have laws that allow juveniles charged with serious felonies to be certified as an adult.
3. Can a juvenile be sentenced to death?
Answer: A juvenile who certified as adult is tried in criminal, or adult, court. This results in the juvenile receiving an adult sentence. However, because of a United States Supreme Court decision in 2005, it is unconstitutional to impose capital punishment for crimes committed by minors while under the age of 18.

MAIN ACTIVITY: IMPORTANT TERMS IN THE JUVENILE JUSTICE SYSTEM

Facilitator Instructions:

- ▲ Distribute Handout 4 to the participants.
- ▲ Explain that it is important they are aware of and understand these terms.
- ▲ Explain that one of the most important terms is “due process”.
- ▲ Ask a participant to read from the Handout the definition of “due process.”

Discussion questions for participants:

- Why do you think “due process” is important?
- Can someone describe what would happen if there were no rules for lawyers, and judges to follow in Court?
- How many of you have been to Court for anything?
- Without giving the reason you were in Court, can someone describe how the Court proceedings made you feel?

#BlackGirlsMatter



MODULE 3: What Rights Do Juveniles Have in Court?

GOAL/TARGET:

- ▲ This module will help participants understand what rights juveniles have in court and how those rights were obtained.

MATERIALS NEEDED:

- ▲ Flipchart or Chalk/White Board
- ▲ Chalk/Markers
- ▲ Handout 5 – Joann Harris
- ▲ Handout 6 – What Do You See?

JUVENILE JUSTICE HISTORY/BACKGROUND:

Note to facilitator: Discuss the information below with the participants

When a juvenile breaks the law in the United States, she/he is entitled to several constitutional rights. This was not always the case. Juveniles did not begin to receive certain rights until 1967.

OPENING ACTIVITY

Facilitator Instructions:

- ▲ Give each participant a copy of Handout 5 to read.
- ▲ Ask participants to define the words *hearings*, *charges*, and *recordings*, as they are used in the text. Help them with any they cannot define.
- ▲ Ask participants: Who was involved in the case? What happened?
- ▲ On the flipchart or board, the facilitator makes two columns with the headings “Fair” and “Unfair”. Ask participants what they would list in each column. Write some of their responses.

Facilitator: Tell the participants that what happened to Joann is based on what really happened to a young student, Gerald Gault, in 1967. Discuss the information below with the participants:

Gerald Gault was 15 years old when he found himself amid what became one of the most important legal cases of the 20th Century. Gerald and a friend were arrested after a female neighbor complained to police about an obscene phone call. Gerald and his friend were suspected of the call.

Police took Gerald into custody without telling his parents or informing any family member. He spent the night in the juvenile detention hall. The next day, Gerald appeared before a juvenile judge. He was not represented by a lawyer.

At the hearing, no witnesses appeared to testify against Gerald. The state did not provide any notice of the facts about why Gerald was arrested. No record was kept of the testimony.

The judge asked Gerald some questions about the phone call. Gerald was never informed of his right to counsel, his right against self-incrimination, or any other rights.

Based on Gerald’s answers, the judge ordered a second hearing a week later. Gerald was sent to juvenile hall. At the second hearing, again the female neighbor did not appear.

Despite conflicting evidence about Gerald’s role in the phone call, he was found guilty (“delinquent”) and sent to the state juvenile reformatory for six years, until he turned twenty-one.



An adult charged and convicted of the same crime would have received less than a year in jail.

MAIN ACTIVITY 1: FAIR OR UNFAIR?

Facilitator Instructions:

Appoint a recorder for each group and ask the recorder to make a chart like the one on the flipchart or board. Each group is to discuss and identify the Fair and Unfair things that happened to Gerald Gault. Each group will present their chart to all participants.

- **Instructions to the groups – write responses to the following questions on the flipchart or board:**
- Why do you think these events were Fair or Unfair? Write what they think is Fair or Unfair under the columns.
- Do you think the overall result of this case was Unfair? Highlight or mark entries in the **Unfair** column that you think are the most unfair and should be changed.

After all groups have reported, emphasize that:

Gerald’s parents also thought their son’s case was handled unfairly and that he had been denied his due process rights, so they appealed the case.

Discuss the terms *appeal* and *due process*. Explain that:

- *Due process* means that legal proceedings must be carried out according to established rules and principles to be fair.
- *Appeal* means asking a higher court to consider the case.

Reinforce the conclusion the participants decided that Gerald’s case was unfair. Ask the following:

Do you think Gerald received due process of law? Why or why not?

Facilitator explain the following: Eventually Gerald’s case went to the United States Supreme Court which is the highest court in our country. The United States Supreme Court agreed that what happened to Gerald was fundamentally unfair. The Court held that certain protections are needed in juvenile delinquency hearings. The Court ruled that at a minimum, juveniles are entitled to assistance of counsel, notice of the charges against them, the right to confront witnesses against them, and the protection against self-incrimination.

Facilitator explain that: Generally, before an individual is questioned by the police regarding a crime, the police must read them their “Miranda Rights”. Ask, by a show of hands – how many of you have heard of Miranda Rights? Ask, by a show of hands, have you ever heard this statement (read Miranda Rights): “*You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to an attorney. If you cannot afford an attorney, one will be provided for you. Do you understand the rights I have just read to you? With these rights in mind, do you wish to speak to me?*”

MAIN ACTIVITY 2: WHY YOU NEED TO KNOW YOUR RIGHTS

Facilitator Instructions:

Distribute Handout 6 to each participant.



Ask participants to describe what they see in the two images.

Prompt the dialogue by asking the participants: Why do we run towards a fight, but run away from the police?

Ask the participants: Do you remember the young African-American male, Freddie Gray, who died while in police custody in Baltimore in 2015? What happened in this situation?

Facilitator explain that:

When police spotted Freddie Gray and he took off running through his Baltimore neighborhood, officers made a split-second decision to give chase, setting in motion his death while in police custody and rioting in the streets.

