A Curriculum Manual for Empowering Males to Build Opportunities for Developing Independence in Black Males Ages 13-17

National Program Planning and Development Committee
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Sorors,

It gives me great pleasure to announce the EMBODI Program National Curriculum Manual. My heart is happy about the excellent work that sorors have done so far for the EMBODI: Empowering Males to Build Opportunities for Developing Independence program. This manual provides some ideas to assist in planning your chapter’s program, projects, events and/or activities.

You have seen the statistics, and you see what’s going on in our community. You know that African-American males continue to be in crisis—and you are doing something about it. The best practices and templates outlined in this manual should provide enough information for your chapter to implement this program in your local community.

Although Summit III, “Preparing Our Sons for Manhood,” was a signature program in 1991, the focus on improving the plight of African-American males is needed now more than ever. There are many organizations already engaged in some aspect of uplifting African-American males. Chapters are encouraged to partner with those organizations and other Delta chapters to have a greater impact on combating the crisis.

I want to acknowledge and thank the co-chairs and members of the National Program Planning and Development Committee for their hard work in developing this manual.

Sorors, we have been chosen. We have our mission. As Deltas, we must be committed to saving our African-American males. We must continue to accept and embrace the challenge to make a difference with the implementation of EMBODI.

With a Servant’s Heart,

Cynthia M. A. Butler-McIntyre
National President
Delta Sigma Theta Sorority, Incorporated
A Public Service Sorority Founded in 1913

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Dear Sorors,

We are pleased to present the first curriculum manual for EMBODI: Empowering Males to Build Opportunities for Developing Independence. This Program Planning and Educational Development initiative, addresses issues facing African American males, ages 11 through 17.

African-American males have the lowest graduation rate of any demographic group in the nation. With fewer than 50 percent of young black males graduating from our public high schools, we know that the implication of these statistics is staggering, with enormous consequences for black America in general. Young black males are in a crisis and it is destroying the lives of thousands of black men and their families and diminishing the quality of life in their communities and the nation. If it takes a village to raise a child, it takes a community to rally and support the young African-American male.

This curriculum manual provides the framework for chapters of Delta Sigma Theta Sorority, to create a program plan and formulate actions and programs that will address the issues of the young African-American male. This guide addresses, people resources; standards and best practices; risks management; program evaluation and ongoing learning; and collaborative relationships. The EMBODI curriculum addresses issues related to STEM education, culture, self-efficacy, leadership, physical and mental health, healthy lifestyle choices, character, ethics, relationships, college readiness, fiscal management, civic engagement, and service learning.

As you utilize this curriculum manual, strive to inspire, compel and empower the young African-American males that reside in your community to build opportunities for developing independence. We wish you success!

Sincerely,

Thelma J. Day, Ed.D. and Deborah C. Thomas, Ed.D.
Acknowledgments

National Documents Review Task Force
Content and Technical Reviews

Vanita W. Nicholas, J.D., Inglewood Alumnae
Los Angeles, CA
Content Review
INTRODUCTION

Welcome to the EMBODI Program Curriculum, a national initiative manual of the sorority that promotes and provides collaborative efforts to improve the quality of life for African American males, ages 13-17 in middle to high school, for building opportunities of developing independence. EMBODI program promotes and provides opportunities to improve the quality of life of African American males through a comprehensive approach aimed at developing their overall potential. EMBODI is symbolic of empowering young African American males to immerse themselves in African and African American culture and to see themselves as a person of great worth who can take his place with a life of meaning and accomplishment. The programming focuses on education; culture; family and community; personal, social, and emotional factors; resilience and responsibility; leadership and mentorship; preventative health care and mental health counseling; financial; safety, and protection; conflict resolution and restorative justice; scholarship; and service learning.

It is understood that the implementation of EMBODI program curriculum manual will take on different forms, depending on the various sizes and locations of chapters. Activities in the EMBODI program manual can be used at the discretion of the chapter. Chapters can use the activities in sequential order where the group of youth meets on a regular basis, i.e., monthly. There are many organizations already engaged in some aspects of uplifting African American males. Chapters are encouraged to partner with others to create a greater impact in combating the crisis. Some chapters may already have a model that would be suitable for adaption. Chapters that partner with male groups may use the activities as appropriate.

The EMBODI program curriculum manual is a organizational guide for simultaneously defining local community African American male agenda, aligning multiple and inter-related strategies, cultivating resources, and refocusing key community partners to continuously support attainable goals in implementation to positively impact African American males.
EMBODI: Overview

The education of school-aged youth, particularly African American males is in crisis.

EMBODI: Empowering Males to Build Opportunities for Developing Independence is the national signature program of our sorority under the leadership and vision of our 24th National President Cynthia M. A. Butler-McIntyre. Summit III, “Preparing Our Sons for Manhood,” was conceived as an “exploration of the role of the Black males in the many configurations of the Black family.” As Delta presents its first National EMBODI Curriculum Manual, chapters will continue to expand their commitment in empowering young African American males, ages 13-17, with life skills and access to build opportunities for developing independence for success. The Summit III, “Preparing Our Sons for Manhood”, was conceived as an “exploration of the role of the Black Male in the many configurations of the Black family.” Stereotypes that shape the American images of African American males are so stark and extreme that even the most ordinary and exceptional African American males find they are forced to contend with fantasies and fears that others hold towards them (Pedro Noguera, 2008).

EMBODI is designed to refocus Delta’s efforts to strengthen their outreach youth programs and to collaborate with other organizations to address the plight of African American males. Subsequently to this curriculum manual, the National Program Planning and Development Committee the Program Planning and Development Committee with help from key educational strategists brought to life the core conceptual framework entitled EMBODI. The EMBODI description, guidelines, and suggested strategies are contained in the National Program Planning and Development EMBODI Call to Action Plan Manual, Inaugural National Presidential EMBODI Conference Model, and the National Program Planning Best Practices Workshop Presentations Demonstrations, which were distributed and presented to chapters at the 2009 Regional Conferences and the 2010 National Convention cycle respectfully.
Experience and research have shown that if community partners collaborate and align their resources toward common goals, young people will succeed. In recent years, all cities have seen peaks in violence and conflict among African American Males. More than 400,000 youth ages 10 to 19 were injured as a result of violence in the year 2009. Approximately 1 out of 28 of these injuries required hospitalization. Homicide was the second leading cause of death for people ages 10 through 19 overall and is the number one cause of death among African Americans males ages 15 through 24. Additionally, homicide was the second cause of death for Hispanic youths. Some national risk factors associated with these statistics are history of early aggression, beliefs supportive of violence, exposure to violence, and association with peers engaged in high risk or problem behavior.

Studies have consistently shown that youth who fail in school and have little adult supervision tend to populate youth detention centers and later populate our jails. Only 51% of incarcerated individuals completed high school compared to 76% of the general population. Additionally, 75% of inmates are illiterate, based on the 12th-grade standard. Data indicates over 5000 juvenile arrest occurred with offenses ranging from theft, murder, battery, rape, burglary, possession and distribution of drugs to arson and the carrying of weapons. It was noted that many of these youth exhibit risk factors such as failing academic performance, poor school bonding, learning disabilities, history of delinquency, live with parents who have poor or no parenting skills, parents who are young and exhibit no control or limits, live in environments with a lack of pride and lack of responsibility to the neighborhood. According to a May 2008 report released by the Office of Juvenile Justice and Delinquency, it was noted that while the U.S. violent crime rate has decreased since 2008, homicide remains the foremost cause of death in young people. An average of six youth is murdered every day and three of four youth ages twelve or older were killed by a firearm.

The Social Learning Theory emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1973) states: “Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. This work draws from both behavioral and cognitive views of learning. He believes that mind, behavior and the environment all play an important role in the learning process (Bandura, 1973). Using this model, gives us the foundational background that the targeted male participants will learn and model new and improved behavior, attitudes, and emotional reactions based upon what is observed through our program. There is an opportunity for the youth to begin a pattern of positive change that will influence their thoughts and actions.
The Social Bond Theory focus was on why individuals choose to conform to conventional norms. Hirschi (1969) presented four social bonds, which promote socialization and conformity. The first bond is attachment. Attachment refers to one’s interest in others. A person’s acceptance of social norm and development of social conscious depends on attachment for other human beings. The youth in our program feel that when they have become affiliated with peers or a peer group, it gives them a sense of power and strength to know that they have been accepted. The second bond is commitment that involves the support of and equal partaking in social activities that tie an individual to the moral and ethical code of society. This bond, if possessed, gives one the will to conform to an activity. The third bond is involvement. This would support the fact that if a youth is heavily involved in conventional activities or interest, it does not leave him/her much time for engaging in any negative behavior. The fourth bond is that of belief. This involves the understanding of society’s value system. This entails respect for many things such as the laws, people, and institutions, which enforce such laws. The EMBODI program advocates for the respect of others, property, time, and fairness. If one does not have a strong belief in the value system then the respect for that system weakens and one is more likely to engage in delinquent behavior.
EMBODI: CURRICULUM FRAMEWORK

The curriculum will focus on Academic Enrichment, Personal Development and Wellness, Career Development, Cultural Development and Family Involvement. The curriculum incorporates activities and guidelines for all of the components. Conflict resolution and social skills activities assist the participants in resolving their problems appropriately and improving their overall quality of life. Families are encouraged to participate in bonding activities. Career preparation and exploration will be conducted and the cultural and recreational enrichment component will be implemented through interaction, team and individual gatherings, group sharing and cultural immersion.

EMBODI will focus on addressing the three levels of risk factors. The risk factor levels of development are as follows; individual level, family level and the community level. The suggested strategies to be utilized are multi-directional and resiliency focused. In developing the EMBODI program, chapters will seek to achieve the following goals:

- EMBODI will focus on learning experiences for improved academic performance through self-efficacy and experiential learning.
- EMBODI will provide access and application of diverse learning opportunities through cultural and community support.
- EMBODI will reduce negative responses to conflict through restorative justice and resolutions.
- EMBODI will participate in community service activities through outreach.
- EMBODI will create opportunities to develop a higher level of self-confidence and resiliency.
- EMBODI will provide activities to increase community involvement, family bonding and interaction.
- EMBODI will seek to provide recreational activities that will develop positive social skills and improved teamwork effort.
- EMBODI will provide opportunities for cohesion for by involvement of families in structured activities in safe community environments.
- EMBODI will provide opportunities for interaction with community professionals and positive male role.
- EMBODI will provide career exposure.
INTRODUCTION

Program Planning Structure

MALE PARTICIPATION

Every effort of the chapter should be made to ensure that young Black males feel privileged and proud to be chosen for the EMBODI program. Male interaction with appropriate caring adults creates a safe, nurturing, learning environment. It allows chapters and partners the opportunity to bond with target male groups in a non-threatening environment. It enhances traditional gender specific roles of identity. Therefore, the EMBODI chapter team will collaborate with membership, educational institutions, and/or community-based organizations and those focused specifically on African American Males. The targeted age group will encompass males, ages 13-17 in middle and high school, and all of the preventive measures risk data indicated these are crucial periods in the development of our youth. Males ages 13-17 are at a critical stage in their development.

ADULT LEADERSHIP

The adult graduate and collegiate chapter leadership can be of great support in local communities and regional resource networks of EMBODI program implementation. The EMBODI adult leadership team will identify and plan for the following: conducting a local community male youth needs assessment, defining local chapter EMBODI program scope and sequence, assigning an EMBODI coordinating team, aligning human and material resources, assessing collaborative partners and networks, recruiting program male participants with parent support, conducting risk management volunteer and chapter orientation, managing all volunteers, assisting program facilitators in coordination and implementation, scheduling program delivery, and monitoring the evaluative impact. The training orientation can be used to introduce members and program volunteers to each other, orient them to the overview of the EMBODI program curriculum manual, outline chapter content sessions development, determine the schedule of engagement and responsibilities for team members in conducting individual assessments, and activities, create alternative pathways, and build self-efficacy and celebration as well as the number of youth who will participate and chapters can manage in the EMBODI program. The entire adult leadership of the chapter will be vigilant on their responsibility to balance confidentiality with risk requirements with mandatory management of risks.

