

Go-to-High School Go-to-College

CURRICULUM



Alpha Phi Alpha Fraternity, Inc.®



Table of Contents

Preface	3
Foreword	4
Problem	5
Origin and Development	6
How to Use This Guide	8
Time Management	8
Violence/Conflict Prevention (or Violence Prevention)	16
Oral Communication	19
Self-Esteem	23
Historical Perspectives	26
African-American Male (What it Means to be an African American Male) . . .	30
Current Events	32
Leisure Activities	33
Leadership Training	34
Rites of Passage (includes sections on Mentorship, Unity, Lifeline, and the Worksheets on Lifeline, Growth and Change, and Growth Experience)	35
Appendices	46



Preface

This curriculum guide provides the framework for a program, which can be updated and tailored to meet the needs of individual communities. It is anticipated that the topics discussed and activities implemented will stimulate discourse within the membership of each chapter leading to an implementation plan that meets the needs of your community. This guide will provide you with some of the topic issues that youth must deal with as they progress through the public and private educational systems. This curriculum guide does focus your attention on some specific areas that should be addressed, provides several models for program implementation and hopefully, stimulates the Brothers in your chapter with responsibility for providing programmatic leadership to think broadly about the needs of youth as program planning occurs.

The Educational Activities Office will periodically update this guide as feedback is received from the Brotherhood, particularly as successful practices are identified. The objectives for student participants in *Go-to-High School, Go-to-College* are to: (1) improve their self-esteem; (2) improve their academic performance; (3) encourage students to complete high school and pursue education beyond the high school level; and (4) increase their social awareness and problem solving skills in order to enable them to make more responsible decisions.



Foreword

The National Programs and Special Projects Committees of Alpha Phi Alpha Fraternity, Inc. are pleased to distribute the *Go-to-High School, Go-to-College* leader's guide. Since its inception, our program, *Go-to-High School, Go-to-College*, has served as a guiding force in the academic pursuits of African-American males. Through our efforts, we have equipped thousands of children with the self-confidence and academic skills to become successful college-educated adults.

During the 83rd General Convention, *Go-to-High School, Go-to-College* was approved as a National Program of the Fraternity and made mandatory for each chapter to implement. Today, because of the fact that more African-Americans between the ages of 18-25 are in the penal system than the number matriculating on college campuses, it is even more critical for us to provide mentorship to our male youth.

Because of these alarming statistics, it is imperative that we accelerate our *Go-to-High School, Go-to-College* programs in grades K through 12. Providing our youth with positive images of themselves leads to pride and confidence in achieving academic success.

We thank all of the Brothers who contributed their ideas to this leadership guide, past and present. Special thanks to Brothers John L. Colbert, Coordinator of Project Alpha, Dr. Richard Smith, Jr., Chairman of Special Projects, and Dr. Zollie Stevenson, Jr., National Director of Educational Activities (Corporate Headquarters) for their contributions to this guide. Dr. Angela Meshack also provided valuable support and curriculum expertise to the development of this curriculum guide. With special thanks, we acknowledge Brother Dr. James W. Ward, Chairman of the Alpha Phi Alpha Education Foundation, Inc. and the Foundation Board of Directors for their support and encouragement of this project. Sincere gratitude and thanks is given to Brother James B. Gillespe who assisted with the current curriculum and allowed us to use some of the material that he developed for *Gentlemen By Choice*. Finally, we thankfully acknowledge the financial support provided for this publication by the National African-American Male Collaboration through the Village Foundation.

Ronald J. Peters, Dr. P.H.
Chairman
National Programs Committee



Problem

American society has a continuing history of psychological violence against African-American males which has caused “internalized oppression” for this segment of the population. Carter G. Woodson, founder of the Association of the Study of Afro-American Life and History, stated, “When one determines what a man shall think, you don’t have to concern yourself about what the man will do.”

The devastating consequences of these societal constraints has contributed to the low self-esteem experienced by some African-American males. Today, society does not have to keep our youth out of college because many feel they cannot handle the challenge that college presents. In addition, society does not have to keep our young men out of managerial jobs because many do not desire to advance through the workplace.

According to Hammond and Yung (1991), African-American males are more likely to drop out of school than European-Americans. Consequently, as the national demand for unskilled workers continues to decline, many suffer from the related difficulties in obtaining jobs. Even for African-Americans who complete high school, our unemployment rates are approximately 25 percent higher than our European-American counterparts who did not complete high school (Children’s Defense Fund, 1991).

Because of these alarming statistics, it is imperative that we accelerate the Fraternity’s *Go-to-High School, Go-to-College* program. Providing our youth with academic skills and positive images of themselves leads to their having self-pride and confidence in achieving academic success.



Origin and Development

During the Ninth General Convention held at Virginia Union University in 1916, General President H.H. Long emphasized the need for the Fraternity to stress the importance of education. In view of the latter development of the *Go-to-High School, Go-to-College* program, this was a very significant recommendation.

In 1920, the Fraternity ignited the Commission of Graduate Work and Public Affairs. This commission consisted of five elected commissioners who were Alumni Brothers. These Brothers launched a movement toward influencing African-American students around the country to “go to high school and to college.” This was the active beginning of the *Go-to-High School, Go-to-College* movement.

This commission, under the leadership of Roscoe C. Giles, directed that the first week in June 1920 be set aside for all chapters to conduct the *Go-to-High School, Go-to-College* educational campaign. The purpose of the initiative was to touch as many high schools and communities as possible by personal contact or through the distribution of educational pamphlets. To aid this movement, General President L.L. McGee sent letters to all chapters urging that each local group be hereby called to function in the movement. He stated, “In this effort, we must not shoot in the air, but accomplish results. No feeble effort will be effective, but each chapter must perform its part of the program with interest and drive.”

Because of the *Go-to-High School, Go-to-College* movement, it was decided during the 13th Annual Convention in Kansas City, Missouri that the effort should be undertaken indefinitely. In addition, it was decided that Alpha Phi Alpha would collaborate with other organizations in the movement. The motto selected for the movement was “The Future of Our Race is Dependent Upon the Education of Our Boys and Girls.”

In 1932, Brother Carroll, Director of Education, found many Brothers were questioning the value of the movement. The point was made that our schools and colleges were crowded to their capacities and that the educational campaign must be adjusted to this new condition.

Brother J.W. Haywood in 1932 stated, “It is my belief that a movement which says indiscriminately each year to thousands of boys and girls ‘*Go-to-High School, Go-to-College*’ is giving advice that is unscientific and unsound.” In addition, the Southern Region at their 1932 convention in New Orleans passed the following resolution. “The objectives of the Fraternity must be modified so as to make them more in keeping with the trend of the times.”