Fleeing from police is not, by itself, illegal in America. However, courts have set a different standard for places where street crime is common, ruling that police can chase, stop and frisk people if their location contributes to a suspicion of criminal activity. Clearly, running from the police is not something that we should do. And for your own safety, do not run to a fight!

Facilitator: Write the names, “Michael Brown”, and “Tamir Rice” on the flipchart or board and ask participants:

Does anyone know who these individuals are?

Facilitator explain that: We should all remember the shooting death of black teenager Michael Brown by White police officer Darren Wilson in Ferguson, Missouri. The death of 12-year-old Tamir Rice, who was holding a toy gun that police mistook for a real weapon, occurred in a Cleveland, Ohio park. It can be difficult to understand how things can go so wrong with interactions between the police and the public.

Allow participants to answer and discuss the following questions:

- Why do cases like this keep happening?
- Have any of you or youth that you know had negative interactions with the police?
- How can we prevent these negative interactions between African Americans and police from happening?

Explain to the participants that there have been numerous protests about these cases. Allow participants to answer and discuss the following questions:

- What are some reasons protesters get angry about these cases?
- What are positive ways to show frustration about this issue and work towards change?
- What advice would you give other youth about interacting with the police?

Facilitator: Write the names, “Trayvon Martin” and “Jordan Rodgers” on the flipchart or board.

Ask the participants: Does anyone know who these individuals are?

Facilitator is to explain that:

Trayvon Martin was the 17-year-old African-American from Miami Gardens, Florida, who was fatally shot in Sanford, Florida by George Zimmerman, a neighborhood watch volunteer.



Jordan Rodgers is an 8-year-old African-American girl, who was selling bottled water on a San Francisco sidewalk for about 15 minutes when she was confronted by Alison Ettel, a White woman for not having a permit. Ms. Ettel called the police.

Allow participants to answer and discuss the following questions:

- How do you feel about what happened to Trayvon Martin and Jordan Rogers?
- Why do cases like this keep happening?
- How can we prevent them from happening?

Ask the participants: How many of you have been shopping with friends or by yourselves and the sales clerk starts following you around in the store?

Facilitator is to explain that: Sometimes people react differently when they encounter an African-American youth and we need to recognize how important it is for us to remain calm and understand your rights.

Thank the participants for being engaged and attentive!

CREDITS

Portions of this Unit were adapted from the following sources:

- ▲ <https://www.law.washington.edu/students/streetlaw/lessons.aspx>
- ▲ <http://www.ojp.state.mn.us/cj/system/steps.html#juv>
- ▲ <http://www.pbs.org/wgbh/pages/frontline/shows/juvenile/>
- ▲ <http://www.streetlaw.org>
- ▲ <http://www.youthradio.org>
- ▲ <https://www.merriam-webster.com/>

APPENDIX

Attached are the module handouts used in this unit:

MODULE 1

Handout 1 – What is Your Opinion?



Handout 1_Juvenile
Justice.docx.pdf

<http://bit.ly/GEMSJuvJusticeHand1>

Handout 2 – Do You Agree or Disagree?



Handout2_Juvenile
Justice.pdf

<http://bit.ly/GEMSJuvJusticeHand2>



MODULE 2

Handout 3 – Differences Between Juvenile System and Adult Criminal System



Handout 3_Juvenile
Justice.pdf

<http://bit.ly/GEMSJuvenileJusticeHand3>

Handout 4 – Important Terms in The Juvenile Justice System



Handout 4_Juvenile
Justice.pdf

<http://bit.ly/GEMSJuvenileJusticeHand4>

MODULE 3

Handout 5 – Joann Harris



Handout 5_Juvenile
Justice.pdf

<http://bit.ly/GEMSJuvenileJusticeHand5>

Handout 6 – What Do You See?



Handout 6_Juvenile
Justice.pdf

<http://bit.ly/GEMSJuvenileJusticeHand6>





SOCIAL ACTION

making an impact



UNIT: Social Action

FOCUS: Social Action: Improvement through Collective Efforts

GOAL/TARGET:

- ▲ This unit will introduce participants to social advocacy.
- ▲ Use the modules that follow as a guide to create strong youth advocates in the community.

MATERIALS NEEDED:

Duplicates of the following article(s):

- ▲ www.complex.com/life/young-activists-who-are-changing-the-world/
- ▲ <http://time.com/5003930/most-influential-teens-2017/>
- ▲ Computer
- ▲ iPad
- ▲ Journals

ADVOCACY BACKGROUND: Change only comes when the current condition of something is challenged and forced to become something different. Effectively advocating is the best way to make significant change in our community. The modules that follow outline various tactics to help participants find their voices. The units provide grassroots tactics to be used as participants organize, raise awareness, and fight against issues that negatively impact our communities.

WHAT IS ADVOCACY? (Definitions and Examples)

Effective advocacy enables you to shape the public debate on important social issues and ensures that underserved communities have a voice in the policies that impact their lives. The term “advocacy” encompasses a broad range of activities (including research, public education, lobbying, and voter education) that can influence public policy. Advocacy is the number one way you can advance the issues that you care about and help bring about systemic, lasting change.

How is advocacy different from lobbying? Lobbying is only one kind of advocacy. There are many avenues of advocacy that you can engage in that do not constitute lobbying. Federal tax law defines lobbying only; “non-lobbying advocacy” is often used to refer to those activities that don’t meet the definition of lobbying.

ADVOCACY ACTIVITIES:

- **Organizing:** Build power at the base.
- **Educate Legislators:** Provide information on issues to elected leaders/candidates.
- **Invite Legislators to Your Community:** Leave a lasting impression showing passion for the issues on which you are focused.
- **Educate the Public about the Legislative Process:** Introduce communities and constituencies to the legislators who represent them. Emphasize how your representatives vote on bills/laws that affect the community.
- **Research:** Produce relevant resources that reflect the real story of your community.
- **Organize a rally:** Mobilize for your cause.
- **Public education:** Educate the community on the issues.