FAMILY STRUCTURES

Black families are characterized by great diversity. Families have taken on many different structures. Although they may be formed in different ways, most families accomplish similar tasks, such as childbearing, providing for members’ basic needs, providing emotional support, socializing members, and establishing these tasks.
When we view and engage family structures, as strong parent and caregivers, as part of the solution to youth success, we have made progress. Families have a great deal of influence. In fact, families are the most important role models for their children. Interestingly, between ages of 2 and 12, approximately 50 percent of an adolescent’s values are formed from his parents’ value system. The remaining fifty percent of adolescent’s values is formed by environment and peers.

**CULTURE AND HERITAGE DYNAMICS & INFLUENCES**

Many chapters plan and celebrate special heritage and culture events in their year-long curriculum. Among the celebrations is Black History Month or African American History Month. While we celebrate one month and focus on the history and culture of African Americans, it highlights only a small portion of the dynamics and influences that affect the everyday lives of young Black males. Too often our young Black males are deluged with flashy, violent or unrealistic images in the media that lead them down paths that are negative and often dangerous. So, it is imperative that we provide clear opportunities for young Black males to experience positive adult male role models who will lead them in a positive direction and be examples of our rich culture and show appreciation for our heritage. The chapter can involve male youth in the strong legacy of their cultures and heritage foundation. Volunteers, along with youth, may learn about different cultures, or lifestyles, or age group. It is important to not over-identify with youth participants; they will realize that you will probably never know exactly what they are feeling or experiencing. It is helpful to paraphrase what you think the participant has said or is feeling and to give examples of similar situations in which you have experienced from diverse cultures and heritages. There is a big difference between the statements, for example, “I know exactly what you are feeling,” and, “I think I have a sense of what you are going through.” Chapters should empower males to understand that the more you learn about your culture and other people, cultures, and societies, the less you will fear them and engage in learning with them for the development of strong character and resiliency. Learning and being tolerant about other people’s differences can make stronger character. By exposing our male youth to learning about our culture and our rich heritage legacy, we empower male youth to gain opportunities to be exposed to exciting experiences—food, peers, beliefs, literature, music, travel, education, community, and even more.

**Program Development Structure**

**NEEDS ASSESSMENT**

Chapters should establish a process of gathering and interpreting information regarding the needs and conditions of males, ages 13-17, to determine the desired goals and priorities of your International Impact Day. Chapters assign a taskforce to plan while focusing attention on the multiple dimensions and challenges of young people’s lives and situations. The Chapter taskforce should pay attention to academic development, but they must also direct attention to other factors that influence the whole development of young
males—including physical, social, mental, emotional, spiritual and nutritional health; cultural and self-identity; self-efficacy; financial; character and confidence; safe and nurturing environment; family and community support, and many more.

**TEAMS AND COLLABORATION**

The development of a good team for the implementation of the EMBODI program is one of the most important elements of success to achieve success. The establishment of a strong Delta Chapter Committee, inclusive of community partners and families will aid in the strength of the program and will create an overall attitude that will allow the EMBODI program the strength to create programming that will be beneficial to the male participants. The initiative, team's spirit and enthusiasm will be reflected in the quality of the participants. This spirit will become contagious and further encourage males to become active participants and establish mentoring relationships with the team members. Successful collaborative teams generally consist of the following:

- Awareness of the value of each organization/family/community partners and their individual roles and contribution,
- Shared belief in the value and achievability of the goals,
- Recognition of the value of other team members desire to work collaboratively, sharing thoughts, ideas, concerns, etc,
- Fellowship and enjoying working together with a common purpose,
- Supporting each other in recognition that the team's success requires all members to be successful,
- Listening to ideas and advice from other team members, and
- Making time to communicate with other team members.

Belief that the success of the EMBODI project is their success also involves laying a good foundation for a successful volunteer program begins with the top decision-makers of an organization. It requires significant management team support to integrate volunteer engagement with financial development, public relations, program development and all other key aspects of the organization, all requiring coordination at the highest levels. It is also vital that top leadership express their vision of the potential power of volunteerism, and then taking action to assure that the vision can be realized.

**SUSTAINABILITY FACTORS**

The sustainability of the EMBODI program is built around relationships. Most particularly, in collaboration with the teams, systems, issues/people that are involved in and impacted by the EMBODI program. This leads to becoming a ‘part of’ the team so that the community is vested in your program for sustainability – everyone else will want the EMBODI program also because of the positive impact in the community and the male participants. EMBODI program sustainability recommendations are as follows:

1. Build a brand that the community easily recognizes as the EMBODI program.
2. Utilize all technical assistance that is available to make your program strong.
3. Tell your story; make a video – participant stories are compelling.
4. Amplify your program via advocates (such as the 100 Black Men).
5. Do not be the best kept secret, get articles written, be seen, use the media.

**EVALUATION MEASURES**

The methodologies by which the goals will be achieved are through the implementation of a program for male youth and the implementation of collaborative youth activities in the community. The evaluation will utilize pretest and posttest measurements utilizing the suggested Rosenberg Self-Esteem Assessment and participant observation. An EMBODI program should be evaluated by the male participants, community partners and their families. The evaluations should be designed for ease of completion, brief, and thorough. This evaluative data should be compiled and disseminated to the National Programming Planning and Development Committee, community partners and the general community to increase program visibility and further assist with supporting sustainability.
Development and Implementation

Empowering Males

MODULE One: EDUCATION DEVELOPMENT

Context: We learned that education is most effective for black males when it promotes positive school-related growth experiences, with particular emphasis on adult–youth relationships, didactic learning, and emotional support. Delta Sigma Theta Sorority, Inc. encourages chapters to maximize efforts that united various stakeholders on educational reform to promote black male educational achievement. Education Development is crucial for young men in today’s competitive society. The educational development can be implemented with the members of Delta Sigma Theta Sorority, Inc., community partners and volunteers. The volunteers are inclusive of parents and mentors. Resiliency is an essential factor for education development and achievement. Despite the presence of multiple risk factors (individual/peer, family, school, environment, and community) at the early and adolescent stages of development, youth were able to demonstrate the attributes of a person with “self-righting tendencies” with the capacity to spring back, successfully adapt in the face of adversity, and develop social competence despite exposure to severe stress (Werner, 2008; Werner & Smith, 1992). Educational attainment includes school “protective factors” as follows: 1) social-emotional skills; 2) positive peer relationships; 3) problem-solving skills; 4) sense of independence; 5) sense of purpose; 6) academic participation and engagement; 7) intellectual, mental, and relational success; 8) non-threatening safe and learning environment; 9) caring adult; and 10) access and exposure to models and mentors.

Empowering Males

Section I: Developing An Environment of High Expectations and Caring

“They won’t care what you know until they know that you care”

An environment of high expectations and caring is designed to support male participants in the achievement of education and social success through the creation of diverse opportunities that is physically and emotionally safe. The way we present the interactive environment, the information we convey, the method in which we communicate with each other, and the opportunities we create can support an emotionally and intellectually learning experience that make a meaningful lasting impact. The environment of high expectations and caring is a chapter-community-developing strategy designed to support young Black males achieve academic and social-emotional success through collaboration (Hawkins & Catalano, 2008). An educational aspect that is linked to emotional needs
include: 1) **belonging** (loving, sharing, cooperating, and being accepted); 2) **personal power** (achieving, accomplishing, recognition, being respected, and feeling competent); 3) **personal freedom** (making choices, being given responsibility, and feeling a sense of independence); and 4) **fun** (laughing, learning, and engaging in healthy independence and relationships). If you want respect, trust, and courtesy from youth participants, you can support them more easily by portraying these traits yourself, rather than merely lecturing about them. Volunteers can empower youth participants by your influence and energy for learning by your example than by your words alone. Imitation and access to opportunities are highly effective and memorable forms of committed learning.

**Education Activity:**

**Aim/Focus:** High Expectation and Caring

**Topic:** Circle of Belonging and High expectations

**Instructional Objective:** To develop high expectations through caring adults and environment

**Activity/Lesson/Materials:** Games and exercises to help male participants feel at ease in the environment.

Chapter program volunteers:

1) Establish a program routine so male participants know what to expect.
   - Post weekly or monthly schedule of on-site and off-site activities on the board/computer.
   - Be specific as possible identifying core subjects to be covered, page numbers of books to be read, materials to be researched, and any other materials needed.

2) Introduce routines and rituals of belonging and high expectations for all.
   - Start program with calming and non-threatening message of hope and care.
   - Use circle of trust and high expectations to move closer to goals.
   - Use journals and oral speaking to express pathway to a life of achievement and sense of worth.
   - Introduce high expectation activities to help tune out distractions and concentrate on the positives of what you can control. (e.g., Visualize – have male participants to close their eyes and visualize themselves accomplishing education goals and aspirations.)
3) Introduce the rudiments of the common language. Use brainstorming columns (looks like; feels like; sounds like)

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<th>Acceptance</th>
<th>Encouraging</th>
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<td>Courage</td>
<td>Authentic</td>
<td>Enthusiasm</td>
<td>Leverage</td>
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</tbody>
</table>

**High Expectations and Caring Resources**

**Links**
- [Building a Grad Nation | 2010 - 2011 Annual Update](#)

**Articles**
- **Making High Expectations Real in All Our High Schools**
  Written by Robert Balfanz and Nettie Legters
  Baltimore Examiner | January 18, 2007 There is little disagreement about what we want from our public high schools. We want them to graduate all their students prepared for success…
- **College Know-How**
  Written by Robert Balfanz and Joanna H. Fox
  College Know How is a three-year initiative to develop and pilot curricula supporting high school students’ transition from high school into college.
- **An Early Warning System**
  Written by Robert Balfanz, Nettie Legters, and Liza Herzog
  This article for practitioners summarizes work by Everyone Graduates researchers on early indicators of dropout.
- **The Graduation Gap: Using Promoting Power to Examine the Number and Characteristics of High Schools with High and Low Graduation Rates in the Nation and Each State**
  Written by Robert Balfanz and Nettie Legters
  The Graduation Gap: Using Promoting Power to Examine the Number and Characteristics of High Schools with High and Low Graduation Rates.
- **A plan to fix 'dropout factories'**
  Written by Robert Balfanz, John Bridgeland
  The Christian Science Monitor | More students will stay if school is harder, safer, and more relevant.
- **Grad Nation**
  Written by Robert Balfanz, Joanna Hornig Fox, John M. Bridgeland, & Mary McNaught Grad Nation is a guidebook for communities that seek to improve their high school graduation and college readiness rates.
Websites

In Care of Students:  www.incareofstudents.org

Reclaiming Youth International:  www.search-institute.org

Search Institute:  www.search-institute.org

High Expectations and Caring Environment

References


Empowering Males

Academic Development

“Try not to become a man of success, but rather try to become a man of value.”

Chapter-school-community collaboration occurs when education and community leadership come together to establish an alliance for higher level of an academic achievement. To increase academic support, an adult can help with homework or missed class work, an educational learning experience, and should encourage good attendance and grade point average. The education community is composed of a multitude of entities such as school, home, places of worship, the media, museums, libraries, community agencies, and businesses (Drew, 2004). The types of educations development recommended are academic enrichment activities and remediation, homework assistance and standardized test preparation. The focus is to achieve the outcome of improved academic performance in all areas including, speaking, reading, mathematics and vocabulary expansion. It is recommended that the education development component have a wide array of activities with the EMBODI participants receiving programming in varied areas such as mathematics, science, English, spelling and a host of academic games. Examples of the implemented activities in the mathematics area include, but are not limited to, addition and subtraction on a very basic level, problem solving, mental math, algebra exploration, decimals and measurements, language awareness, writing projects with the use of current events and discussion on selected topics, critical thinking, literature and poetry.