As a result of this sentiment, the Alpha Phi Alpha Foundation was created. The Foundation members agreed that from the national point of view, the slogan, “*Go-to-High School, Go-to-College*,” should be discontinued and the new slogan, “Education for Citizenship,” was adopted.



The purpose of the Education for Citizenship movement was to emphasize vocational needs and placement, qualifications and participation in voting, establishment and support of race business and enterprises, improvement of health conditions, a program of wealth conservation, the combating of the doctrine of racial inferiority and the support of all efforts vital to the improvement of black welfare.

In 1989, under the guidance of Brother LeRoy Lowery, III, the National Programs Committee Chairman, the *Go-to-High School, Go-to-College* movement was formally resurrected. At the 83rd General Convention in San Antonio, Texas, *Go-to-High School, Go-to-College* was formally voted the National Program of the Fraternity and became mandatory for each chapter to implement.

It was suggested by Brother Lowery that the participants of the *Go-to-High School, Go-to-College* program be African-American male 7th to 12th graders. In addition, the suggested activities of the program were African and African-American history, field trips, entrepreneurship, athletic activities, tutoring, practical life sessions, community service projects, financial affairs, current events, proper student work habits, workplace visits, career orientation, health and hygiene, goal setting and fraternalism.

Should you desire additional information, references used in the session's preparation are included.

How to Use This Guide

Time Management, Study Skills, and Goal Setting

References: Frank, Steven. *The Everything Study Book*. Holbrook, MA: Adams Series Corporation, 1996.
Ferner, Jack D. *Successful Time Management*. New York: John Wiley and Sons, 1995.

The lesson begins with a set of objectives.

An estimate is provided of how much time it will take to complete the session. Your actual teaching time may be more or less.

The introductory activities provide motivation and a focus for the session to follow.

Developmental activities are the exercises that teach the lesson. They may include guided and independent practices.

Text in italics indicates a suggested script. It does not have to be read word-for-word; you can put it in your own words or expand it if you wish.

Objectives:

Learn how personal time is spent.
Recognize how to use time more efficiently.
Set goals for time utilization.
Keep a time log.
Use time more efficiently to study.

Lesson Duration: 45 minutes

Introduction

SAY: Let's look at the things you do in a usual day. Who can name something that he or she does everyday?

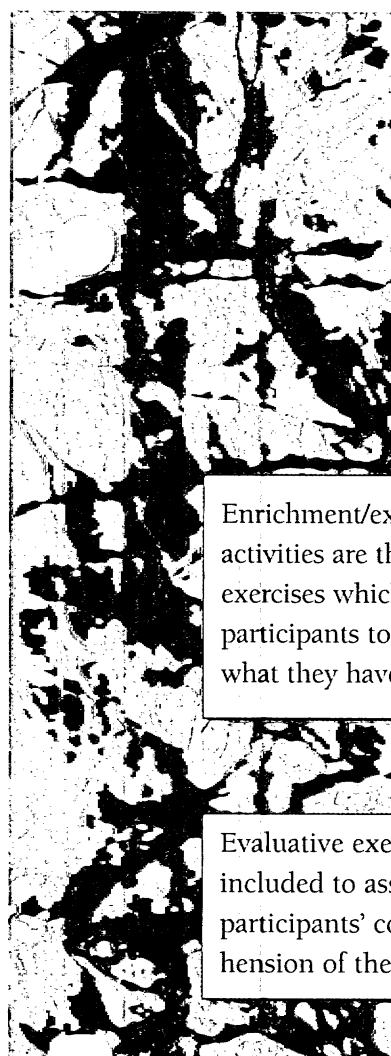
Place on the chalkboard. Ask children to write down the ones that apply to them. Categorize—have children do this. [Use these categories: personal (e.g., eating, sleeping, dressing, getting to school, chores); at school; with my family; homework; fun/free time].

Developmental Activities

Allow each child to decide how much time he spends performing each activity. (You may need to assist younger students in completing this part by looking at the time school begins, etc.) Total the time in each category. Take up this sheet for later comparison.

ASK: Is there any one thing related to your study habits that you would like to change about how you spend your time? As an African-American male, you can achieve any goal that you want to reach in life. You must plan for what you want to accomplish or do and not just live for the moment. Some of your time each day must be spent toward reaching your goal. The time is now to start thinking about what you want to do with your life and what you must do to get there.

Tell children they will set long-term and short-term goals related to what they want to be and their study habits. A long-term goal is something you will do in the future. You may want to be a doctor, a lawyer, physical therapist, and so on. An example of a long-term goal is "I want to be a doctor." A short-term goal related to that is, "I will get an 'A' in science." Then you have to think about what you have to do to reach your short-term goal of getting an 'A' in science. These will be your daily objectives. Example of daily objectives might be, "I will listen to the teacher in class" and "I will study science each night for 1 hour."



Enrichment/extension activities are those exercises which allow participants to use what they have learned.

Evaluative exercises are included to assess participants' comprehension of the session.

Enrichment/Extension

Distribute worksheet. Explain to children. Ask children to write one long-term goal. Allow children to read what they have written to ensure all are on the right track. Now ask children to write a short-term goal related to that long-term goal. Check these responses. Now ask children to write daily objectives for their short-term goal. (e.g., Long-make the honors roll this year. Short-get all 'A's on my report card. Daily-Spend two hours each night doing homework.)

Evaluation

Instruct children that they will keep a log of their activities for one week from the time they wake up until they go to bed at night. Remind them of their long- and short-term goals and objectives and ask them to try to adjust their schedules to work toward accomplishing their goals.

Activities by Objectives and Handouts

The activities in this leadership guide are organized by objectives. Preceding the objectives, there may be a list of references (as applicable), followed by a listing of preparatory activities, lesson duration, and optional activities for leader use. These activities are included in categories of introductory, developmental, enrichment or extension, and evaluation. Supporting materials and the duration of each session are also listed. In some cases, there are separate activities for elementary- or lower-grade students versus middle and high school students. Vocabulary words are included and it is recommended that their meanings be discussed with students. At the end of each section, you will find worksheets corresponding to specific activities.



NAME _____

DATE _____

Goal-Setting

“A man without goals is like a ship without a rudder.”

You will never get to your destination unless you set goals for yourself. In the space below, write long-term goal, a related short-term goal, and daily objectives..