- **Nonpartisan voter education:** Inform the electorate on the issues.
- **Nonpartisan voter mobilization:** Encourage citizens to vote.
- **Educational conferences:** Gather, network, share information, and plan for the future.
- **Training:** Learn various skills from experts such as grassroots organizing.
- **Litigation:** Win in court for your cause or your community.
- **Draft a Petition:** Demand change gathering support for the change desired.
- **Write an Op-Ed:** Share your expertise on an issue.
- **Lobbying:** Advocate for or against specific legislation.

GETTING INVOLVED IN ADVOCACY

- ▲ **Educate.** Inform everyone about the current policies and problems affecting your community.
- ▲ **Assess.** Assess your community. Try to understand the community needs and problems to assist with finding solutions. Advocating is a way to solve problems occurring in your community.
- ▲ **Collaborate.** Work in coalitions with others whose philosophy and goals resonate with yours. Together, pooling resources, all parties involved in the coalition should be better equipped to take on campaigns and work for change.
- ▲ **Evaluate.** Create a process to measure your success as your advocacy progresses. How do you know that you're having an impact and creating real change?



MODULE 1: Organizing a Voter Registration Drive

GOALS: GEMS will research state rules for registering to vote and host a voter registration drive.

MATERIALS NEEDED:

- ▲ Computer
- ▲ iPad
- ▲ Smart Phone
- ▲ President Obama: Why voting matters?
<https://www.youtube.com/watch?v=0q8uT2JATJw>
- ▲ Why Your Vote Matters
<https://www.youtube.com/watch?v=5XZIDIFXY3A>
- ▲ Voting Matters
<https://www.youtube.com/watch?v=GCa8LMFuRX0>

HOW TO ORGANIZE A VOTER REGISTRATION DRIVE

(Note: Facilitators should be familiar with the process.)

STEP 1: Get Started Planning Your Registration Drive.

The first step is to set reasonable goals and develop a plan for the voter registration drive. Goals and a plan enable you to work strategically and gauge your progress. When you set your goals, consider the following questions:

- How many people do you want to register?
- Where should you target people to register? Do you want to focus on certain neighborhoods or parts of town with historically low voter turnout, underrepresented groups, or high-traffic areas that will allow you to reach a greater number of people?
- How will this voter registration drive further the goals of your state or community voter turnout campaign?

STEP 2: Know Your State's Rules on Voter Registration.

Get state voter registration rules from your local or state elections office. Make sure each volunteer understands these regulations before you start registering voters. Ask the local or state elections officers these important questions:

- How long before the election must voters be registered to be eligible to vote? (Remember that there are primary and general elections, each with different voter registration deadlines.)
- What is the age requirement for volunteers registering people to vote?
- Do voters need to declare a party affiliation?
- What are the rules for people who have been convicted of a felony?
- How must registration forms be submitted to election officials?
- What is the required length of residency prior to an individual registering to vote?
- Are college students eligible to register to vote in the locality and state where they are enrolled?
- Is there a required training for volunteers to be able to register voters?
- Is there a requirement for everyone or just a few people in the group to be Deputized before conducting a Voter Registration Drive? (Delta Academy leaders may need to be Deputized.)

Be sure to know any legal restrictions preventing the use of advocacy materials, such as voter guides or issue fact sheets, in conjunction with a voter registration drive.



STEP 3: Recruit and Train Volunteers.

When you know what your goals are, you can determine how many volunteers you will need and the locations you want to target. Voter registration drives can attract people who are looking for ways to become more involved in their community. Let people know that your group is looking for extra help — who knows, you might end up with more volunteers! Once you have your volunteers, you'll want to train them so they feel comfortable registering voters and confident that they are following the voter registration rules in your community.

Training can be easy — and fun! You could hold a voter registration training as part of any Delta GEMS meeting, an event, or host the volunteers for a small training party. In your volunteer training session, review the registration form and rules, discuss messages about the importance of voter registration, and practice asking people to register. Make sure volunteers have plenty of voter registration forms.

Before the first voter registration drive, identify a volunteer to be responsible for getting additional voter registration forms and coordinating times, dates, and locations for registration drives. Don't forget to assign someone to return the completed forms by the deadline.

STEP 4: Which Form Do I Use to Register Voters?

Remember to check with your local election officials to see if you need to use a county- or state-specific form. If a certain form is not required, you should be able to use whatever form is provided by your local election official or the national voter registration form. Most states accept the national form, which is available on the Election Commission website. If multiple languages are spoken in areas where you are conducting your drive, request voter registration forms in those languages.

STEP 5: Register Voters.

Just like getting people to vote, registering people is best done through direct, personal, targeted contact. The following ideas are creative ways to reach out to the community:

- Ask your high school principal whether you can set up a table in the school to register students. If yes, ask if you can register potential voters twice a year. Organize your voter registration drive and implement.
- Send volunteers with clipboards to places where large groups of people congregate — malls, movie theaters, libraries, neighborhood festivals, rallies, farmer's markets, etc. As always, be sure to check the rules for each location before planning a voter registration event there.
- Make sure if you need to be Deputized by the local Voter Registrar's office before conducting and voter registration drive that everyone has completed the state election laws.
- Set up a table.
- Advertise your voter registration event.
- Hold an issue forum on a topic important to your community. Work with coalition partners and other community groups to publicize the event and make a voter registration pitch at the end of each event. Remember, you can register people to vote at any time of the year.

Remember to keep it personal — talk to people about why voting is important and what issues are at stake in the upcoming elections. When you register people, keep track of their information so you can follow up with them before the next election.

STEP 6: Follow Up with Newly Registered Voters.

Know the laws in your state and be sure to turn in voter registration forms to the correct place by the deadline. A good Voter Turnout Campaign stays in touch with its targets throughout the year. Contact newly registered voters a few weeks after they register to ensure that they received a confirmation of their



voter registration, know the date of upcoming elections, and know where to vote and what to bring to the polls.

OPENING ACTIVITY: The Importance of Voting

Have participants discuss the following: Why is registering to vote important? Why is it important to vote? Is it important that 18-year-olds register and vote? Why? Discuss the participants' opinions.