ACTIVITY: Education Development

Aim/Focus: Academic Activities for Secondary Students

Topic: Academic Enhancement and Career Interest Exploration

Instructional Objective: To develop academic skills through career interest and media.

Activity/Lesson/Materials: Magazine Journal, Newspaper, and Computer

Reading and Application of Academic Support:

- Bring in a magazine, newspaper article, or website link to share. To ensure access, let participants know that they can also borrow media item of interest from your collection.
- Give time to review artifact. Discuss artifact of interest and its content.
- Read together for a while and/or encourage participate to read during the week and tell volunteer about the artifact of interest and how it will impact their academic achievement and career interest preparation.

**Other support for academic enhancement activities:**

1. Help male participants see the link between staying on track with academic achievement (subject areas) and extracurricular activities with preparing a resume.

2. Encourage male participants to bring information relating to possible career interests.

3. Help male participants to obtain college readiness information from their own research and encourage them to check with others to see if accurate.

4. Work with male participants to create local community college/career resources or center for EMBODI program.

5. Help male participants to create a list of ten or more good things about himself. Review it with another participant often until it can be recited with confidence.

6. Create a trust system with male participants by monitoring their progress in academics and learning experience by leaving a note if volunteer or student does not attend session.

7. Remember what and who your male participant talks about. Ask questions about the next time you meet so he knows you are listening and care.

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**Academic Development Resources**

**Academic Achievement Links**

[Breaking Barriers 2](#)

**PDF Document - 2826K**

**Other Academic Achievement References**


About the Campaign—Black Male Achievement
The Open Society Campaign for Black Male Achievement aims to address black men and boys’ exclusion from economic, social, educational, and political life in the United States.

Race, Politics and Sex: Understanding the Attitudes and Behaviors of African American Youth Cathy Cohen June 2007 powerpoint

Math activities sites
http://mixinginmath.terc.edu/ Mixing in Math
http://athomewithmath.terc.edu/ At Home with Math
http://deltasee.org/trainers/trainers_mathpower.htm / Math Power At Home

Academic (STEM) activities
• The Delta SEE training manual for community leaders, including hands-on, minds-on and inquiry-based science, mathematics, health, and literacy activities. Web page: http://deltasee.org/trainers/trainers_manual.htm

• The Delta SEE Connection, a radio series, features African Americans in science, engineering and mathematics and highlights scientific research being conducted nationwide at private institutions and college campuses, particularly Historically Black Colleges and Universities (HBCU). The 21 radio shows are available online. Each show includes the biography of the featured scientist, engineer, or mathematician and links to related resources. Web page: http://deltasee.org/radio/radio_seeradio.htm

• Delta SEE Kids' Corner provides links to online activities for children and their families, including the AAAS animated after-school adventure, Kinetic City: Mission to earth. Web page: http://deltasee.org/communities/kids_corner.htm

• Kids' Corner Activities in camera-ready format that can be freely used in newspapers and other publications interested in promoting fun science, technology, and math activities. http://deltasee.org/communities/kidscorner_press.htm

Academic Development

References


**Other studies**

Diverse Issues in Higher Education for National Black Male College Achievement Study

Voices of African American Male Ph.D. Recipients: Strategies for Supporting African American Men to Completion

Daring to Reach and Excel in Academics, Activities, Athletics, and the Mind (D.R.E.A.A.A.M.)

Helping Students Get Ready For College: Resources, Access, and Equity

You Can Go: A New Online College Planning Resource for Lower-Resourced Students
Consistent social character and trusting relationship build within each youth participant a strong sense of personal worth and self-confidence. Chapters have a great opportunity to support young Black male participants’ effort to develop a strength of character of overcoming obstacles and difficulty. A healthy relationship can grow faster in a caring environment of trust and acceptance. Volunteers can support youth’s positive self-image by letting male youth participants know that they are important to you and that the you and program members enjoy being there. Many youth participants will have unstable environments and adults in their lives so honesty is imperative. This trait transfers to volunteers’ attendance and commitment to the program activities. If for some reason a volunteer must leave the program, the volunteer must generally explain why she is not able to continue with target male participants’ support. If the volunteer’s absence is temporary, be sure the youth participant(s) understand this condition for the situation. Some male adolescents are dealing with emotional and physical turmoil. To establish an atmosphere of trust, understanding, and flexibility to build character development, try these suggestions: 1) acknowledge participants feelings and encourage perseverance; and 2) resist the temptation to control situations, instead, EMPOWER.

ACTIVITY: Education Development

Aim/Focus: Character Development

Topic: Inventory of Strength of Character

Instructional Objective: To develop character through strengths and personal skills

Activity/Lesson/Materials: Self-assessment tool, pen and paper

What To Do: Ask male participants to write/type three qualities he likes about himself. Chapter program volunteers:

1) Ask male participant to write three things he has accomplished that were hard for him to do. For example, participant may say he gets a “D” in a Math class or went an entire week without missing school. Empower male participant to identify the skills that has enabled him to achieve these accomplishments.

2) Have male participant list three things he does that he feels good about. Examples may include playing drums, working part-time afterschool, and helps
mom pay bills. Empower male participant to use his courage and work effort as tools to support him in other things that he may not feel good about.

3) Help your student identify specific ways he can build upon these strengths of character or other things he might be good at doing as a result of these skills.

4) Review the list with male participants and discuss how his qualities and accomplishments may serve as assets in the future. Identify academic and character choices that may be applicable to your displayed qualities and achievements of your male participants.

**Follow-up:** Have EMBODI program volunteers to do their own assessment of male participants’ character in various contexts. Discuss and compare volunteer list with male participants’ list. Develop and share lists of things you and your participants like about each other. Do this on a regular basis, for example, at times of celebration and acknowledgment.

### ACTIVITY: Education Development

**Aim/Focus:** Character Development

**Topic:** Building self-efficacy and character

**Instructional Objective:** To develop character and resilience through deep thinking

**Activity/Lesson/Materials:** Self-assessment tool, pen and paper

**What To Do:** Ask male participants to write their responses to these scenarios.

1) Think of yourself as talented and smart. You have your own special qualities that make you your own person. What are your strengths? List four of your best.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2) Think carefully about the decisions and choices. Do not be just followers; try to make independent decisions by doing your research and asking good questions. List four decisions you need to make.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
3) Recognize failure and difficulties are just feedback. Recognize mistakes as steps to success. Learn from your mistakes. List a mistake that helped you.

_________________________________________

4) Get involved in activities where you can be successful. Seek other participants and peers whom you like who are doing something that will make you a better person. List four activities that you want to do to improve yourself.

_________________________________________  _______________________________________

_________________________________________  _______________________________________

Character Development
Resources

Programs

www.firstteeprogram.com
The National First Tee program, focuses on nine core values -- respect, integrity, judgment, confidence, sportsmanship, responsibility, perseverance, honesty, and courtesy, -- through golf instruction and golf related skills. The participating students are provided golf clothing and have attended professional golf tournaments and the National Black Golf Hall of Fame, as well as toured and played the short course at the World Golf Hall of Fame in St. Augustine, Fla. Franklin’s golf coach has witnessed students in the Golf Academy blossom into student leaders with improved social, problem-solving, and time management skills and has gained new methods for dealing with conflict. The school’s attendance and student achievement have increased and discipline referrals have decreased.

Sites

www.esrnational.org: The educators for social responsibility

www.reclaiming.com: Reclaiming Youth International

www.devstu.org: Developmental Studies Center

www.cfchildren.org: Committee for Children

Books

Mobilizing the Community to Help Students Succeed – Hugh Price
Website

The Violence You Don’t See – Educational leadership (2006)


School Mental Health Web Resources – Education Update (2005)
Empowering Males

Technology-Assisted Learning Searches and Assistance

“Being able to read and write multiple forms of media and integrate them into a meaningful system is the new hallmark of literacy.”

The use of technology in education has been steadily growing. Technology is now a useful tool in education and assists with the presentation of material, engages students, and provides current and relevant information. The technology assistance along with the cognitive process focuses on critical thinking and problem solving. The concept of ‘what you know’ is being changed from what you have stored in your own memory to what information you have access to and what you can do with that information. The use of technology enhances the learning experience in any youth program. There are numerous sites on the Internet that can be utilized to assist with programming. Recommended for use in the Education component are selected sites that will capture the attention of the participants.

- Coolmath.com, Coolmath4kids.com, ScienceMonster.com, Ipl.org along with popular search engines such as Noodletools.com, Bing.com, webcrawler.com and the ever-popular Google. Some examples of Google use are as follows:

ACTIVITY: Education Development

Aim/Focus: Technology-Based Calculator Use

Topic: GOOGLE Problem Solving

Instructional Objective: To develop mathematical skills through technology use

Activity/Lesson/Materials: Computer

Go to the Google website and search for the GOOGLE calculator. Google enables you to perform a number of math operations including addition, subtraction, multiplication, division, and percentages. Use calculator operators, which include:

- + (addition)
- - (subtraction)
- * (multiplication)
- / (division)
- % of (percentage of)
- ^ (raise to a power)
Assign mathematical problem based on the grade level.

**Conclusion/Reflection: Reflect on breaking down Math barriers and how simple it can be to problem solve utilizing technology**

**Adapted from GOOGLE.com**

**Also recommended is the use of Google Notebook.** This note taking application allows you to organize all of your online research quickly and easily. With Google Notebook, you can clip text, images, and links from web pages while browsing. Your notes and clips are saved to an online “notebook” that you can access from any computer, and may also be shared with others. So, if the participants are writing a school paper, Google Notebook makes it easy. Go to Google Notebook’s main site to access this resource.

**Technology 2.0 / Literacy 2.0**

**Online Resources**

Google docs ([http://docs.google.com](http://docs.google.com))

NewLits.org ([www.newlits.org](http://www.newlits.org))

PB wiki ([http://pbwiki.com/academic.wiki](http://pbwiki.com/academic.wiki))

Shambles ([www.shambles.net/web2](http://www.shambles.net/web2))

Classroom 2.0 Wiki ([http://wiki.classroom20.com](http://wiki.classroom20.com))

Route 21 ([www.21stcenturyskills.org/route21](http://www.21stcenturyskills.org/route21))


Edutopia ([www.edutopia.org](http://www.edutopia.org))

Empowering Males

MODULE Two: COLLEGE AND CAREER PATHWAYS

Context: Empowering males to get—and stay—on the right track, they have to believe in themselves and create real options for success. Research shows that among high-and low-income students, those students who take challenging mathematics and science courses are much more likely to go to college. Going to college is seen by the vast majority of youth as a key to a good future in the 21st century. Proving critical assistance, including essential encouragement, and increasing academic achievement are essential for college-bound students. Preparing adolescents for all of the opportunities and obstacles of college readiness is an incredible task, and it is a job best begun with community leadership. A caring adult in a youth’s life is essential during adolescence. College and career pathways represent a return to tradition, calling upon the community to provide our youth with care and guidance, and to nurture and challenge them.

The EMBODI program focuses on increasing academic skills, college readiness and career preparation, empowers male participants to expand their horizons and to increase the likelihood for success. Chapter volunteers can play a vital role in supporting male participants maintain interest in school and see the link between coursework and their future by empowering them to use opportunities to see practical life—in college, and workforce—of the experiences they learn from EMBODI activities and in school. EMBODI program links between their current interests and hobbies and a future career or professional field.