Long-term Goal

Short-term Goal

Daily Objectives



Time Management, Study Skills, and Goal Setting- Part II

Follow-up

Lesson Duration: 30 minutes

Extension

Upon your return, ask students if they were able to achieve their time management goals. Find out what worked and what did not. Ask those who find their goals to be unachievable to reanalyze why they are not achieved.

SAY: Now that you see how you spend your time, let's look at the time you spend studying. When you think about it, studying is your job. And your job changes everyday. You are always learning something new. You have new assignments. You change grades every year. If you don't keep track of your assignments, your work could become a complete mess. So now that you have seen how you spend your time, let's make your time more organized.

I have for you a sheet that you can use to keep your weekly assignments. It will allow you to keep track of your assignments and activities, when you have tests, extracurricular activities, and so on. You should get in the habit of carrying this or a date book around so that you can keep track of what is due and make good use of your time. Let's fill this out right now for this week. Your teacher will help us to list all of your subjects.

END HERE FOR ELEMENTARY SCHOOL AGE CHILDREN.



NAME _____

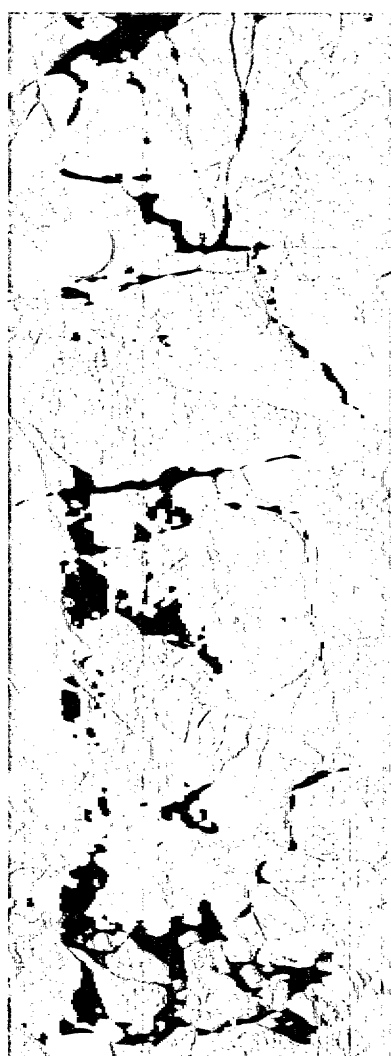
DATE _____

Study Schedule

Week of _____

Assignment

Subject	Monday	Tuesday	Wednesday	Thursday	Friday



Time Management, Study Skills, and Goal Setting- Part III

Continued for middle and high school students

Lesson duration: 30 minutes

Materials: Study schedule, dictionary, thesaurus, world atlas, grammar book

Introduction

SAY: If you are to be the best you can be at your job as a student, you must be organized. You should keep track of all of your assignments, test dates, appointments with teachers and study partners, your extracurricular activities, as well as any other obligations. Just as adults keep track of their daily schedules, you should do the same. Get in the habit of carrying your schedule around with you all the time. For example, you might get to class one day and the teacher tells the class that the day for the final exam has changed. You can write the new date down right away to make sure you won't forget it. And it's not enough to just write important dates and times down, you have to make a habit of reviewing your schedule.

Another important part of your job as a student is keeping your lessons and notebooks organized. Have a space at home that is your study area, where you keep everything you need for the semester. This way, you will be able to find what you need when you need it. Your study area should have good lighting. It should be in a quiet area. And it's not just good enough to have a study area, you must use it. Do not study with your headphones on or the television blaring. You can listen to music, just as long as it doesn't distract you. For example, listening to something very old will probably not distract you whereas listening to a new CD will have the opposite effect. You should develop the habit of studying in an environment where you can concentrate. Make sure it has good lighting. Don't wait until the day before the test to study, review your work each day. Devote some time, even if it is a few minutes, to reviewing what you have learned in school that day when you get home.

Now, here are some reference guides that every student must know about and use. If you have them at home, that's even better. They will help you to write better papers and help you to look up additional information as you read. They are:

Dictionary—this is the most important reference book a student can own. As you come to words you need to know the meanings of, you can look them up so you can follow what you read. When you write essays and other papers, you should double-check the spelling and the meaning of any words you may not know.

Thesaurus—This is a book that gives you synonyms for frequently used words. You can use them in your writing to make it more interesting.

World Atlas—The atlas will give you facts from identifying capitals to basic information about countries. As you are reading and come to a place, you can find out more about it by looking it up in your atlas.



Grammar Book—Because you are a student, you already have this book. It is important to use proper grammar. This lets your teacher and other people know that you are a serious student. Of course, there are so many rules in the English language that most people don't know all of them. So it's always a good idea to have one on hand to double-check just in case you are not sure.

Almanac—This may sound silly, but an almanac contains a lot of valuable information. You can find everything from past Academy Award winners to a list of United States presidents and their birthplaces.

Evaluation: Write things you need to do to improve your study habits. Complete schedule.



Violence/Conflict Prevention

Reference: Hill, Paul Jr. *The Journey (Adolescent Rites of Passage) Youth Workbook*. East Cleveland, OH: The National Rites of Passage Institute, 1998.

Objectives

To define conflict.
To identify one's usual techniques for conflict resolution.
To identify techniques for effective and ineffective conflict resolution.
To rationalize why specific solutions are effective.

Lesson Duration: 45 minutes

Preparation: obtain book, Little Bill.

Vocabulary: conflict, compromise

Introduction

For middle and high school students, define conflict. Write the word and the definition on the chalkboard. For elementary school students, read the book *Little Bill* by Bill Cosby.

ASK: *How do you handle conflict? What do you do when someone does something to you that you don't like? What do you do when someone says something to you that you don't like? What would you do if someone hit or pushed you? (Write responses on the chalkboard.) Allow children to place responses in positive and negative or good and bad categories or violent or non-violent based on the outcome that may result from each action.*



Developmental Activities

Ask students to complete Conflict Survey worksheet. Explain directions. Middle and high school students should be able to complete individually. Read and assist elementary age children. After completing, discuss with children their responses, why what they use is effective or not, why it is right or wrong, how they can change.

Read and discuss case studies with children.