Have them view the following:

- ▲ President Obama: Why voting matters?
<https://www.youtube.com/watch?v=0q8uT2JATJw>
- ▲ Why Your Vote Matters
<https://www.youtube.com/watch?v=5XZIDIFXY3A>
- ▲ Voting Matters
<https://www.youtube.com/watch?v=GCa8LMFuRX0>

Discuss the videos using the same questions that the participants answered above.

MAIN ACTIVITY

Explain the steps for Organizing a Voter Registration Drive. Research the appropriate topics, i.e., state's rules on voter registration, forms to use. Follow the 6 Steps on How to Organize a Voter Registration Drive.

EXTENSION ACTIVITY

Follow up with the voters registered. Remind them of the next voting opportunity multiple times.

TECHNOLOGY INTEGRATION

Research the appropriate topics to become knowledgeable about registering people to vote, to be able to share why voting is important and to find out the dates and places when and where voting will take place.

FORMATIVE EVALUATION

Determine the success of your registration drive: What was your goal vs the number registered?

TAKE HOME MESSAGE

Make certain that all of your eligible friends, relatives, peers and acquaintances are registered to vote and vote!

RESOURCES

- ▲ <https://moody.utexas.edu/centers/strauss/tex-elects/importance-voting-hattie-lindell>
- ▲ <https://www.thebestcolleges.org/9-reasons-we-need-young-voters-more-than-ever/>
- ▲ http://www.fltimes.com/tns/entertainment/taylor-swift-talked-about-the-importance-of-voting-and-registration/article_641dd42d-6231-5342-b7f9-602745dbdf79.html
- ▲ <https://borgenproject.org/voting-is-important/>
- ▲ <http://mentalfloss.com/article/59873/10-elections-decided-one-vote-or-less>



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APPENDICES

- ▲ **Appendix A:** Programming Assessment
- ▲ **Appendix B:** Evaluation
- ▲ **Appendix C:** PEACE Resource Manual



APPENDIX A: PROGRAMMING ASSESSMENT

CHAPTER PROGRAMMING ASSESSMENT*

Principles of Planning

Plans should be based on facts concerning past and present national and community conditions and the predictions of the future. Facts tend stability to plans. Plans should be based on clearly defined objectives and goals. These plans help a chapter to focus on the most important needs. Plans should be developed with the help of those concerned. People are more willing to accept and execute plans which they have helped develop. Plans should be ambitious, yet realistic. They should strive for continuous progress and should challenge sorors to put forth their best efforts. They must, however, be within the realm of possibility from the standpoint of available time, money, members and facilities. Plans should be flexible. They must permit adjustments to meet any unpredictable changes in conditions or needs. Plans should be clearly and simply stated, so that everyone involved in carrying them out knows what is to be done, when it is to be done, and by whom it will be done.

Program Planning

Delta Sigma Theta performs public service through the Five-Point Program Thrust. Programs may also be in support of the biennial theme adopted by the Grand Chapter. The Advisor must assist the chapter in planning a program of activities in pursuit of long range and short-range goals. The chapter must have viable goals above and beyond Membership Intake. If there is a need for special help in programming, contact the Regional Director and/or Regional Representative, Chair of the Program Planning and Development Committee or the Director of the Programs and Communications Department at National Headquarters.

Involvement in program planning provides an opportunity for members to give and develop as a person. Chapters may wish to work collaboratively with other groups, e.g., Red Cross, fraternities, and other independent organizations, to meet community needs.

The Advisor should assist the chapter in planning its annual program of activities. She should give guidance on how to evaluate past activities and how to apply that information to planning a program of future activities. The chapter may elect to have an annual planning session at the conclusion of a fiscal year from which they should develop activities for the coming fiscal year. Listed are the steps that should be followed during the program planning session.



PROGRAM PLANNING

A. Conduct an assessment of the community

1. Vital statistics
2. Politics of the community
3. Number and kinds of Black businesses
4. Other organizations serving area or to network with

B. Assess community needs

1. What areas in the community need attention?
2. What community needs is serviced by other groups?
3. Which needs can't the chapter address?

C. Assess community resources

1. Available space
2. National organizations with local offices
3. Libraries
4. Government Agencies
5. Media
6. Social Service Agencies

D. Assess chapter

1. Size
2. Number of working members
3. What are the capabilities of chapter members?
4. What are the occupations and interests of chapter members?
5. What programs do members want?
6. Would members prefer selling tickets or contributing the necessary funds through dues?

E. Assess feasibility of planning joint programs (work with other Delta chapters or other organizations)

1. Sharing resources
2. Sharing woman power
3. Ability to reach wider audience
4. Strengthening Delta Sisterhood



F. Framework for planning activities

1. Why are we doing this? What value does it have to the chapter or community?
2. What skills, ideas and techniques are needed to make programs effective?
3. Does the program and its implementation reflect basic ideas of the Sorority?
4. What resources are available for implementation?

G. Evaluate mechanisms

1. Survey chapter on how well programs/activities are carried out
2. Survey participants
3. Develop performance measures
 - a. Impact of program
 - b. Number attended
 - c. Measure success by:
 1. Money raised
 2. Service provided
 3. Community served

One step in program planning is an evaluation of past activities conducted by the chapter. An evaluation tool should be used to analyze past activities. Following is a sample evaluation tool.

ACTIVITY EVALUATION TOOL**A. Evaluation**

1. Did the activity actually provide a service to the community as planned by the committee?
2. How did the activity impact the community?
3. Did the community need the services provided?
4. How many persons attended?
5. Was the activity held at a convenient time and place for the community?

B. Recommendations

1. Should the activity be continued?
 - a. If yes, why?
 - b. If no, why not?
2. If yes, what should it be?
 - a. Improved.
 - b. Changed.
 - c. Deleted.
 - d. Added.



The activities proposed by the committees following the program planning session should be reviewed to determine if they are consistent with the chapter's mission, goals and program theme, and Delta's programmatic thrusts. Listed is an outline that should be completed for each proposed activity.