Empowering Males

College and Career Readiness

College and Career Readiness should begin well before high school. According to the 2008-2009 Guide To Historically Black Colleges and Universities, in the best of all worlds, the preparation for a college education begins as early as when the child is in diapers. (A college fund begun by parents when a child is a toddler will provide stimuli to challenge the intellect, and the instillation of morals and values that help to nurture the child’s sense of community and leadership ability.) Preferably, the process continues through grade school and middle school.

Aim/Focus: College and Career Readiness

Topic: Preparing for College Now

Motivation: Explain to the young men that high school graduation is a must. They should strive for post-high school training/college in their area of interest. Share the
following schedule that shows the difference in earning over a lifetime according to the amount of education a person has:

- High School Diploma  $1.2 million ($1,200,000)
- Two Years of College $1.8 million ($1,800,000)
- Four Years of College $2.1 million ($2,100,000)
- Master’s Degree $2.5 million ($2,500,000)
- Ph.D. / Ed.D. Degree $3.4 million ($3,400,000)

**Instructional Objective:** To provide information about what is needed to prepare for college and motivate the young men to get on track for college preparation.

**Activity/Lesson:**
Materials: Each young man will need a pencil and a sheet of paper.
Explanation: Pretend that you are an adult with a family (wife, child(ren)). Visualize yourself with the job of your dreams. Think about how you want to live and the things you want to have; example, house, car, furniture, clothes, cell phone, landline phone, food, etc. Now list EVERYTHING you would have as an adult and build a budget by giving an amount of money to each thing that you list (How much will each thing cost per month?)
Add the cost of everything that you listed. Multiply that amount by 12 months of the year. Multiply that answer by 77.

Now, will you be able to support yourself and your family with your “job of your dreams”? How much education will you need?

**Conclusion/Reflection:** Have each young man share the job of his dreams and the accompanying budget.
Remind participants about the courses that they need to take in high school in order to be prepared for college.
- 4 years of English
- 4 years of math (higher level: algebra, geometry, calculus, etc.)
- 2-3 years of history
- 3-4 years of foreign language
- 2-3 years of science

Young men should plan to take EXPLORE, PLAN, and PSAT tests during their sophomore year, and take the SAT and/or ACT during the second semester of their junior year in high school. Remind them that if they don’t score high enough, there’s time to study and take the tests again during their senior year. Also, ask the guidance counselor about Advanced Placement courses and examinations, which could earn college credits while in high school.

Tell the young men that it is important for them to get to know their teachers and counselors, and community and church individuals so they can ask for letters of recommendation for scholarship and college applications in the future.
Handout: **Countdown To College: Preparation For High School Grades**

9 – 12

Source: *2008-2009 Guide To Historically Black Colleges & Universities*

**9th Grade**

- Take challenging college preparatory courses.
- Begin researching colleges and universities that interest you.
- Begin researching scholarships, grants and other financial aid programs.
- Consider taking the PSAT for practice in October.
- Make community and other positive extracurricular activities a must on your schedule.
- Enroll in pre-college programs at your local colleges/universities.
- Take a summer course that helps you prepare for college.

**10th Grade**

- Continue to take challenging college preparatory courses.
- Continue researching colleges/universities and scholarships.
- Now is the time to take the PSAT in October.
- Take the SAT in the summer for practice.
- Broaden your spectrum of community and other positive extracurricular activities.
- Get a daily planner to help you stay on track and organized with all of your activities. Make using the planner a habit that you continue through college.
- Form a study group or get a tutor if you get behind in any course. This self-help experience can also be used in college.
- Use the summer to hone your reading skills. Get a suggested reading list for college-bound students from your English teacher.

**11th Grade**

- Continue to take challenging college preparatory courses. Work toward getting as many A’s as possible.
- Visit college fairs in your area.
- Narrow your choice of colleges/universities to an average of five.
- Begin applying to colleges/universities.
- Make plans to visit colleges/universities you are considering.
- Take the SAT in the spring (if you hadn’t done so already, take the PSAT in October).
• Continue to broaden your spectrum of community and other positive extracurricular activities and volunteer work.
• Keep making use of your daily planner.
• Become a pro at taking thorough notes. You’ll need this skill every day in college.
• Apply early to summer programs at colleges and universities.

CHECKLIST FOR HIGH SCHOOL SENIORS
Transition Preparation

✓ Keep going for A’s, and continue to take challenging courses.
✓ Keep attending college fairs in your area. These events are the next best thing to actually visiting schools.
✓ Narrow the application process to a minimum of three colleges/universities. **Watch the deadlines!**
✓ Finish the financial aid application process. **Watch the deadlines!**
✓ In October, re-take the SAT if you weren’t pleased with your score and want to do better.
✓ You should find out what colleges/universities have accepted you from March to April. If you have not heard from a college that you really like by May, contact its admission office to help expedite a decision.
✓ Your financial aid award letters should begin arriving in the spring. Respond to the letters immediately.
✓ When your student aid report (SAR) comes in, make sure all information is correct. Send your SAR to the colleges/universities that have accepted you.
✓ By the end of May you should have finalized your decision on the college or university you will attend. Reply immediately to any questions or requests the school may have.
✓ Take Advanced Placement Examinations in May if they are offered in your area. Consider taking the College Level Entry Program (CLEP) or Dual Enrollment courses in an areas of study related to college or career plans.
✓ Work during the summer to put away money for your college needs.
✓ If you are able to graduate early (at the end of the first semester of your senior year in high school) work through the winter and spring, perhaps at an area department store, to save money for your college needs.
✓ Assemble everything you will need for going to college from your study gear to your wardrobe.
✓ Don’t stop your community and volunteer work.
✓ Consult and update your daily planner at least twice a day.
✓ One evening in late July, sharpen your culinary skills and fix a dinner (it can be simple) for your family. This will be your way of saying thanks for all of their help and support before you go to college.
✓ Plan to take a summer orientation session at your college/university if it is offered. It will help you prepare in numerous ways for your freshman year.

**Plan to be a success all four years.** Create the mind-set that you WILL be successful in college. Believe that you will achieve a straight A-average.
  ❖ You must put forth the effort.
  ❖ Take notes on everything your instructor says.
  ❖ Read all of the chapters your instructor assigns.
  ❖ Go to class yourself; don’t depend on getting notes from someone else.
  ❖ Feel confident about talking to your professors.
  ❖ STUDY, STUDY, STUDY, take a break – and STUDY MORE every day!
  ❖ Do not procrastinate if you want to succeed in college.
Empowering Males

Transition Preparations

The first and most important step toward success is the feeling that we can succeed.
Nelson Boswell.

Transitioning from high school can be a life-altering challenge. Even when a young man knows that he will attend college, the decision about which college is the best fit for him, how to finance everything, and the reality of growing up presents a huge question for him. There are many things to consider before moving into the college/university or workforce realm. But one thing is certain, the more education and training a person has the more likely he will get and maintain a livable wage job and move up the career ladder. According to the National Science Foundation, the percentage of African-American males represented in STEM careers is very small. So this is a viable area for African American males to pursue.

College, University, and Workforce Alliance with STEM

The acronym STEM stands for science, technology, engineering, and mathematics. The STEM fields are those academic and professional disciplines that fall under the umbrella areas represented by the acronym. According to both the United States National Research Council and the National Science Foundation, the fields are collectively considered core technological underpinnings of an advanced society. In many forums (including political/governmental and academic) the strength of the STEM workforce is viewed as an indicator of a nation's ability to sustain itself.

Aim/Focus: Preparation for Life after High School

Topic: Finding the Best Path for Me

Motivation: One of the most important things that youth can learn is how to present oneself. Discuss two or three examples of young males presenting themselves by being interviewed by an employer. You might have two participants present an impromptu interview session (employer – employee). Discuss strong points and how the employee could improve himself.

Instructional Objective: To engage participants in a thought-provoking way to present themselves for college and/or the workforce.

Activity/Lesson: #1

Materials: Participants will need pencil and paper or access to a computer. Explain that much care in completing a college application and the essay are very
important, because they must present a “picture” of who you are. After discussing the handout *Completing the College Application*, instruct the participants to write an essay that will portray a “vivid picture” of themselves.

**Completing the College Application**

Your college application is the first step to introducing yourself to the college admissions officers, so you want to make an *excellent impression*!

1. Many college applications are online now.
2. Be sure to complete the application completely and print-out a copy for your files.
3. When completing a hard copy of the application, make certain that it is typewritten and neat!
4. Ask your parent, counselor, teacher, or someone you trust to review your application before you submit it.
5. Be aware of the application fee. Colleges charge anywhere from $25 - $50 or more to process your application. This is a non-refundable fee.
6. Be sure to include an official copy of your high school transcript, including PSAT, SAT, and ACT scores; class rank and cumulative grade point average (GPA).
7. In a reasonable time, follow-up to ask about the status of your application.
8. Do not waste money applying to a college that is not a “good fit” for you!

The essay is an important part of your application for admission and for scholarships.

The following excerpts from the University of California at Los Angeles (UCLA) application material emphasizes the importance of the essay and contains good advice no matter where you are going to college:

- The college/university seeks information that will distinguish you from other applicants.
- You may wish to write about your experiences, achievements, and goals.
- You might, for example, discuss an important life experience and what you learned from it.
- You might also describe unusual circumstances, challenges, or hardships you have faced.
- School activities and experiences are also topics to discuss in your essay, but they do not need to be the focus.
- Use correct grammar, good sentence and paragraph structure, and make the essay portray a “vivid picture” of you.

Source: Contributions from State of Wisconsin, Department of Public Instruction, Wisconsin Educational Opportunity Programs & Office of Urban Education
Conclusion/Reflection: A few participants may share their essays and allow others to provide constructive suggestions. Re-emphasize the idea that the essay should present a “vivid picture” of them. Then discuss:

Four Good Questions about Choosing a College

1. Which college offers the best programs and teaching in areas other than your intended major?

   Only one-third (or less) of your college class time will be spent in courses related to your intended major. Make sure the other two-thirds of your time are well spent by choosing a college with a uniformly strong, student-centered curriculum. Choosing a college that is consistently strong is especially important if you’re undecided about a major or want the option of changing your mind.

2. Which college’s way of teaching matches your way of learning?

   Do you prefer “learning by listening” (lectures and notes), “learning by studying” (reading and memorizing) or “learning by doing?” Each course you take should offer a blend of all three. Choose a college with a blend that best suits you.

3. Which college has the strongest career planning program?

   There’s more to picking a career than reading ads and writing resumes. Good career planning begins early in your college career. Choose a college that will help you sort out what’s important to you in a career and that will help you “try out” that career before you graduate, through internships or field experience.

4. Which college “feels” best?

   Choosing a college is like choosing a hometown. Make sure the college you choose is where you want to spend the majority of your time for the next four years. Are the people friendly? Do financial aid advisors tell you what college will cost after financial aids are calculated? Do the teachers care about students? Is the staff helpful? Does the balance between studies and social life seem right for you and your future plans?

Source: State of Wisconsin, Department of Public Instruction, Wisconsin Educational Opportunity Programs & Office of Urban Education
Internships, Workforce Career Navigators, Job

In this age of technology, there are numerous ways to communicate, search for internships, jobs, careers and to navigate through information (Internet, Facebook, Twitter, Iphone, Skype, Etc.). While these methods are efficient, nothing beats the time-tested way of meeting someone face-to-face, especially an African American youth who is serious about making a good impression. To start, one might seek out a business in which he can volunteer or shadow a worker. He could gain a wealth of information about the job and learn whether this might be a career path for him. This kind of “experience” could also lead to an internship when the young man attends college.

Aim/Focus: Explore Internships, Workforce Career Navigators, and Jobs

Topic: Learn the Value of Internships

Motivation: Invite a career speaker to share his work with the participants. Ask him to bring the tools of his work and also discuss how his education prepared him for his work.

Instructional Objective: To present information and allow participants to learn about job shadowing, education, and internships.

Activity/Lesson: #2

Materials: Discussion questions.