Case study 1: *Hakeem was walking down the hallway during the passing of classes when a group of three boys began calling him names. Another group of students started saying things to Hakeem like, "Oooh, you're not going out like that, are you?" "Man, you gonna let them clown you like that?" WHAT SHOULD HAKEEM DO? Allow students to offer alternative solutions. Categorize the solutions as positive or negative in terms of their avoidance of violence. Repeat and provide positive reinforcement to students. Let's act this out. Choose students to play each part. Allow other students to play students in the hallway. Allow 1-2 students to play teachers standing in their doorways.*

Case study 2: *Tanisha is sitting at her desk doing her work when Tracey passes by and knocks her books off her desk. WHAT SHOULD TANISHA DO? Allow students to offer positive, non-violent responses. Repeat and provide positive reinforcement to students. Let's act this out. Choose students to play each part. Allow other students to play students in the hallway. Allow one student to play the teacher.*

Now, think about times when you have seen your friends get angry and react in a violent way. Let's talk about what they did. Allow students to give examples. Write them on the chalkboard.. Now ask, how could they have reacted differently, without violence? Let's act out both situations, the good and the bad.

Evaluation

Is there anyone who can summarize why it is better to handle conflict in a non-violent way instead of a violent way?

NAME _____

DATE _____

Conflict Survey

Directions: Below are some ways that you may use to solve conflicts. Mark the column marked always, sometimes, and never the way that best describes you. Then, decide if this way of solving conflicts always, sometimes, or never works. Mark the column that best fits what you think.

Way of solving conflict	How Much I Use			How Often It Works		
	Always	Sometimes	Never	Always	Sometimes	Never
1. Try to reach a compromise.						
2. Get an adult to decide who is right.						
3. Say you are right even if you don't think you are.						
4. Avoid the person.						
5. Say to the person what you think they were saying to make sure you heard them right.						
6. Threaten the other person.						
7. Change the subject.						
8. Ignore the person hoping they will give up or go away.						
9. Say, "I'm right and it's too bad if you don't understand."						
10. Give in.						
11. Pretend you agree with the person.						
12. Joke and clown around to try to make things better.						
13. Have a fight.						
14. Try to talk louder than the other person does.						
15. Whine and complain.						
16. Decide what points you and the person agree on and then where you disagree to find out what the problem really is.						
17. Talk over or interrupt the other person when he/she is talking.						
18. Agree that you and the person disagree.						
19. Listen carefully to what the other person is saying.						
20. Try to see both sides of what is being argued about.						



Oral Communication

Objectives

Learn the five keys to successful communication.
How to effectively use words and body language to communicate a message.
Provide a 1-2 minute presentation to the class.

Lesson Duration: 45 minutes

Vocabulary: communicator, communicate, image, desire, confidence, patience

Preparation: Obtain a copy of the tape or compact disk "I Have a Dream" by Martin Luther King, Jr., from your local music store.

ELEMENTARY

Introduction

Play the "I Have a Dream" tape or CD. Ask if they know who the man giving the speech is. Tell children he is not only known for his work to gain equal rights for all people, but also because he was a great speaker. Today, they will learn how to become a great speaker.

Developmental Activities

Discuss in brief the five steps.

SAY : The first thing is you have to have the desire to be a great communicator. What is desire? You have to want to *communicate*.

The second thing that makes a great communicator is understanding the techniques of communicating. You want the words you speak to put an image or picture in the minds of the people who are listening. What is an image? Wait. An image is something you can see with your mind, not with your eyes. For example, you could say, "I ate a pizza." but the person listening only has a small idea of what you are talking about. If you said, "I ate a pepperoni pan pizza with extra cheese" the listener has a clearer image of what you're talking about. If when you're speaking, you use words that put images or pictures in the minds of your listeners, you will be a more effective communicator.

The third rule is to make your communication clear and understandable. Use the words you use everyday, but be sure it is proper English unless you are presenting something like a rap. Also, when you're giving a speech it is not a good time to show off using words with which you are not familiar. Don't use a speech to show how smart you are.



The fourth key is practice. Practice will improve your confidence and make you more comfortable with what you are saying. It will help you not to stumble over your words. It is said that "Practice makes superb." Superb means terrific, great, and excellent.

The fifth key is to have patience. Nobody became a superb communicator overnight. With experience, you will get better and better and better until you are superb.

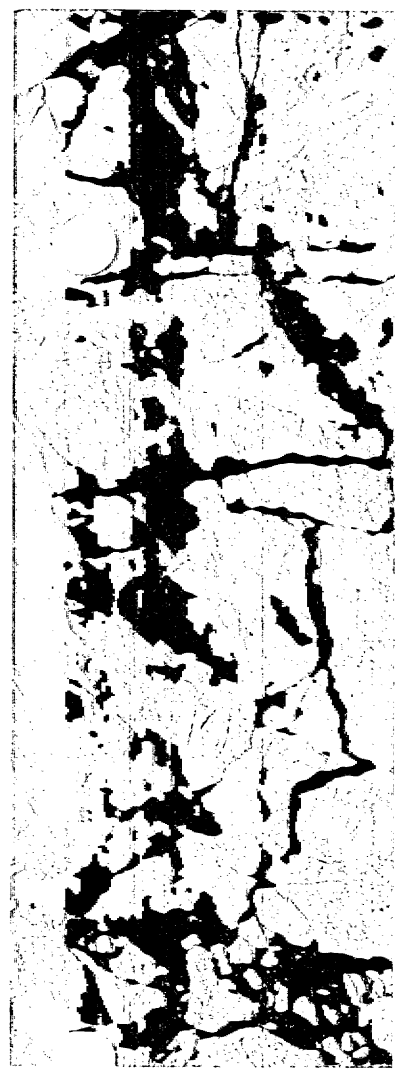
Now let's look at how body language affects your communication. Suppose I were giving a speech. Listen and watch. Read quickly in a low tone from the poem below with your arms folded tightly, switching from foot to foot, and frowning. When finished, ask students what was wrong with that communication. Inform them that communication without words or nonverbal communication is also important. By nonverbal communication, we mean your voice quality, how soft or loud you speak, how fast or slow, the tone of your voice, how you emphasize words, and juncture or the way you join vowels and consonants together to form your words. Nonverbal communication also means your body language. I was standing there with my arms folded. I was saying don't come any closer. Body language means your posture, standing up straight and not slouching, using your hands to emphasize certain points. I was frowning, not a good facial expression. Try to look pleasant. Smile if it is appropriate. Another important thing, depending on where you are speaking, is your clothing and grooming.

Ask children to write a speech about one of their pets. If they don't have a pet, write a speech about the pet they would like. They should also draw a picture of the pet that they will show after the speech is read. Remind children that what they write should give the people who are listening a clear picture of what they are talking about. We should be able to see your pet, to know how large or small it is, what color it is, what kind of sound it makes, what it likes, what it doesn't like, and so on. They should use proper English. Allow children 15 minutes to write their stories.

NOTE: Children in lower grades will make use of inventive spelling and you may not be able to read what they have written, but they will be able to.