STEPS FOR EVALUATING CURRENT PROGRAMS

Your chapter has decided that a particular project/program needs to be evaluated. This project/program had been operating for five years. The name of the program was the Alumnae Reading Improvement Program. This program comes under the Educational Development thrust of the Five-Point Program. Although the chapter members seem to like the activities associated with the program, one chapter member asked a very critical question, —What was the purpose of the program and was it meeting its expected outcomes? If the program was intended to improve the reading abilities of children in grades 4-5, what did the chapter need to know to determine whether this program was successful? To answer, the program needs to be evaluated.

A. Preliminary Steps before the Evaluation of the Program Can Be Implemented Before an evaluation can be planned and implemented, the chapter needs to examine the program to determine what the program was expected to accomplish with the set of activities currently being implemented. The chapter should have a written plan for a reading improvement program that includes the objectives and expected outcomes of the program. Attached to the program outcomes should be the planned activities that will cause the outcomes to happen. For example:

Problem/Condition	Need	Activities	Outcomes/Impact
Poor reading scores for students in grades 4 and 5	Improve reading scores to grade level for students in grades 4 and 5	Reading classes, tutoring, storytelling, computer-assisted instruction	Grades 4 and 5 reading on grade level
Parents are unhappy	Assist children to improve reading	Workshops	Parents are satisfied
Teachers are not effective	Obtain new reading strategies	Staff development to learn new strategies	Teachers are more effective

1. Write the description of the program's plan. The plan should include the following:
 - a. The problem(s) being addressed by the program.
 - b. Identify the objectives and outcomes of the program.
 - c. Identify the expected outcomes
 - d. Tell how each of the objectives/outcomes will be met – what activities and services will occur.
 - e. Tell who are the participants (targeted population) to receive the services and participate in the activities.



- f. Tell who will provide the services and the skills needed to provide these services. Determine whether these persons will be paid or will be volunteers.
- g. Draw up the operational plan
 - Location of the program
 - Supplies and materials needed
 - Equipment needed
 - Designated items, days, and months of operation
 - Cost
 - Timeline
- h. Tell how the chapter and the community will know what's happening with the program through evaluation.

B. Once the program plan is described, the evaluation can occur.

- 1 a. Develop an evaluation plan that answers implementation questions about the following:
 - whether the program was implemented as described — participants, services providers, location, materials and equipment, and schedule
 - generate a timeline for completing the evaluation forms and other evaluation activities
 - determine whether objectives and expected outcomes were met
- b. Develop an evaluation plan that answers questions about how the participants are progressing toward the objectives and outcomes.
2. Use data collection methods that include the following:
 - surveys
 - interviews of participants
 - observations
 - participant self-reports, journals
 - official records
3. Use the responses to the questions to write an evaluation report. (Note: The report can cover initial outcomes, intermediate outcomes and long-term outcomes).

Many Delta programs focus on education and advocacy and would generate outcomes at the initial level. The more intense the program, the more significant the outcomes, the more complex tracking of data becomes. Programs that provide more intense interactions with participants, for a period of time, may generate outcomes at the intermediate outcomes level.



The Logic of Outcomes

Initial Outcomes	Intermediate Outcomes	Long-Term Outcomes
Knowledge	Behavior	Status
Attitudes	Values	Legislative Policy
Belief		

4. Present the evaluation findings and recommendations to the chapter members.

* Reference: The Chapter Management Handbook



APPENDIX B: EVALUATION*
PROGRAM EVALUATION FORM
 (Sample Generic Evaluation Form for Current Projects/Programs)

A. Background Information

Name of Chapter: _____

Region: _____

Number of Financial Members: _____

Person Reporting: _____

Name of Project: _____

Year Evaluated: _____

Five-Point Program Thrust (check):

- Economic Development _____
- Educational Development _____
- International Awareness and involvement _____
- Physical and Mental Health _____
- Political Awareness and Involvement _____

- Expected Number of Participants _____
- Actual Number of Participants _____ % _____
- Budget Cost _____
- Actual Cost _____
- Expected Number of Staff _____
- Actual Number of Staff _____
- Number of Delta Volunteers Needed _____
- Actual Number of Volunteers _____

B. Implementation of Plan

1. How much of the program plan was implemented:

- a. Participants selected
 Implemented _____ Partially _____ Not Implemented _____
- b. Services Provided/Secured
 Implemented _____ Partially _____ Not Implemented _____
- c. Appropriate location found
 Implemented _____ Partially _____ Not Implemented _____
- d. Materials and equipment in use
 Implemented _____ Partially _____ Not Implemented _____



e. Project started on time
Implemented _____ Partially _____ Not Implemented _____

f. Other (please specify):
Implemented _____ Partially _____ Not Implemented _____

C. Programs expected outcomes

1.0 Outcome # 1 (please list)

1.1 To what degree was this outcome met?

Not at All _____ Very Little _____ Somewhat _____ Very Much _____ Completely _____

1.2 Describe Finding.

2.0 Outcome # 2 (please list)

2.1 To what degree was this outcome met?

Not at All _____ Very Little _____ Somewhat _____ Very Much _____ Completely _____

2.2 Describe Finding.

3.0 Outcome # 3 (please list)

3.1 To what degree was this outcome met?

Not at All _____ Very Little _____ Somewhat _____ Very Much _____ Completely _____

3.2 Describe Finding.

4.0 Outcome # 4 (please list)

4.1 To what degree was this outcome met?

Not at All _____ Very Little _____ Somewhat _____ Very Much _____ Completely _____



4.2 Describe Finding.

D. Quality of the Programs Delivery

1. How relevant or practical to the targeted participants did you find the program?

Not at All _____ Very Little _____ Somewhat _____ Very Much _____ Extremely _____

Comments: _____

2. How effective (knowledgeable and skilled to do the job) were the service providers to the participants?

Not at All _____ Very Little _____ Somewhat _____ Very Much _____ Extremely _____

Comments: _____

3. How useful were the materials?

Not at All _____ Very Little _____ Somewhat _____ Very Much _____ Extremely _____

Comments: _____

4. How useful was the equipment?

Not at All _____ Very Little _____ Somewhat _____ Very Much _____ Extremely _____

Comments: _____

5. How effective was the pacing of the program?

Not at All _____ Very Little _____ Somewhat _____ Very Much _____ Extremely _____

Comments: _____

6. Did the Deltas meet satisfactorily their expected level of participation?

Not at All _____ Very Little _____ Somewhat _____ Very Much _____ Extremely _____

Comments: _____

7. Overall, did the program meet its expectations?

Not at All _____ Very Little _____ Somewhat _____ Very Much _____ Extremely _____

Comments: _____



8. Overall, how effective was the program:

Not at All _____ Very Little _____ Somewhat _____ Very Much _____ Extremely _____

Comments: _____

9. How would you rate the quality of the program?

Very Poor _____ Poor _____ Fair _____ Good _____ Very Good _____ Excellent _____

10. Would you recommend the program's continuance?

Continue as is _____ Continue with reservations _____ Discontinue _____

11. If you recommend that the program continue with reservations, how could this program be improved to better serve the community?