The speaker will provide a presentation and dialogue with the participants. Prepare appropriate questions for the participants to ask the speaker. Students may engage the speaker in a follow-up discussion after his presentation.

1. Did you complete an internship before you got your job?
2. What do you like about your job?
3. What courses in middle school, high school, and college prepared you for this job?
4. What other jobs did you have before you were hired for this one? (Or, why did you decide to have your own business or practice?)
5. Do you have to take classes to improve on your job?
6. What advice can you give young African American males about preparing for the future?

Conclusion/Reflection: Ask each participant to share what he valued most about the speaker’s presentation. At a later session, the participants can write thank you letters to the speaker.

Reference: www.internships.com
WEBSITE RESOURCES
COLLEGE AND CAREER PLANNING

General Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
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<tbody>
<tr>
<td>The Admission Office</td>
<td><a href="http://www.theadmissionsoffice.com">www.theadmissionsoffice.com</a></td>
</tr>
<tr>
<td>Advancement via Individual Determination</td>
<td><a href="http://www.avidonline.org">www.avidonline.org</a></td>
</tr>
<tr>
<td>Campus Tours</td>
<td><a href="http://www.campustours.com">www.campustours.com</a></td>
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<tr>
<td>College Board</td>
<td><a href="http://www.collegeboard.com">www.collegeboard.com</a></td>
</tr>
<tr>
<td>College View</td>
<td><a href="http://www.collegeview.com">www.collegeview.com</a></td>
</tr>
<tr>
<td>Student Gateway to the U.S. Government</td>
<td><a href="http://www.students.gov">www.students.gov</a></td>
</tr>
<tr>
<td>Princeton Review</td>
<td><a href="http://www.princetonreview.com">www.princetonreview.com</a></td>
</tr>
<tr>
<td>U.S. News College Rankings</td>
<td><a href="http://www.usnews.com/sections/rankings">www.usnews.com/sections/rankings</a></td>
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</table>

Financial Aid and Scholarship Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
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<tbody>
<tr>
<td>American Student Assistance</td>
<td><a href="http://www.amsa.com">www.amsa.com</a></td>
</tr>
<tr>
<td>College Savings Plans</td>
<td><a href="http://www.529s.com">www.529s.com</a></td>
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<td>FastAid</td>
<td><a href="http://www.fastaid.com">www.fastaid.com</a></td>
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<td>Fastweb</td>
<td><a href="http://www.fastweb.com">www.fastweb.com</a></td>
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<tr>
<td>Federal Student Aid Information</td>
<td><a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a></td>
</tr>
<tr>
<td>FinAid</td>
<td><a href="http://www.finais.com">www.finais.com</a></td>
</tr>
<tr>
<td>Free Application for Federal Student Aid</td>
<td><a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a></td>
</tr>
<tr>
<td>Scholarship Resource Network</td>
<td><a href="http://www.srnexpress.com">www.srnexpress.com</a></td>
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</tbody>
</table>

ACT and SAT Test Registration and Preparation

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
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<tbody>
<tr>
<td>ACT Online</td>
<td><a href="http://www.actstudent.org">www.actstudent.org</a></td>
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<tr>
<td>SAT Online</td>
<td><a href="http://www.collegeboard.com">www.collegeboard.com</a></td>
</tr>
<tr>
<td>Free SAT and ACT test prep</td>
<td><a href="http://www.number2.com">www.number2.com</a></td>
</tr>
<tr>
<td>SAT Preparation</td>
<td><a href="http://www.satpreplan.com">www.satpreplan.com</a></td>
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</table>
Empowering Males

MODULE Three: Personal Development

Context: During implementation of the EMBODI program, male participants will have an opportunity to establish relationships with authorized members of organizations, community partners and volunteers. Each entity will have the opportunity to serve as role models and mentors. The participants view the program leaders as positive role models. The interaction through EMBODI activities allows the participants the opportunity to establish rapport and build relationships over a consistent period. The comfortable environment for the participants to speak candidly about issues of interest to them. Group discussions should be conducted in collaboration with community partners and volunteers on personal development topics such as conflict resolution, peer pressure, spect, smoking prevention, substance abuse, values clarification, dealing with differences and nutrition. To succeed in school, adolescents develop diverse self-regulatory skills, such as goal setting, self-monitoring, time management, and self-evaluation. Homework assignments must be transformed into personal goals; study time needs to be allocated prudently; and completion of the goals needs to be self-monitored closely.

Self-Confidence and Self-Management

"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning." ~ Mahatma Gandhi ~

To close the academic achievement gap, we must help young males develop the skills, attitudes, and dispositions necessary abilities to produce work through sustained effort—self-confidence. If the participant is encouraged, and the good things he does are acknowledged, he will be able to feel that he is worthwhile. When the participant is treated with respect, the participant’s self-worth and confidence can grow. Therefore, the participant develops a base of personal pride and self-management, which is crucial to healthy intellectual, emotional, and social development. Positive self-management translates to success in learning, strong relationships, and meaningful life. The behavior characteristics of high self-confidence are as follows:

- Takes pride in own accomplishments
- Acts independently
- Assumes responsibility for actions
- Approaches new challenges enthusiastically
- Believes in own capabilities
- Displays a broad range of emotions
- Tolerates frustration well
ACTIVITY: Personal Development

Aim/Focus: Self-confidence and self-management

Topic: Who I Am Makes The Difference

Instructional Objective: To develop confidence skills through self management

Activity/Lesson/Materials: Pen and paper

Read Quote:

“Do you know who you are?” You are a marvel. You are special, in all the world. There is no other person exactly like you. “You have the capacity for anything.” Yes, you are special. - Growing Up Creatively

Participant Task: Imagine yourself being interviewed for a newspaper story. You are asked, “Please look at the camera and complete these sentences in the space provided.

1) The most important thing about me is ________________________________

2) I am good at_____________________________________________________

3) A secret ambition of mine is _________________________________

4) A career goal of mine is to become a ____________________________

5) A value that I hold as most important is __________________________

6) A person I most admire and want to be like is________________________

7) If I could increase my confidence, I would________________________

8) If I could improve my management of work, I would__________________

9) I admire people who_____________________________________________
Empowering Males

Life Skills and Resiliency

When you develop yourself to the point where your belief in yourself is so strong that you know you can accomplish anything you put your mind to, your future will be unlimited.

Protective factors of life skills and resiliency draw upon internal strengths and through encountering situations in their environments that embody internal and environmental characteristics. Personal resiliency builders are developed often in time of difficulty. The following traits increase positive life skills and resiliency outcomes:

- Relationships – ability to form positive relations
- Service – gives of self in service to others
- Life Skills – good decision making, assertiveness, and impulse control
- Perceptiveness – insightful understanding of people and situations
- Independence – autonomy
- Positive view of personal future – optimism
- Self motivation – internal initiative and positive motivation
- Self-worth – feeling of self-confidence
- Perseverance – keeps on despite difficulty
- Creativity – express self through creative thinking
- Competence – personal achievement
- Flexibility – can adjust to change

ACTIVITY: Personal Development

Aim/Focus: Life Skills and Resiliency

Topic: This is What I Have Done

Instructional Objective: To develop resiliency skills through life experiences

Activity/Lesson/Materials: Pen and paper
Name:________________________________________________

<table>
<thead>
<tr>
<th>My greatest success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something I did that helped someone</td>
</tr>
<tr>
<td>Something I have learned from failure</td>
</tr>
<tr>
<td>Something I Am Afraid Of</td>
</tr>
<tr>
<td>Something I have done that I Am proud of</td>
</tr>
<tr>
<td>Something I did not like doing</td>
</tr>
<tr>
<td>Something I did that took courage</td>
</tr>
</tbody>
</table>
Life Skills and Resiliency

References


Empowering Males

Physical and Mental Health

Research-based Instructional strategies and learning experiences build on theoretical approaches (for example, social cognitive theory and social inoculation theory) that have effectively influenced health-related behaviors among youth. The most promising curricula go beyond the cognitive level and address health determinants, social factors, attitudes, values, norms, and skills shown to influence specific health-related behaviors. Addressing individual values and group norms that support health-enhancing behaviors. Instructional strategies and learning experiences help students accurately assess the level of risk-taking behavior among their peers (for example, how many of their peers use illegal drugs), correct misperceptions of peer and social norms, and reinforce health-enhancing values and beliefs.

Addressing social pressures and influences provide opportunities for students to address personal and social pressures to engage in risky behaviors, such as media influence, peer pressure, and social barriers.

The EMBODI program can build opportunities for personal competence, social competence, and self-efficacy by addressing skills that enable students to build personal confidence and ability to deal with social pressures and avoid or reduce risk behaviors. For each skill, students are guided through a series of developmental steps:

1. Discussing the importance of the skill, its relevance, and relationship to other learned skills.
2. Presenting steps for developing the skill.
3. Modeling the skill.
4. Practicing and rehearsing the skill using real life scenarios.
5. Providing feedback and reinforcement.

Learning experiences correspond with students’ cognitive and emotional development, help them personalize information, and maintain their interest and motivation while accommodating diverse capabilities and learning styles. Instructional strategies and learning experiences include methods for

1. Addressing key health-related concepts.
2. Encouraging creative expression.
3. Sharing personal thoughts, feelings, and opinions.
4. Developing critical thinking skills.

Program volunteers can provide age appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials. Curricula address students’ needs, interests, concerns, developmental and emotional maturity levels, experiences, and current knowledge and skill levels. Learning is relevant and applicable to students’ daily lives. Concepts and skills are covered in a logical sequence.
Activity: More about me and my health

Aim/Focus: Health awareness

Thoughts About Me.

___ Adventuresome        ____ Curious          _____ Organized                _____ Calm
___ Talkative                ____ Smoker               ____ Shy                  _____ Athletic
___ Serious                  ____ Loud                   _____ Overweight           _____ Popular

Empowering Males

Social and Emotional Awareness

The social and emotional learning connects to a positive social environment. The EMBODI program empowers males through caring and respect between all adults and peers of a school community, including supportive relationships, and creating environments of safety and trust, including setting and maintaining clear rules and boundaries. Social and emotional awareness recognizes the pathway through which we learn to recognize and acknowledge emotions, care about others, make good decisions, behave responsibly, and develop positive relationships. Social and emotional learning programs improve youth’s behaviors and academic learning.

Activity: Social Emotional Learning Reaction Sheet

1. What was the high point of the week?
2. Whom did you get to know better this week?
3. What was the major thing you learned about yourself this week?
4. Did you institute any major changes in your life this week?
5. How could this week have been better?
6. What did you procrastinate about this week?
7. Identify three decisions or choices you made this week?
8. Did you make any plans this week for some future event?
9. What unfinished personal business do you have left from last week?
10. Open comments (with structure).
Build Opportunities

MODULE Four: Recreation and Family Bonding

Context: Delta chapter members positively bond with one another through a network of sisterhood and brotherhood, friends, family, and other clubs or organizations. A close bond with an effective family is related to better outcomes among adolescents with ordinary conditions as well as those who face domestic violence, youth mistreatment, or multifaceted high risk. Families may have good social supports, particularly in church and religious activities, strong identification with their racial group, and close attachment within local community.

Activity: My Personal Family Shield

Aim/Topic: Recreation and Bonding

Draw a symbol crest of the shield to correspond with the topics you choose.

1. Something I do well
2. Something I would like to do
3. My worst character “flaw”
4. The best compliment I have received
5. The worst “put down” I have gotten
6. The best compliment I have received
7. My favorite place

Connectedness and Bonding

Families have a primary role for caring for and nurturing our children. When we treat youth and their families with respect as human beings who have strengths and goals as well as needs, and if we look at their communities as more than a nest of problems, then we are able to design and implement intervention that works. The EMBODI program can serve as a guide with families to create a family bonding and supportive environment:

- Create and maintain family traditions
- Support spirituality, in whatever form it manifests itself
- Provide all family members with opportunities to build upon his strengths
- Acknowledge the accomplishments of family members
- Value each individual for his talents and attributes.