Evaluation

Ask children to volunteer to come forward to read their speeches. Remind them to speak clearly, stand up straight, make eye contact from time to time, not wiggle around, and speak where everyone can hear. Applaud after each child and offer words of encouragement.



MIDDLE/HIGH SCHOOL STUDENTS

Introduction

Begin class with 30 seconds of the “I Have a Dream” speech by Dr. Martin Luther King, Jr.

Explain to students that this is a speech by Dr. Martin Luther King, Jr. and that this speech is recognized in this country as one of the great speeches of all time. Tell students that not only was he a great leader, but also an excellent communicator. What is it to communicate? Dr. Martin Luther King spoke well and knew how to present what he was saying. He had the ability to make people listen. He spoke with passion, that is, you knew that he believed what he was saying and that what he was saying was important to him. According to the book, *How to Be a Great Communicator (In Person, on Paper, and on the Podium—The Complete System for Communicating Effectively in Business and in Life*, Nido Qubein, John Wiley and Sons, 1997), there are 5 things that make one a great communicator.

Developmental Activities

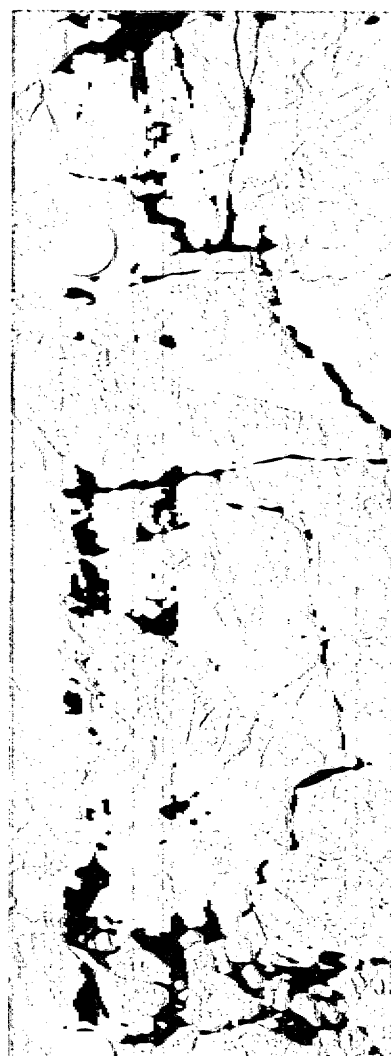
The first thing is you have to have the desire to be a great communicator: What is desire? You have to want to communicate.

SAY: The second thing that makes a great communicator is understanding the techniques of communicating. You want the words you speak to put an image or picture in the minds of the people who are listening. What is an image? Wait. An image is something you can see with your mind, not with your eyes. For example, you could say, “I ate a pizza.” but the person listening only has a small idea of what you are talking about. If you said, “I ate a pepperoni pan pizza with extra cheese” the listener has a clearer image of what you’re talking about. If when you’re speaking, you use words that put images or pictures in the minds of your listeners, you will be a more effective communicator.

The third rule is to make your communication clear and understandable. Use the words you use everyday, but be sure it is proper English unless you are presenting something like a rap. Also, when you’re giving a speech is not a good time to show off using words with which you are not familiar. Don’t use a speech to show how smart you are.

The fourth key is practice. Practice will improve your confidence and make you more comfortable with what you are saying. It will help you not to stumble over your words. It is said that “Practice makes superb.” Superb means terrific, great, excellent.

The fifth key is to have patience. Nobody became a superb communicator overnight. With experience, you will get better and better and better until you are superb.



Now let's look at how body language affects your communication. Suppose I were giving a speech. Listen and watch. Read quickly in a low tone from the poem below with your arms folded tightly, switching from foot to foot, and frowning. When finished, ask students what was wrong with that communication. Inform them that communication without words or nonverbal communication is also important. By nonverbal communication, we mean your voice quality, how soft or loud you speak, how fast or slow, the tone of your voice, how you emphasize words, and juncture or the way you join vowels and consonants together to form your words. Nonverbal communication also means your body language. I was standing there with my arms folded. I was saying don't come any closer. Body language means your posture, standing up straight and not slouching, using your hands to emphasize certain points, making eye contact. I was frowning, not a good facial expression. Try to look pleasant. Smile if it is appropriate. Another important thing, depending on where you are speaking, is your clothing and grooming.

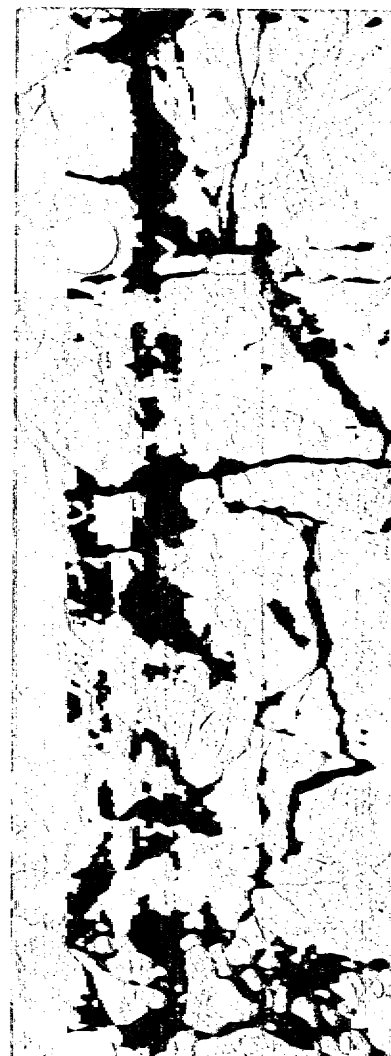
Enrichment/Extension

SAY: Let's practice today. I have a list of topics from which you can choose. I want you to work in pairs to write a one-page speech. You will get 15 minutes to write the speech and 5 minutes to practice it. Remember to make your words give the people listening, your classmates, and a clear image of what you are talking about.

Evaluation

Allow students to make their presentations. Provide positive reinforcement.

End session by reminding students that these are public speaking techniques, but that many of them apply for normal conversation. Remind them to speak clearly and where they can be heard in everyday situations, in class, in the home, etc. Their writing should reflect their speaking.



Self-esteem

REQUIRES 2 SESSIONS

References: Frank, Ivan C. *Building Self-Esteem in At-Risk Youth: Peer Group Programs and Individual Success Stories*. Westport, Connecticut: Praeger Publishers, 1996.