12. What follow up actions are necessary to make the program more effective?

13. Other comments:

*Reference: The Chapter Management Handbook

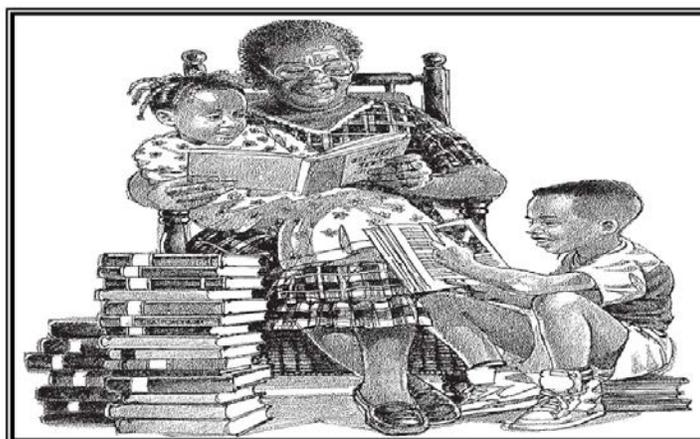


APPENDIX C: PEACE MANUAL

**Dr. Jeanne L. Noble Delta GEMS Institute
Program Parent Module**

**Parents Empowered Active Children Education
(PEACE)**

Resource Booklet



“Live It, Learn It, and Change It”



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~Preface~

Parent Education and Involvement

This second edition of Delta GEMS Parent Education module has been developed into a Parents Empowered Active Children Education (PEACE) Resource Booklet. It includes new material to enrich the existing text and to provide parents with an even deeper understanding of the "power of parents." Our understanding of parental involvement-what it is, where it takes place, and how to foster it-is changing and so is our strategies for promoting it. Our mission is to prepare youth for the world and will solicit a shared responsibility from the entire community. The health of a community can be measured by its success in engaging parents and in developing all its children. Delta continues its direct focus on providing stronger and relevant parental education and involvement in an aligned effort to promote children's academic learning as well as social and emotional development in Delta youth programs, schools, and community.

Parents remain as the primary molders and shapers of their children. The PEACE Resource Booklet's theme is "Live It, Learn It, and Change It." The booklet will serve as a guide to address questions in furthering the preparation of our youth for the world and in soliciting a shared responsibility from the entire community. The goal of this resource booklet is to support chapters in the organizing, developing, and implementing of a strong strategic informational support system and wide array of resources for training tools, materials, and network sources.

In this second edition on PEACE, there are some suggested Workshop modules/strategies for parent education and involvement. Chapters should initially survey the parents, formally or informally, to discover the interests and needs of their specific population. Chapters are also encouraged to use these research-based modules/strategies to start the process of locating local assets, skills and capacities of the chapter, schools, community resident experts, civic associations, and local institutions that apply most directly to their community- building parental involvement context and challenges.



~Introduction~

About the Concept of Involvement

There is no program in education on which there is greater agreement than the need for "parental involvement." Everyone wants it, but most do not know *how* to develop meaningful programs addressing various concepts of deeper involvement. As applied to schools, Epstein, Fredricks, & Paris (2004) defined involvement in three ways in the research literature:

- *Socio-emotional involvement.* It encompasses positive and negative reactions and responses to school and non-school entities and is presumed to create ties to an institution and influences willingness to do the work.
- *Cognitive involvement.* It reflects on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills.
- *Behavioral involvement.* It draws from the idea of participation; it includes involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropping out.

The researchers also emphasize:

Antecedents of involvement can be organized into:

- *Delta GEMS factors:* chapter commitment; clear and consistent vision, goal and objectives; and opportunities for committee and support resources to be involved in cooperative endeavors.
- *School and Community partner factors:* voluntary choice, shared task role and responsibilities; and academic achievement workshops that involve conversation regarding curriculum and performance data workshops.
- *Participant Needs:* Need for relatedness, need for autonomy, need for competence

Involvement can be measured as follows:

- *Emotional involvement.* Self-report from parents related to feelings of accomplishment, frustration, interest, anger, and satisfaction; youth-parent relations; and self-confidence and home environment orientation.
- *Cognitive involvement.* Parent investment in learning, flexible problem solving, independent work and home styles, coping with perceived failure and difficulty, preference for challenge and independent mastery, and commitment to understanding the importance of engaging in the development of their children.
- *Behavioral involvement.* Parent report of children's conduct, work involvement, participation in school conferences and meetings, and parent persistence and resiliency (e.g. completing homework, complying with school rules, absent/tardy, off-task, engaged/learning, higher levels of achievement/motivation, etc.).



***PEACE* Involvement in the Delta GEMS Institute**

MISSION

Delta's mission is to mobilize parents to become more informed and involved in their children's education through PEACE Resources. At the heart of our mission is a commitment to work together with parents to create strong and purposeful partnership for change and impact. This mission-when fully embraced—can ensure that parents and community leaders become more responsible and accountable for higher levels of academic achievement and positive development of all children.

DESIRED GOAL

To inform and involve parents in a positive and meaningful manner.