Connectedness, continuity, dignity, and opportunity are a better ways to engage youth for organizations and communities that serve adolescents.
Activity: Values of Connectedness and Bonding

Aim/Focus: Recreational Bonding

Directions: Using a scale from 1 to 10 with 10 being the highest, rate the following items according to how high a priority they are in your life. Give one point to items which are not very important and up to ten points to those which are most important you may assign the same ratings to more than one item.

____________________________________ Doing my best in school

____________________________________ Being popular

____________________________________ Friendship

____________________________________ Respecting other individuals

____________________________________ Self-respect

____________________________________ Graduating from high school

____________________________________ Honesty in myself and others

____________________________________ Being independent

____________________________________ Being responsible for my actions

____________________________________ Getting along with my parents

____________________________________ Helping others

____________________________________ Having a healthy body

____________________________________ Going to college

____________________________________ Being successful
**Build Opportunities**

**Relationship, Boundaries, and Choices**

As the EMBODI male participants believe more in their capacity to achieve, they should that relationships will change, boundaries will be created, and choices will be presented. Some of these conditions include teasing, gang activity, bullying/cyber-bulling, taking drugs, alcohol or disruptive behavior, and peer pressure toward graduation.

**Activity:** Owning My Behavior

**Aim/Focus:** Maintaining Relationships with clear boundaries being responsible for your behavior is another important way of belonging to the school community. What do you think you should do if you:

1) Borrow someone’s laptop and lose it?

2) Bump into someone who is carrying his lunch and spill it?

3) Accidentally break parents’ plates and glasses in the kitchen.

4) Constantly interrupt when others are speaking?

5) Began to eat food when others have not received their food.

6) Disturb others in group activity?

7) Picks up money on the ground and walks away?

8) Misses school and goes on campus in the evening for football game.

**Build Opportunities**

**Support and Protective Systems**

Support and protective systems provide the motivation to reflect upon current conditions and performance of male participants. Each program volunteer exercises their moral obligation and personal power to maintain or enhance the physical and mental well-being of all children. Everyone feels a sense of shared responsibility for participants in the building and is eager to work with their colleagues to ensure student success. Volunteers are always observing and gathering information about their participants. Supportive and protective systems are instrumental in the following ways:
- Youth “bounce back” when they focus on finding, and building on their strengths rather than on labels and perceptions about what is wrong with them.
- Every person has the seeds of resilience, some talents, capabilities, strengths, and positives within them.
- Relationships build resilient attitudes – more than programs or structures.

**Activity:** Problem solving support  

**Aim/Focus:** Positive learning experiences

I. Identify the Problem
   - What is the problem? Is it yours?
   - How do you feel about the problem?
   - How did you get into this situation?

II. Choices and Consequences
   - What can you do to solve the problem?
   - What are his consequences of each choice?

III. Decision Making
   - Pick the best solution and why you chose it?

Weekly Reflections

1) What was the best part of this week?
2) How could this week have been better?
3) Identify three decisions or choices you made this week
4) What did you procrastinate this week?
5) Did you learn anything about yourself?
Recreation and Family Bonding

Weblinks Resources

**Families and Schools Together (FAST)**
FAST is an award-winning prevention/early intervention after-school program that has dramatically changed the learning climate at schools and communities all over the world.

**Families4Change, Inc.**
The mission of Families4Change, Inc. is to provide direct services to youth at-risk and their families.
Build Opportunities

MODULE Five: Cultural Development

Context: The culture of a community can provide positive opportunities for youth if exposed in a positive manner. Exposures to cultural activities outside of the norm create opportunities for growth and development. Youth embrace those experiences that leave a positive impact on them and provide them with the foundation to broaden their horizons. Recommended activities include, but are not limited to, participation in diverse activities of other ethnic groups, Peace Walks, Male Rites of Passage, African American Museum Tours, Canoeing, Rock Climbing etc. These activities provided participants with exposure to the local culture as well as a broader perspective of the African American culture.

Activities

Aim/Focus: African American Cultural Exposure

Topic: African American Museum Tour
Motivation: Discussion on the importance of African American History and the role that it has played in the development of our country and people.
Instructional Objective: To actively engage participants in identification of the contributions of African Americans.

Activity/Lesson: Museum Tour

Materials: Pencil and Paper for note-taking

Conclusion/Reflection: What did the participants learn that they did not know before? What African American do they most remember from the tour? How do they view things differently regarding the achievements of African Americans after the tour?
Build Opportunities

MODULE Six: Financial, Wealth, and Entrepreneurial Opportunities

Finance and Credit Management

Good planning is the first step to dealing with money. Learning how to use and save money leads to responsible finance and credit management. Most children learn about money and making change in elementary school when they are taught about measurements. But most will not learn the value of money and how to manage it unless they choose finance as a career path. Therefore, we as adults must teach our children and youth about the importance of managing money and how to deal with financial challenges that involve credit cards, debit cards, checks, savings accounts, stocks, and more.

Activity
Aim/Focus: Management of Finance and Credit

Topic: Learning How to Manage Money

Motivation: Share a story similar to The Millionaire Next Door. A person who has lots of money does not have to flaunt it by purchasing a lot of expensive things that depreciate in value over time. Rather, he can live by sustainable principles and buy what is necessary. That way he is not spending all of his money on unnecessary things. He can save money in an interest-bearing account that will grow year-by-year.

Instructional Objective: To educate youth about the importance of learning money management and practicing the concepts at an early age.

Activity/Lesson: #1

Materials: Each young man will be given a copy of “Setting Financial Goals” FDIC Money Smart for Young Adults. Discuss the contents with the youth.

Explain how saving for a particular item before purchasing it is better than using a credit card, especially if they plan to make the minimum payment on the credit card balance each month. The interest on the unpaid balance will make the total amount of the balance owed increase every month. So, you might end up paying twice as much for the item than if you had saved the money to make the purchase.

Credit has been portrayed as a mysterious and frightening cloud hovering above us; so let’s explore how to build good credit. Good credit will help you throughout life.
I Can Build A Good Credit Report By: …

(Answer True or False to each statement.)

1. Opening a bank account and depositing money regularly. ________
2. Paying my cell phone bill on time. ________
3. Not paying my utility bill on time. ________
4. Paying my apartment rent late every month. ________
5. Being hired on a full-time job. ________
6. Playing basketball every weekend. ________
7. Writing checks on my checking account that bounce. ________
8. Being absent from work often or arriving late often. ________
9. Paying my credit card bill on time. ________
10. Failing to pay my car note on time. ________

Conclusion/Reflection: Participants can share their answers to the statements and discuss the reasons for their answers.

Explain how the credit report is used when a person wants to---

- Purchase a car
- Rent an apartment
- Buy a house
- Get certain jobs
- Obtain a credit card
- Open a bank account
- Etc.

Credit Score Examples: Excellent, 850; Good, 723; Poor, 500 and lower
Activity/Lesson #2

The Allowance Challenge
(Adapted from Science and Everyday Experiences)

Which would you choose?

<table>
<thead>
<tr>
<th>Choice A:</th>
<th>Choice B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000</td>
<td>A penny on Day 1, double that amount on Day 2, double that amount on Day 3, continuing through the month (30 days)</td>
</tr>
</tbody>
</table>

Materials: Calculators may be used but not totally necessary. Paper and pencil calculations are fun. Arrange the group in pairs, groups of 3 each, or groups of 4 each, if the audience is large. Assign each group member some money calculations to perform and then have them cross-check each other.

This problem is an immediate attention-getter and one that eludes the participant every time! It really is designed to assess number sense and intuition for large numbers. What youth will also learn in this activity is exponential growth, which relates to compound interest.

Problem: WHICH WOULD YOU CHOOSE? Choice A or Choice B

Pause and allow the group to conjecture how much Choice B would be at the end of 30 days. Record on the board (if available), on a flip chart, or on an overhead. Solicit at least 5 guesses.

1. _________ 2. __________ 3. __________ 4. __________ 5. __________

Now, let’s work the problem:

Day 1 ......................... 1 cent or $.01
Day 2 ......................... 2 cents or $.02 (2 X .01)
Day 3 ......................... 4 cents or $.04 (2 X .02)
Day 4 ......................... 8 cents or $.08 (2 X .04)
Day 5 ......................... 16 cents or $.16 (2 X .08)
Day 6 ......................... 32 cents or $.32 (2 X 16)
Day 7 ......................... 64 cents or $.64 (2 X 32)
Day 8 ......................... 1.28 (2 X .64)
Day 9 ......................... $2.56 (2 X 1.28), ETC.

Record your final answer here. ____________________________________________

On which day do you know you’ve made the right or wrong decision? ____________
Extensions:
1) Change the dollar amount depending on the age of the group. This activity has been used successfully with students from grades 4 through middle school and in many adult workshops as well.
2) Following the closure, ask the youth to think of other instances or examples where this kind of number progression will occur.

Conclusion/Reflection:
Invite the participants to share and discuss the reason for their choice – A or B.
Ask the questions –
How is “Choice A” related to a checking account?
How is “Choice B” related to a savings account?

Build Opportunities

Savings and Wealth Management

In everyday life, African American youth are bombarded with “stuff” that they want. The media find ways to market things to certain populations of customers. A lot of this “stuff” is not what is needed, but rather what is classified as wants. Children and youth need to be taught at an early age to save, share, and spend. Save a portion of money to purchase a special item. Share a portion of money with a special charity. Spend a portion of money for a special item after enough has been saved to purchase it. After this concept is coached into practice, youth must learn to save money that will grow. This requires saving it in a financial institution.

Aim/Focus: Building a Foundation for Managing Money

Topic: Learning to Value My Cents

Motivation: Explain to participants that they will learn about earning money, spending money, saving and investing. (Make copies of a blank check with identification information removed.) Give each participant a blank check and have them write it for the amount of $100.00. Check to see who filled it out correctly. Explain to them the importance of knowing how to write a check correctly and reconcile the account in order to keep track of the amount of money that’s in the account.

Instructional Objective: To instill in youth the importance of earning, saving, managing money, and building wealth.

Activity/Lesson: Savings

Materials: Blank checks with identification information removed. Provide three blank checks for each participant. After examining the checks written by the participants, explain the correct way to write a check. Show them a correctly written check. Then give them three scenarios for which to write checks. “Congratulations! You’ve received
your first paycheck. With your budgeted money for spending, you bought a pair of pants from Teens Plus for $12.89, a pizza and drink at Tim’s Pizza for $6.69, and a great pair of sunglasses at Sunglass Place for $10.49. Using the blank checks that were given to you, write a check for each purchase.”

Allow participants to pair off and share their checks with each other. Make corrections where necessary.

**Conclusion/Reflection:** Reiterate the importance of knowing how to write a check correctly and reconcile the account in order to keep track of the amount of money that’s in the account. Ask the participants why they think this is important.

Adapted from Planet Orange – [www.orangekids.com/assets/activity-book](http://www.orangekids.com/assets/activity-book)

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**Build Opportunities**

**Workforce and Entrepreneurial Pathway**

The workforce today is ever changing, with the proliferation of technology that has changed the way work is done. Technology has allowed individuals to work at home as well as in the office or other places. A person can live in one city and work for a company in another city. Companies can have people working all over the world. Also, a person can create their own business and be their own boss. In order to do this, a person needs to be interested in something, have the skills and education to support that interest, have financial support, and build a business plan. This becomes the “entrepreneurial pathway.”

**Aim/Focus:** Jobs, Workforce, and Entrepreneurial Pathway

**Topic:** Learning about Entrepreneurship and Workforce

**Motivation:** Talk about the state of the economy where so many people are without jobs. Ask the participants if they know anyone who does not have a job. How is a family affected when parents don’t have jobs? How might youth feel when their parents don’t have jobs?