Biscoe, Belinda, John Mayfield, and Carol Wakely. *A Chance for Youth: A Leadership Curriculum (Interview About Me)*. Oklahoma City: The United States Department of Health and Human Services, 1992.

Hill, Paul. *The Journey (Adolescent Rites of Passage) Youth Workbook*. East Cleveland, OH: The National Rites of Passage Institute, 1998.

Objectives

- Improve and enhance their self-esteem.
- To identify self-image.
- To learn what positive qualities others see.
- To make participants aware of what positive qualities they possess.
- To build upon positive qualities possessed.

Lesson duration: 45 minutes

Introduction

Read this story as an introduction.

SAY: Nia was a very nice and shy girl. She was the smartest girl in her class. She didn't talk much, but was always polite. Because she was very quiet, she didn't have many friends. She thought the other kids didn't like her, but behind her back they were saying, "Nia is so shy. I would like to be her friend. She is so smart and pretty and she sure can play basketball. I would love to have her on my team."

How could Nia learn what the other kids think of her?

Developmental Activities

SAY: Nia could begin by looking at what she thinks of herself. How we see ourselves is called self-image. Our self-image is strongly affected by how other people treat us and by how others show us to be. For example, television and the movies send messages about which we are and we have no control over this definition of ourselves.

Enrichment/Evaluation

SAY: Sometimes other people recognize our strengths or good points better than we do. Distribute the worksheet and explain the directions. In order to learn more about yourself, you will complete this worksheet. In the box labeled "Myself," write three things that you like about yourself. For example, you might say, "I am creative, I am honest, I am hard-working." Then choose four other boxes on the form and talk to the person listed. Ask them to tell you three things they like about you. Write those things on the sheet. Allow children time to write three things under the "Myself" heading. Tell them when you will return to discuss this activity.

NAME _____

DATE _____

Interview About Me

In the box labeled "Myself," write three things that you like about yourself. Then choose four other boxes on the form and talk to the person named. Ask them to tell you three things they like about you. Write those things on the sheet.

Myself

- 1.
- 2.
- 3.

Parent or Guardian

- 1.
- 2.
- 3.

Brother or Sister

- 1.
- 2.
- 3.

Adult

- 1.
- 2.
- 3.

A Teacher

- 1.
- 2.
- 3.

A Neighbor

- 1.
- 2.
- 3.

A Male Friend

- 1.
- 2.
- 3.

A Female Friend

- 1.
- 2.
- 3.



Self-Esteem

FOLLOW-UP (DAY 2)

Extension

Ask students to name one thing they found that people liked about themselves, but which they were not familiar. Give all who wish a chance to respond.

SAY: How does it make you feel to learn what people like about you?

Was there anything about yourself that you thought would be mentioned, but that wasn't? Were you disappointed that it wasn't mentioned? Is there anything you can do to make people more aware of this strength?

Was there one thing that more than one person said was a positive quality about you?

Evaluation

Summary: Remember that it makes you feel good to know what positive things others think about you. Remember also to accentuate the positive. What I mean by this is to make your strengths work for you, to use them for good. And remember that you are a great person. You should also let people around you know what you like about them.

Historical Perspectives of African-American People—Education

Part I

Reference: Hayes, Floyd W. *A Turbulent Voyage: Readings in African American Studies*. San Diego: Collegiate Press, 1992.

Objectives

Recognize the importance of formal education.

Explain the history of education among African-Americans in the United States.

List five things they can do to ensure they receive a great education.

Lesson duration: 40 minutes

Introduction

Show a picture of slaves.

ASK: *What were some of the things these people could not do?* (Try to elicit the response that they did not have the right to an education.)

Developmental Activities

SAY: *Today, we will look at the struggle African-Americans have had to make in our struggle for knowledge and quality education. This struggle began with slavery and continues today. Slaves were not allowed the chance to learn because whites feared that if the slaves became knowledgeable, they would plan rebellions and run away. The slaves wanted to learn and believed that knowledge would help them to be free. In the 1830s, slaves and free blacks set up secret schools in their homes and churches, although they knew they could be punished. During the late 1800s and early 1900s after slavery ended, the need among African-Americans to learn continued and they began setting up their own schools and colleges. Even after we were legally able to receive education, whites decided that we must remain segregated. For a time, we were not allowed to go to the same schools as whites. We had our own schools, but many times, we had the leftover textbooks and desks and few of the supplies that whites had. The Civil Rights movement of the 1960s is where blacks marched and fought for the races to be integrated. Now we can go to any school we want. It is up to each of us to get the best education we can.*

Explain who Frederick Douglass is. Read for elementary age students and allow middle school students to read aloud excerpts from *Life and Times of Frederick Douglass, Learning to Read and Grow in Knowledge*. Allow high school students to read silently (*A Turbulent Voyage*, pp. 4 61-467). Have a discussion afterward.

SAY: *What do you think about what Frederick Douglass said?*

What do you think you would have done if you had been in the same situation?

Why was formal education important to slaves?

Why is formal education important today?

How can you make sure you are getting the best education you can?

Enrichment:

Write down five things you will do to ensure you complete your education?

Day 2

Historical Perspectives of African-American People—Religion

Reference: Browder, Anthony T. *Nile Valley Contributions to Civilization: Exploding the Myths*, Volume I. Washington, DC: The Institute of Karmic Guidance, 1992.

Objectives

To become aware of Nile Valley religion.

To become aware that present religion originated from Nile Valley religion.

Lesson duration: ELEMENTARY, 30 minutes
MIDDLE/HIGH SCHOOL, 45 minutes

Vocabulary: descendant, agriculture, engineering, embalming

Introduction

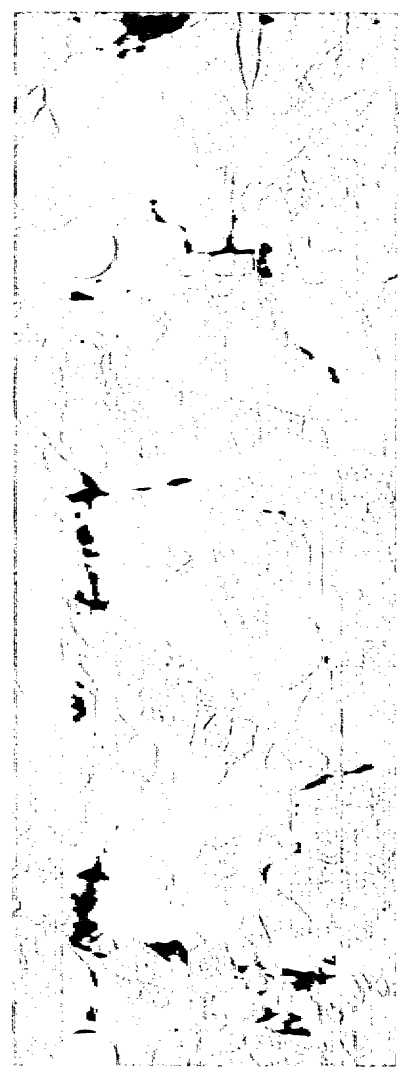
Show poster, "Before there was American history, there was black history." See p. 73.