OUTCOME OBJECTIVES

- 1) To develop comprehensive strategic workshops aimed at sustaining and strengthening parental education information and support systems in respected communities.
- 2) To facilitate a caring environment that improves communication about how to become more knowledgeable, persistent, and effective parents in supporting their children's effort in learning and in confidence.
- 3) To provide an array of educational supports (education development, networking, technical assistance, facilitating, coaching, mentoring, research, tools, and materials) to increase parent capacity to be involved in their children's academic, socio- emotional, behavioral and physical development.
- 4) To inform parents how deeper connections with their children can foster a significant difference in their academic and socio-emotional development.

SUGGESTED ACTIVITIES

Role of Delta GEMS Chairperson and Committee is to:

- 1) Send a survey and letter to parents inviting them to participate in various activities and workshops.
- 2) Provide a variety of opportunities for parents to become involved in the program activities and workshops.
- 3) Invite parents to attend the beginning of the first meeting.
- 4) Solicit parental participation on advisory educational subcommittee to identify areas of interest for future parent workshops and activities.
- 5) Informally share information about workshop activities.
- 6) Provide parents with supportive services as needed.
- 7) Coordinate partnership with community agencies and public schools to facilitate delivery of services to parents/extended family support system.

Introduce workshops that include respectful family diversity interaction.



Organizing Workshops

1. Multiple Resources

- a. Soror(s) who have expertise.
- b. Local civic/greek/non-profit organizations who have the expertise
- c. Consultants /speakers/ facilitators/ organizations who have expertise and materials (videos, films, DVD, CD, parent magazines, etc.) you need.
- d. Collaborate with other school or non-school partner parental involvement meetings to maximize efforts
- e. Publicity services (website, Delta GEMS calendar)
- f. Facility/location services (school and non-school sites)
- g. Logistical services (technology, printing, refreshments, prizes, certification)

2. Parental Commitment and Workshop Schedule

(Note: Solicit buy-in with parent feedback for workshop success)

- a. Sign commitment oath as part of Delta GEMS parental programming at the first meeting
- b. Integrated parent workshop into Delta GEMS participant's learning sessions
- c. Explore multiple opportunities to provide workshops in various venues (i.e., weekend workshop series, weekly or monthly workshop series, Delta GEMS-school workshops, community-parent summits, etc.)

3. Reflections, Feedback, and Relationship Building

The reflections of how parents feel about the workshop format and how participants' engagement in workshops are key to success. The importance of feedback is vital to parents sticking with the workshops for their own self-directed confidence to support their children. The ongoing rapport and genuine concern for participants' parents will be the main measure of how well chapters are reaching and supporting parents.

4. Workshop Outcome Measures and Evaluation

- a. Based on the parents' feedback, workshop format, development, and materials, parents will complete a well-designed evaluation form to evaluate parent education and involvement pre-workshop and post-workshop levels of knowledge.
- b. Maintain an accurate log of sign-in sheets of program participants' contact information, agendas, workshop materials as well as a brief description of how these workshops benefited them as parents.



Suggested Workshops Components

Theme: *“Live It, Learn It, and Change It”*

1. Module/Strategy: Parent Beliefs, Attitude, and Practices
 - 1) Power of Parents' Beliefs, Words, and Attitude
 - a) I am important in the life of my child and I can make a difference
 - 2) Developing an Attitude that Encourages Learning
 - a) Believe that you are important as parents.
 - b) Believe that you can make an impact in your child's effort to do her best and make good choices.
 - c) Believe that you can learn and use resources to become a parent learning facilitator and advocate.

2. Module/Strategy: Preparation and Perseverance
 - 1) 20 Tips for Parents: Helping your child Succeed at School
 - 2) Return on Investment: *“Live It, Learn It, and Change It”* Mindset
 - a) Because you have genuine and unconditional love for your child(ren).
 - b) Because you care about what your child will become.
 - c) Because you want your child to have lives of accomplishment and meaning.
 - d) Because you want your child to feel good about her effort by doing the right things in school and in community.

3. Module/Strategy: Productive Parenting Skills
 - 1) Parents as Motivators
 - 2) Engaged Parents Give Youth A Running Start to Success
 - A) Your child's learning begins with your effort
 - B) Supportive Learning Home Environment
 - C) Thinking Skills

4. Module/Strategy: Effort on Learners' Motivation
 - 1) Positive Thinking
 - 2) Intrinsic Motivation
 - A) High Valuing and Expectations
 - B) Self-Directed Learners
 - C) Self-efficacy and self-confidence

5. Module/Strategy: Career Goal Setting
 - 1) Career Interest Areas
 - 2) Goal Setting

6. Module/Strategy: Transitions to High School-Higher Education-Workforce
 - 1) How to get to and do well in Higher Education
 - 2) How to navigate critical steps to Career/Workforce

NOTE: Additional Workshops can be added based upon the expressed interest of the participants.



~20 Tips for Parents~

Helping Your Child Succeed at School

(Discuss these tips with parents using clarifying examples)

1. Take an active interest in your child's academic development.
2. Make contact with your child's teachers as close to the first day of school as possible. Arrange for an initial in-person meeting to tell the teachers about your child and hear from the teachers their expectations. Parents should request from teachers hints on how to be of assistance with schoolwork at home.
3. Initiate "progress conferences" with your child teachers. Include your child in these conferences. Talking time periodically to discuss your child's progress with her teachers will give you an indication of the measures/strategies you need to use at home.
4. Create a special place for your child to do her homework. Provide her with the materials necessary to complete schoolwork and projects.
5. Read portions of your child's school books or worksheets to get a deeper understanding of what and how she is studying.
6. Reading is one of the most fundamental skills you can teach and reinforce with your child.
7. Encourage your child to read at home every day.
8. Discuss with your child what she has read.
9. Help your child become an avid reader.
10. Let your child see you read as frequently as possible.
11. Go to the library and bookstores with your child.
12. Make certain your child reads fiction (novels), non-fiction (biographies, autobiographies and books of fact), and poetry.
13. Do all you can to provide your child with the confidence she needs to succeed.
14. If for whatever reason your child is not grasping a subject or unit:
 - a. Make certain she is asking the teacher for extra help.
 - b. Ask the principal or counselor to give you a list of other support systems available to your child.
 - c. Assist her at home or ask other relatives to assist.
 - d. Seek private tutoring.
15. Buy books and word games for birthday and holiday presents.