**Instructional Objective:** To engage participants in beginning to create a business plan.

**Activity/Lesson:** #1

**Materials:** Each participant needs a pencil and a copy of the activity.
Create Your Own Business

You may be too young to get a job, but you are never too young to earn a profit! People who own their own businesses are called **Entrepreneurs**! To become an entrepreneur you must be a self-starter and a risk-taker. It is fun to own a business, but it’s also a lot of hard work and requires a lot of planning.

Consider your talents and interests. How could you turn one of those into a business? Create your own imaginary business. Begin by choosing a name for your business. The name must be clever and catchy while still indicating what the business is. The following are actual business names. Write what you think each business is.

Sew What______________________________________________________________

Drain Surgeon________________________________________________________________

Maid for You ____________________________________________________________________

Come On Inn____________________________________________________________________

Grass and Barrow _____________________________________________________________

Now think about your own business. Would you like to sell a product (items you make) or perform a service (such as dog walking, lawn mowing, snow shoveling)?

Describe what you’d like to do as your business.

__________________________________________________________________________

What will you name your business?

__________________________________________________________________________

**Conclusion/Reflection:** Allow participants to share their business. Have them examine whether or not their interests and skills match their business.

Adapted from Planet Orange – [www.orangekids.com/assets/activity-book](http://www.orangekids.com/assets/activity-book)
Activity/Lesson: #2

Write Your Business Plan

To determine what your business could be, ask yourself: Can I solve a problem? Can I make people’s lives easier? Can I make people happy? Becoming an entrepreneur requires a great amount of planning. The first step is writing a business plan. Answer the questions on this plan about your business. What is my vision of my business? When I close my eyes what do I see my business looking like?

How will it help people?

___________________________________________________________________________

Who is my perfect customer?

___________________________________________________________________________

Where will my business be located?

___________________________________________________________________________

How much will I charge for my service or product?

___________________________________________________________________________

How will I advertise?

___________________________________________________________________________

___________________________________________________________________________

Workforce and Career Opportunities

Resources

Adapted from Planet Orange – www.orangekids.com/assets/activity-book

**Internship Quest**

<table>
<thead>
<tr>
<th>Emphasis:</th>
<th>Rating:</th>
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<tbody>
<tr>
<td>✓ Prevention</td>
<td>✓ Intervention</td>
</tr>
<tr>
<td>✓ Recovery/Reentry</td>
<td>Limited Evidence</td>
</tr>
</tbody>
</table>

Internship Quest is a comprehensive program that enables young people to develop the skills and competencies required for the 21st century workforce. Internship Quest can expedite the time-consuming, labor-intensive process of building an internship program by offering schools a complete package of ...
Develop Independence

MODULE Seven: Interest and Talent Development

Problem Solving and Goal Setting

Once a participant has decided where he is, who he is, and what he wants to do, he has identified what success means to him. Now he needs to establish goals to carry him along the road to success. To set effective goals, it is important to consider the following:

- Conceivable – visualize the goal so that is understandable and then be able to identify clearly what the first step would be.
- Believable – positive, affirmative feeling about one’s self. Must have confidence that you can achieve the goal.
- Achievable – goals will be accomplished with your developed strengths and abilities. You can develop the necessary skills to accomplish your goals.
- Desirable – goal should be something you really want to do. It should be something you want to accomplish.
- Growth – goal should never be destructive to him, to others, or to society.

There are several important factors to consider before beginning the task of goal setting with participants:

1) Time must be spent on establishing relationship of trust.
2) Involve male participant in the setting of goals.
3) Short-term goal is a good starting point.
4) Commitment set between volunteer and male participant to stick with it until goal is accomplished.

Adapted from Choose Success: How to Set and Achieve All Your Goals.
ACTIVITY:

Aim/Focus: EXECUTING MY GOALS PLAN

Topic: Problem Solving and Goal Setting

Instructional Objective: To develop problem solving skills through goals attainment

Activity/Lesson/Materials: Pen and paper

1. Academic Goals:

________________________________________________________________________

A) I will do these activities to reach my goal:
B) I will know I made my goal when …:

2. Personal Goals:

________________________________________________________________________

A) I will do these activities to reach my goal:
B) I will know I made my goal when …:

3. Behavior Goals:

________________________________________________________________________

A) I will do these activities to reach my goal:
B) I will know I made my goal when …:

4. Attendance Goals:

________________________________________________________________________

A) I will do these activities to reach my goal:
B) I will know I made my goal when …:

5. Character Habits:

________________________________________________________________________

A) I will do these activities to reach my goal:
B) I will know I made my goal when …:
ACTIVITY:

Aim/Focus: Mentorship and Leadership

Topic: Problem solving and leadership

Instructional Objective: To develop problem solving skills through leadership and mentoring

Activity/Lesson/Materials: Pen and paper

Questions You Can Ask To Help Participants Think Through the Decision-Making Steps

❖ Look for signs of different feelings.
   How are you feeling? Am I right in my thinking?

❖ Tell yourself what the problem is.
   What would you say is the problem? Does something need to change?

❖ Decide in your goal.
   What do you want to have happen? What do you want to accomplish?

❖ Brainstorm
   How many ways can you think of reaching your goal.

❖ Evaluate every possible solution.
   What are the pros and cons of the first solution?

❖ Choose best solution
   Give pros and cons of each solution and reason for choice.

❖ Develop and implement your plan
   What is the first thing you will have to do to carry out your idea?

❖ Evaluate your plan.
   What happened when you tried to carry out your plan?
Develop Independence

Module Eight: Service Learning and Community Work

Context: We know that service learning involves helping others while impacting the community and learning from the experience. “Research has shown that service-learning is a promising strategy for dropout prevention (Billig, 2000; Billig, Root, & Jesse, 2005; Bridgeland, Dilulio, & Wulsin, 2008). Academic service-learning activities address various components identified as important to dropout prevention, such as engaging teaching and curricula, connections between school and work, adult and student relationships, communication skills, and community engagement. Some research that has been published to date includes:

- Service-learning can significantly reduce the achievement gap between affluent and low income students. Low income students who participated in service opportunities and had lengthier participation in service-learning had better school attendance and grades than low-income students who did not participate (Scales, Roehlkepartain, Neal, Kielsmeier, & Benson, 2006).
- A review from the National Educational Longitudinal Study of 1988 (NELS) suggested that: Civic engagement activities raised the odds of graduation and improved high school students’ progress in reading, math, science, and history (Wisconsin Department of Public Instruction, 2010).

Students/youth enjoy the experiences of exploring and serving their community, whether it is visiting a city council meeting, cleaning up a city block, or donating collected food items to a food pantry. Youth service to the community also benefits the residents in many ways, creating a win-win situation.

Service Benefits

Aim/Focus:
Introduce youth to providing service to the community.

Topic:
Experience and Learn the Benefits of Service

Motivation:
Present the context of service learning—investigation, planning, action, reflection, demonstration/celebration -- and discuss why they are important. Present scenarios and examples where community service has been helpful.

Instructional Objective:
To provide opportunities for youth to experience and learn the value of serving others and the community.

Activity/Lesson: #1
Note: Schedule appropriate training from city officials for selected community service opportunities that involve trash collection. (An example of this type of service opportunity is the “Adopt-A-Street/Road” program.)

Materials: Provide enough gloves and large trash bags for the participants to use in cleaning up a designated area – section of a neighborhood, park, playground, etc.

Explain the rules for clean-up, safety issues, and the parameter of the area to be cleaned up.

Make sure youth remain with the group and in eye-sight of the adults at all times.

Have a designated time to begin and end the clean-up activity.

Conclusion/Reflection:
After the service is finished, discuss and reflect with the group the benefits of the service.

1. Approximately how many pieces of trash did you pick up?
2. What kinds of trash did you pick up?
3. Why do you suppose people throw things on the ground instead of putting them in a trash receptacle?
4. Have you ever thrown trash on the ground? If so, why?
5. How can you help others take care of our surroundings?

Extended Service Activities:
- Hand-make gifts for residents of a senior home.
- Perform sing / dance / speak for senior residents.
- Read and do art sessions at a homeless shelter.
- Help serve meals to the needy / homeless.
- Help distribute food baskets / items to the needy.
- Learn about social justice issues and teach younger students.
- Learn about, practice, and encourage others to practice "green living".
- Collect and donate non-perishable food items to a food pantry.
Activity: Disaster Preparedness

We know that disaster preparedness means being prepared as much as possible for unplanned and unexpected events/happenings that can disrupt lives. In this era of numerous national disasters, such as Hurricane Katrina, Rita, Gustav, Ike, the hundreds of tornadoes that ravished the southeast, the flooding in the Midwest, and the earthquake and Tsunami in Japan, millions of families have suffered devastation. Local disasters also occur in our neighborhoods and schools, which have negative effects on our youth. For these reasons, it is imperative to begin preparing youth programmatically, along with their families and the communities in which we serve and arm them with the knowledge, physical techniques and mental stamina to cope with situations that threaten their safety and well-being.

Aim/Focus: Preparing for Disasters

Topic: Learn How to Prepare for a Disaster

Motivation: Discuss some of the current national disasters as well as some that may have occurred in the local community. Ask the participants if their families have a disaster plan. Example: What would you do if a fire broke out in your house? Impress upon them the importance of knowing what to do ahead of time – having a plan.

Instructional Objective: To stress the importance of having a family disaster plan and have participants make a plan.

Activity/Lesson: #2

Materials: Pencil and paper for each participant

Explanation: Re-cap information about some of the disaster situations mentioned in the introduction. Ask participants to think about their house/apartment/living space and get a visual picture of it. Instruct them to do the following:

- Write a description of what you would do if a fire broke out in your house. Which door or window would you escape through?
- Write a description of what you and your family would do if a tornado was approaching.
- List the items that your family would need in case of an emergency disaster.

Conclusion/Reflection: Summarize the importance of having a plan in case there is an emergency disaster. Allow participants to take turns sharing their responses to the questions.

Extended Service Activities: (Schedule a presentation by a local EMA official to receive current and pertinent information regarding family emergency tool kits.)
- Invite a first-responder speaker to discuss disaster preparedness.
- Share and activate an emergency list with the family.
- Make a brochure to share this information with family and community.
- Visit a Fire Dept./Station to learn about fire prevention and safety.
- Partner with the Red Cross to learn CPR.
- Build Emergency First Aid kits for family use.

Section 2
Next Generation Youth Mentor

We have a gargantuan task to undertake in preparing our youth for the next generation. Some youth and youth groups are already working on ideas of how to preserve our earth and its inhabitants. However, we need more adult role models who embrace all aspects of sustainability – the environment, economics, and social justice.

“AMERICANS HAVE WAY TOO MUCH STUFF, and way too much of it is toxic. That’s the message Annie Leonard has been spreading ever since her college days, and most recently in her short Internet film The Story of Stuff, which has been viewed by over 12 million people. (Leonard, 2011)

It is imperative to engage youth in experiences that highlight the environment and to teach them how the environment affects our health and well-being. We need to expose them to the concepts of wealth and economics and how they can begin to build wealth a little at a time. We need to help them understand how social justice can be achieved through voting and staying civically involved. This means being aware of and actively involved in local, state, and national issues that affect African Americans.

Aim/Focus:
Introduce youth to sustainability – the environment, economics, and social justice.

Topic:
Sustainable Future for African Americans

Motivation:
Discuss how we can help keep our environment healthy by not polluting the earth with trash, oil spills, etc. Discuss how some people are wealthy while many others are poor. Share how many actions are unjust, such as factories that dump toxic waste in locations that are near communities where people of color live. “These communities, whose children grow up in the shadows of giant factory smokestacks are often called … fence-line communities. They are virtually never consulted or informed when faraway CEOs make decisions about how and where dirty facilities will be operated. Rampant rates of cancers, birth defects, respiratory diseases like asthma, lowered attention and IQ, and radically shortened life spans plague these communities, no matter where in the world they are.” (Leonard, 2011)
**Instructional Objective:**
To engage youth in an exercise to help them understand how being civically involved can impact their future.