Locate Egypt on a world map.

SAY: *Some say this is the birthplace of civilization, Egypt. Egypt is located on the continent of Africa. Egypt is an outgrowth of the culture that was developed along the Nile Valley. The Sphinx (show picture) and many great temples were built in Egypt. African Americans are descendants of the continent Africa in which lies Egypt. African-Americans had a mighty history before they were taken from their homes and brought to America. The Nile Valley is where we find the beginnings of agriculture, engineering, writing, science and religion. Today we will look at religion. This is not a lesson in religion, but a look at history.*

Africans, from the beginning of time, always had a belief in one self-created and all-powerful god. There are two themes in Egyptian religion: the creation of the universe and the creation of man and what his role is in the scheme of things. Does any of this sound familiar? How and where have you heard it before?

I think you'll find many similarities to Christian religion in the religion of the Egyptians. Both say that God created the heaven and the earth, divided the waters, and created light. Like Christians, the people of the Nile believed in everlasting life and embalmed the bodies of those who died with a process that we still haven't figured out today. They also believe in heaven, man having a soul, God making man from clay, God breathing life into man, in good and evil, and in hell and hell fire.



There are Declarations of Maat which are 42 laws which tell a man how to live his life and which would be used to measure a man's life at the time of judgment. These are some of them:

2. I have not robbed with violence.
3. I have not stolen.
4. I have done no murder; I have done no harm.
8. I have not spoken lies.

What do they remind you of? Yes, that's right, the Ten Commandments.

Thou shall not steal. Thou shall not kill. Thou shall not lie.

The word Egypt is mentioned 740 times in the King James and Revised Standard versions of the Bible.

What do you think of all these things that are so much alike?

CONCLUSION: Although names and symbols may be changed, many of the original African components or parts are the same. The religions today have many parts of Nile Valley civilization.

Evaluation

Elementary: Give students a picture of the Sphinx to color.

END HERE FOR ELEMENTARY.

CONTINUED FOR MIDDLE/HIGH SCHOOL STUDENTS.

SAY: I have for you some comparisons you can read to see how our religion today has many parts of Nile Valley religion. Distribute handouts, "Comparison between the lives of Heru and Jesus Christ" and "Comparison Between Akhenaton's Hymn to the Aton and Psalm 104."

CONCLUSION: Although names and symbols may be changed, many of the original African components or parts are the same. The religions today have many parts of Nile Valley civilization.

Comparison Between the Lives of Heru and Jesus Christ

Heru
(ca. 3200 B.C.E.)

Horus had 2 mothers: Isis the Virgin, who conceived him, and Nephthys, who nursed him. He was brought forth singly as one of five brothers.

Horus was with his mother, the Virgin, until 12 years old, when he was transformed into the beloved son of God as the only begotten of the Father in Heaven.

From 12 to 30 years of age, there is no record in the life of Horus.

Horus, at 30 years of age, became adult in his baptism by Anup.

Horus in his baptism made his transformation into the beloved son and only begotten of the Father, the Holy Spirit, represented by a bird.

Jesus
(ca. 1 A.C.E.)

Jesus had 2 mothers, Mary the Virgin, who conceived Him, and Mary the wife of Cleophas, who brought Jesus forth as one of her (five) children.

Jesus remained with His mother, the Virgin, up to the age of 12 years, when he left her "to be about His Father's business."

From 12 to 30 years of age, there is no record in the life of Jesus.

Jesus, at 30 years of age, was made a man in His baptism by John the Baptist.

Jesus in His baptism is hailed from heaven as the beloved son and the only begotten of the Father, the God, the Holy Spirit, represented by a dove.

Comparison Between Akhenaton's Hymn to the Aton and Psalm 104

Akhenaton's Hymn
(ca. 1353 B.C.E.)

The world is in darkness like the dead. Every lion cometh forth from its den: all serpents sting. Darkness reigns.

When Thou risest in the horizon...the darkness is banished... Then in all the world they do their work.

All trees and plants flourish...the birds flutter in their marshes... All sheep dance upon their feet.

The ships sail up stream and down stream alike..The fish in the river leap up before thee: and thy rays are in the midst of the great sea.

How manifold are all Thy works!...Thou didst create the earth according to Thy desire, men, all cattle...all that are upon the earth.

Psalm 104
(ca. 1000 B.C.E.)

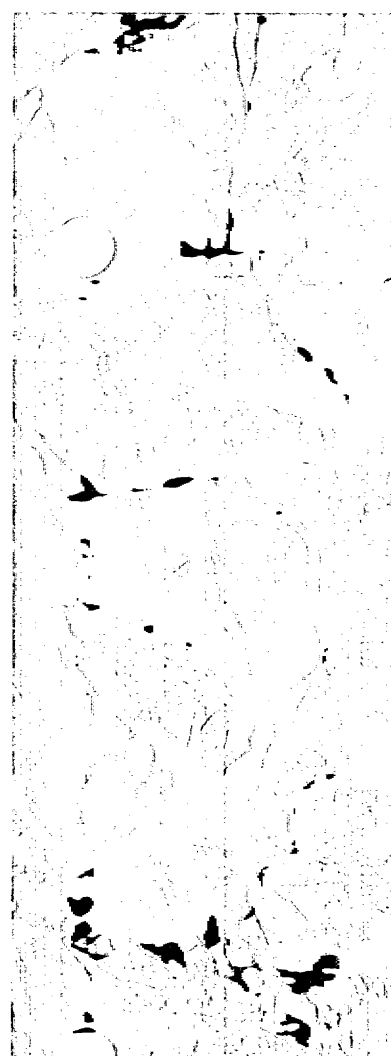
Thou makest the darkness and it is night, wherein all the beasts of the forest do creep forth. The young lions roar after their prey.

The sun riseth....Man goeth forth unto his work and to his labour until the evening.

The trees of the Lord are full of sap...wherein the birds make their nests..The high hills are a refuge for the wild goats.

So is this great and wide sea, wherein are things creeping innumerable, both small and great and beasts...There go the ships.