16. Buy tickets to plays and lectures for birthday and holiday presents.
17. Board games can simultaneously be entertaining and educational:
18. When studying and understanding math and English, the key word is practice. There are math and grammar workbooks that can be purchased in bookstores and office/teacher supply stores.
19. Quiz your child on what she has studied.
20. Have your child teach you what she has learned. The best way to really learn something is to teach it to someone else.

~10 Strategies for Parents~
**Thinking Skills to Ignite Your Child's Creativity,
 Curiosity, and Intellect**

Adapted from Achievement Made Easy by Learning Together (Ban, 2008)

HIGHER LEVEL THINKING SKILLS	WHAT PARENTS CAN DO TO ENCOURAGE THESE SKILLS
1. INTERPRETING. Explaining what something means.	Cut out graph, charts, tables, etc. from a newspaper or magazine. Ask your child to interpret the information and acknowledge their effort.
2. EXPLAINING. Making something clear and understandable.	Inquire how things compare and contrast (are alike and are different).
3. EVALUATING. Judging, estimating, or expressing an opinion.	Routinely ask your child's opinion on a subject or topic.
4. PREDICTING. Foretelling or declaring beforehand; making a forecast or prediction.	Ask your child what she feels is going to happen.
5. OBSERVING. Watching, paying attention to, or noticing.	On a trip, reviewing the newspaper, or watching the news, ask your child to explain what she sees or notices.
6. ANALYZING. Studying in detail; determining the evidence; breaking down a subject or topic; and examining their relationship to each other.	Frequently inquire of your child how parts or elements of something studied fit together.
7. SYNTHESIZING. Pulling together; assembling into a whole; solving, planning, proposing, or constructing.	Ask your child what he or she learned from a specific experience or school assignment.
8. COMPREHENDING. Describing or grasping; understanding; comparing and contrasting; explaining in one's own words.	Ask your child what the author, speaker, presenter, teacher, etc. meant by what was said or done.
9. HYPOTHESIZING. Assuming something for the sake of an argument; proposing a theory, explaining something.	Present this scene to your child: "What if you did _____? What do you think would happen?"
10. MENTAL TRACKING OUT LOUD. Talking to oneself.	Push your child to recite what she is mentally going through in figuring out an answer or problem.



~Parent Advocacy Organizations~ **Website Resources**

Parental Involvement Matters

The Parental Involvement Matters website provides excellent resources to assist parents and schools to improve the academic, social, and emotional health of children.

The Center for Social Organizations of Schools (CSOS)

The Center for Social Organization (CSOS) website addresses practical problems in education, including how to connect schools with families and communities in ways that promote student success.

Education World Parent Center

The Education World Parent Center website provides useful information about parent involvement in education.

Education Trust Parent Involvement Site

The Education Trust website provides good resources that link parent involvement to student learning.

Family Support America

The Family Support America website promotes family support to strengthen families at the heart of every setting in which children and families are present.

National Center for Fathering

The National Center for Fathering website provides information for the well-being of children by inspiring and equipping men to be more effectively involved in the lives of children.

National Parent Information Network (ERIC)

The National Parent Information Network website provides information to parents and those who work with parents and to foster the exchange of parenting materials.

Northwest Regional Educational Laboratory

The National Regional Educational Laboratory (NWREL) website has an excellent collection of resources on parental education and involvement.

The Parent Institute

The Parent Institute website advocates for parent involvement in the education of their children by providing newsletters, booklets, brochures, and videos for parent training.

U. S. Department of Education – Family Involvement

The United States Department of Education website is designed to provide parent link to education tools, strategies, and partnerships for parental involvement in their children's education from K-12 and beyond.



~Parent and Community Involvement Projects~ **Training Websites Resources**

The Black Lemonade Project

The Black Lemonade Project models dynamic, research-based community engagement program designed to identify and promote ways the African American parents can squeeze success out of life's circumstances.

Center for Parent Leadership

The Center for Parent Leadership provides highly acclaimed training workshops to community nationwide to help parents develop the skills they need to become effective leaders and advocates in their local schools.

Center for the Improvement of Child Caring Black Parenting Project

The Center for the Improvement of Child Caring (CICC) offers numerous programs and materials to help parents become more effective.

Connect for Kids

The Connect for Kids Organization, managed by the Forum for Youth Investment, connects concerned adults and young people to information affecting children and families and offers tools to take action.

Efficacy Institute Parent/Community Project

The Efficacy Institute provides training services and tools to schools, parents, and organizations to build belief that virtually all students can "get smart" and the capacity of adults to set the terms to help them do well academically and strength of character.

Hand in Hand: Parents Schools Community United for Kids

The Hand in Hand, coordinated by Institute for Educational Leadership, website provides National Goal 8: Parental Involvement programs that value and nurture the family and community role in children's learning.



~Parent and Community Involvement Projects~ **Training Websites Resources**

General Resources

The Admission Office	www.theadmissionsoffice.com
Advancement via Individual Determination	www.avidonline.org
Campus Tours	www.campustours.com
College Board	www.collegeboard.com
College View	www.collegeview.com
Student Gateway to the U.S. Government	www.students.gov
Princeton Review	www.princetonreview.com
U.S. News College Rankings	www.usnews.com/sections/rankings

Financial Aid and Scholarship Resources

American Student Assistance	www.amsa.com
College Savings Plans	www.529s.com
FastAid	www.fastaid.com
Fastweb	www.fastweb.com
Federal Student Aid Information	www.studentaid.ed.gov
FinAid	www.finais.com
Free Application for Federal Student Aid	www.fafsa.ed.gov
Scholarship Resource Network	www.srnexpress.com

ACT and SAT Test Registration and Preparation

ACT Online	www.actstudent.org
SAT Online	www.collegeboard.com
Free SAT and ACT test prep	www.number2.com
SAT Preparation	www.satpreplan.com



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