**Activity/Lesson:**

Materials: Pencils and paper for each participant.

Explain to the group that they will have a Mock City Council or School Board meeting. Decide on an issue that is germane to their community. Some examples might include –
- Where to build a softball field
- Whether or not to close a school
- Planning a bus route to pick-up school children
- How often sanitation workers should pick-up garbage
- Amount of pay teenagers should get for working
- Whether a factory should dump waste near a community, even if they pay the people who live there.
  - Etc.

**Conclusion/Reflection:**
Debrief the meeting by asking the following questions:
1) How did you feel playing the role of (name each office)?
2) Did everyone contribute to the discussion? Why or why not?
3) Why was it important for everyone to vote?
4) Do members of your family and people in your community vote in real elections?
5) Do you believe you can make your community, nation, and the world a better place to live in the future by being civically involved and by voting?

Explain to the group that this exercise is an example of how we change things that happen in the future. Being civically involved means knowing what issues need to be addressed and being a part of the action – voting! This will help create a sustainable community and world.

**Extended Activity:**
Organize a mock election with the youth group. This activity usually yields much excitement. You’ll need pencils and pieces of paper large enough to write a name on it.
1. Divide the group into two different political sides.
2. Choose a community issue that needs to be addressed.
3. Select a candidate from each group.
4. Each group can meet to discuss their strategies for attacking the community issue.
5. The group can help its candidate develop a slogan and prepare a short speech.
6. Each candidate will deliver his speech.
7. Each participant (citizen) will then vote for his choice of the candidate to fill the office!
8. The Election Commissioners will count the votes and declare a winner.

This activity can expand even more, depending on the group and time that’s permitted. Discuss the importance of voting to effect change in their community.
Achievement, Interest, Talent, and Service
Selected Resources

100 Black Men of DeKalb, Leadership Academy
The Leadership Academy is a mentoring and enrichment program that focuses on providing a series of structured educational activities to young boys and girls in grades six through twelve from the DeKalb County School system.

Academy of Creative Education
The Academy of Creative Education (ACE) is a nationally recognized non-traditional non-punitive model high school that provides at-risk youth with varied options and opportunities to successfully graduate.

America's Choice
The America's Choice School Design is a comprehensive, research-based design for grades K-12. It was developed with one goal in mind; to make sure all but the most severely handicapped students reach an internationally benchmarked standard of achievement in ELA and mathematics by the time they graduate.

Career Academy (Refer to local school system or Chamber of Commerce.)
A Career Academy is a school within a school that links students with peers, teachers, and community partners in a disciplined environment, fostering academic success and mental and emotional health.

Career Pathing Breakthroughs
Our Career Path Breakthrough program is a comprehensive system that provides a step-by-step process and proven methods for developing a clear career path for the teenage population. The self-exploration modules will provide the opportunity to determine specific elements of the student's ideal career.

Coalition for Community Schools
A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier community.

Community for Learning
School is not the only place where students learn. They learn in a variety of environments, including libraries, museums, workplaces, and their homes.

Diploma Plus
Diploma Plus (DP) schools are small alternative high schools that integrate dropout recovery and prevention programs with college- and career-readiness initiatives. As stated by the program's mission statement, Diploma Plus seeks to create small high
schools that "incorporate a supportive learning community.

Leadership and Resiliency Program
The Leadership and Resiliency Program (LRP) is a school- and community-based program for high school students (ages 14 to 19) that enhances youths' internal strengths and resiliency while preventing involvement in substance use and violence.

Reconnecting Youth
Reconnecting Youth (RY) is a proven, award-winning program that helps high-risk youth achieve in school and decrease drug use, anger, depression, and suicidal behavior.

Strengthening Families Program
The Strengthening Families Program (SFP) is a family skills training program that involves weekly classes for children ages 3-5, 6-11, and 12-16 and their families.

Youth Build USA
YouthBuild is a youth and community development program that simultaneously addresses core issues facing low-income communities: housing, education, employment, crime prevention, and leadership development.
Activities Template

Subject Area(s):

Associated Unit:

Lesson Title:

Lesson # __ of __

Time Required

Summary

Connection

Category = #

Keywords

Pre-Requisite Knowledge

Learning Objectives

After this lesson, students should be able to:

Introduction / Motivation

Lesson Background & Concepts

Vocabulary / Definitions

Associated Activities

Lesson Closure

Assessment
Lesson Extension Activities

Additional Multimedia Support

References

Attachments

Other

Redirect URL

Contributors

Copyright

Supporting Program
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 support the stability of plans. Plans should be based on clear 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 Program Planning and Development 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.

- Reference: The Chapter Management Handbook
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.
APPENDIX D: 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:

<table>
<thead>
<tr>
<th>Problem/Condition</th>
<th>Need</th>
<th>Activities</th>
<th>Outcomes/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor reading scores for students in grades 4 and 5</td>
<td>Improve reading scores to grade level for students in grades 4 and 5</td>
<td>Reading classes, tutoring, storytelling, computer-assisted instruction</td>
<td>Grades 4 and 5 reading on grade level</td>
</tr>
<tr>
<td>Parents are unhappy</td>
<td>Assist children to improve reading</td>
<td>Workshops</td>
<td>Parents are satisfied</td>
</tr>
<tr>
<td>Teachers are not effective</td>
<td>Obtain new reading strategies</td>
<td>Staff development to learn new strategies</td>
<td>Teachers are more effective</td>
</tr>
</tbody>
</table>

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. Identify the targeted population for 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

<table>
<thead>
<tr>
<th>Initial Outcomes</th>
<th>Intermediate Outcomes</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Behavior</td>
<td>Status</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Values</td>
<td>Legislative Policy</td>
</tr>
<tr>
<td>Belief</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Present the evaluation findings and recommendations to the chapter members.
Appendix C: 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):
Educational Development ________
Economic Development ________
Physical and Mental Health ________
Political Awareness and Involvement ________
International 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 Providers 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. **Program’s 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 Program’s 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_____ Completely____
   Comments:__________________________________________________________________________

7. Overall, did the program meet its expectations?
   Not At All_____ Very Little_____ Somewhat_____ Very Much_____ Completely____
   Comments:__________________________________________________________________________

8. Overall, how effective was the program:
   Not At All_____ Very Little_____ Somewhat_____ Very Much_____ Completely____
   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:_______________________________________________________

________________________________________________________________________
The EMBODI Program is one of several programs designed to promote the development of young girls and boys currently sponsored by our sorority. As stated in the Risk Management Manual (RMM), the EMBODI Program is supervised by Delta’s Program Planning and Development Committee, but it is implemented through alumnae chapters with participation sometimes from collegiate chapters. To ensure that all participating chapters (alumnae and collegiate) administer the EMBODI Program consistently and in a manner that is in the interest of the participating young women and Delta, each chapter sponsoring a EMBODI Program shall adhere to the policies set forth in Delta’s Risk Management Manual (RMM).

It is the responsibility of each chapter president to insure that the policies and guidelines of the RMM are in place and being followed by its chapter members, volunteers, and participants. The RMM should be reviewed with the chapter’s EMBODI Program Committee members prior to the start of the chapter’s EMBODI Program calendar. The chapter president should also insure that all volunteers have been screened prior to working with the participants of the EMBODI Program. Parental involvement is encouraged with the EMBODI Program. Much research has shown that there is a higher academic success rate when parents are involved in their children’s education.

As stated in the RMM, EMBODI Program committee members should encourage parental participation, visitation, and observation during program activities. Efforts should be made to plan activities that promote parents/guardians participation whether with at home activities or invitations to participate in certain GEMS sessions.

The chapter president should clearly communicate to Sorors, volunteers, parents/guardians, and participants that as set forth in the RMM, the EMBODI Program is not for developing or preparing participating young women to become members of Delta. It is a violation of Delta’s policies for any member to engage in any activity that simulates membership intake or initiation rites.

The following activities are as examples only of those that no member shall require or allow any EMBODI Program participant to engage in:

- Stepping
- Dressing uniformly
- Wearing Delta paraphernalia
- Referring to members as “big sister”
- Adopting and/or using any special call, sound, or sound designed to denote the youth’s participation in the EMBODI Program
- Assigning any special name or number
- Running errands or performing tasks for members or meeting in secret locations
DELTA SIGMA THETA SORORITY, INC.

Dr. Betty Shabazz Delta Academy
Program Parent Module

Parents Empowered Active Children Education
(PEACE)
Resource Booklet

“Live It, Learn It, and Change It”

PROGRAM PLANNING AND DEVELOPMENT
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~Preface~

Parent Education and Involvement

This second edition of Delta Academy’s 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 Academy 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.).

-1-
PEACE Involvement in the Delta Academy

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 Academy 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.
8) 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 Academy 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 Academy parental programming at
      the first meeting
   b) Integrated parent workshop into Delta Academy 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
      Academy-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”

I. 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.

II. 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 feed good about her effort by doing the
         right things in school and in community.

III. 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

IV. 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

V. Module/Strategy: Career Goal Setting
   1) Career Interest Areas
   2) Goal Setting

VI. 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:
   - Make certain she is asking the teacher for extra help.
   - Ask the principal or counselor to give you a list of other support systems available to your child.
   - Assist her at home or ask other relatives to assist.
   - 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, 2006).

<table>
<thead>
<tr>
<th>Higher Level Thinking Skills</th>
<th>What Parents Can Do to Encourage These Skills</th>
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<tbody>
<tr>
<td>1. <strong>Interpreting.</strong> Explaining what something means.</td>
<td>Cut out graph, charts, tables, etc. from a newspaper or magazine. Ask your child to interpret the information and acknowledge their effort.</td>
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<td>2. <strong>Explaining.</strong> Making something clear and understandable.</td>
<td>Inquire how things compare and contrast (are alike and are different).</td>
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<td>3. <strong>Evaluating.</strong> Judging, estimating, or expressing an opinion.</td>
<td>Routinely ask your child’s opinion on a subject or topic.</td>
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<td>4. <strong>Predicting.</strong> Foretelling or declaring beforehand; making a forecast or prediction.</td>
<td>Ask your child what she feels is going to happen.</td>
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<td>5. <strong>Observing.</strong> Watching, paying attention to, or noticing.</td>
<td>On a trip, reviewing the newspaper, or watching the news, ask your child to explain what she sees or notices.</td>
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<td>6. <strong>Analyzing.</strong> Studying in detail; determining the evidence; breaking down a subject or topic; and examining their relationship to each other.</td>
<td>Frequently inquire of your child how parts or elements of something studied fit together.</td>
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<td>7. <strong>Synthesizing.</strong> Pulling together; assembling into a whole; solving, planning, proposing, or constructing.</td>
<td>Ask your child what he or she learned from a specific experience or school assignment.</td>
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<td>8. <strong>Comprehending.</strong> Describing or grasping; understanding; comparing and contrasting; explaining in one’s own words.</td>
<td>Ask your child what the author, speaker, presenter, teacher, etc. meant by what was said or done.</td>
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<td>9. <strong>Hypothesizing.</strong> Assuming something for the sake of an argument; proposing a theory, explaining something.</td>
<td>Present this scene to your child: “What if you did...? What do you think would happen?”</td>
</tr>
<tr>
<td>10. <strong>Mental Tracking Out Loud.</strong> Talking to oneself.</td>
<td>Push your child to recite what she is mentally going through in figuring out an answer or problem.</td>
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</tbody>
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Parent Advocacy Organizations
WEBSITES 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 Stated 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.
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2010-2013

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