O Lord how manifold are thy works! In wisdom has Thou made them all..The earth is full of thy creatures.



What it Means to be an African-American Male (Man)

Reference: Akbar, Na'im, *Visions for Black Men*. Tallahassee, FL: Mind Productions and Associates, Inc., 1991.

Objectives

To identify characteristics that exemplify manhood.
To identify African-American men who had qualities of excellence.
To desire to become an exceptional African-American man.

Lesson Duration: 30 minutes

Vocabulary: discipline, urges, reason, rational, courage, moral excellence, self-respect, self-help, uncompromising, integrity

Introduction

Begin by discussing the following questions. Write answers on the chalkboard.

SAY: What is a male?
What is a man?
What makes a male different from a man?
How is the life of an African-American man different from other men?

Developmental Activities

SAY: A man has discipline. That means he is able to wait and control the urges within himself. A man does not just do something because it feels good. He considers the consequences of his actions. Once the man has discipline, then he is able to reason. As you develop the ability to reason, you gain knowledge. As you develop reasoning, you learn to be rational. Being rational means expanding your consciousness or awareness of what is. You are able to tackle real life problems and find solutions. A man thinks about his actions before he does anything. He does not make babies with many different women. He has children with his wife. As you try to make it to the age when you are considered a man, think about not having children until you can take care of them responsibly. Do what it takes to ensure this does not happen.

There are excellent models of black manhood. They are not excellent models because they are perfect, but because they have qualities that are worth imitating. Some excellent models are Martin Luther King, Jr., the Honorable Elijah Muhammad, Booker T. Washington, and Paul Robeson. (Show a photo of each.)

Dr. King had a quality that it takes to be an African-American male even today and that is courage. Dr. King had courage to face the people against him in Selma, Birmingham, and Cicero. He believed in what he was doing. He even had courage to stand up against the threat of death. He had the courage to stand up for what he believed in when his own brothers who had the same education as he did were against what he was doing. There were some blacks who were afraid he was just causing trouble and who didn't join him until it became



the popular thing to do. Dr. King didn't mind people thinking he was unusual or exceptional. Dr. King was a man of courage who took the church to the streets and began to change the world.

The Honorable Elijah Muhammad was the teacher of Malcolm X. He is the man who took Detroit Red, as Malcolm X was known when he got out of prison, and many other nobodies like him and made them into somebodies. Elijah Muhammad helped those who no one else wanted to help and lifted them up. Elijah Muhammad had a bank; he owned thousands of acres of farmland; he owned a trucking company; he was a man who defined himself. He preached that in order to better yourself, you have to know who you are. He believed that you couldn't smoke and drink and expect people to respect you. You couldn't disrespect women and expect respect. He believed in moral excellence and self-respect.

Booker T. Washington gave African-Americans a way to break out of slavery and to gain control of their lives. He believed that we should build our own institutions. He knew that if African-Americans were to stay in the United States that they had to have money. Booker T. Washington got every black earner of big amounts of money together and formed the National Business League. They were able to build a good amount of wealth. He also believed in self-help, that we don't need to wait around for someone to do something for us. We have to help ourselves.

The fourth example of excellence is Paul Robeson. Paul Robeson was a man of uncompromising integrity. He had principles, that is, things he believed in, and he was not willing to change what he believed for any price. He was a star football player; basketball player; lawyer; actor; singer; and philosopher. He had many talents. When he was told that he had to play a slave in a movie who bowed and scraped and who mumbled his words, he refused even when he was threatened with not being able to act. When he was told where to go, he refused even when he was told that he just wouldn't go anywhere anymore. He told those people, "I will not stop thinking what I think. I will not stop doing what I think I must do." And he did not. He was true to himself and what he believed in. He made sacrifices.

Think about the kind of world we could live in if each of us had the integrity of Paul Roberson, the courage of Martin Luther King, and the ideals of Elijah Muhammad and Booker T. Washington.

Enrichment/Extension:

ASK: What are some of the characteristics that will make you a man? Make a list.

Evaluation:

Middle/high school students

Ask students to select an African-American who exemplifies manhood. Write a report about the person and include in it the qualities that made or makes him a man.

Elementary students

Ask them to write about themselves when they grow up telling what they will do to show that they are men.



Current Events

Objectives

- To define current event.
- To name current events.
- To list sources of current events.
- To gain an interest in becoming informed about the world around them.

Lesson duration: 30 minutes

Introduction

Ask students if they know of anything that is going on in the news. Ask them to share with their classmates. Encourage other students to add what they know about the topic. Explain that what is going on around them are current events. *They can learn about current events in the newspaper, on the news, or from talking to their parents. ASK: Why is knowing about current events important? It helps to know about what is going on in the world around you.*

Developmental Activities

ELEMENTARY

Choose a particular topic to discuss with students that is relevant to African-Americans. Engage students in a discussion about the topic. Show them the source from where the article was taken.

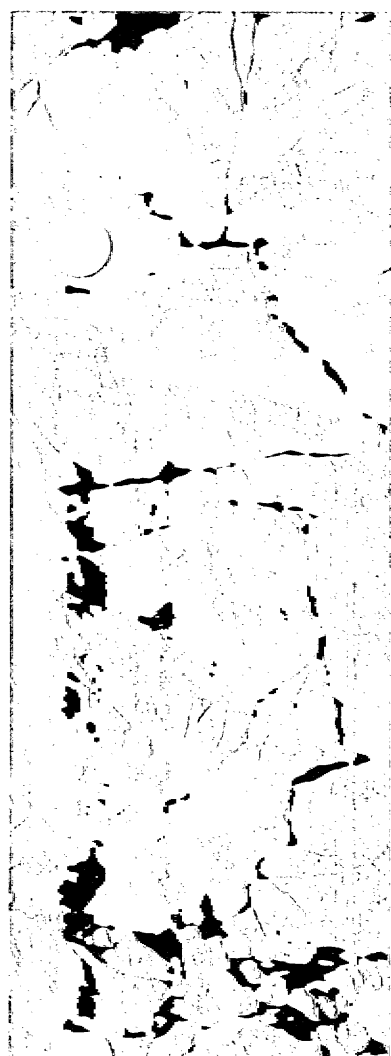
MIDDLE AND HIGH SCHOOL STUDENTS

Preparation: Print on separate pieces of paper events that are currently taking place locally, nationally, and internationally, with which the students should be familiar, and which specifically impact African-Americans. (NOTE: Events will vary dependent upon when the session is presented.)

Materials: Events, newspaper, hat or box, questions pertaining to each event

Place students in groups, the number dependent upon the number of events. Place events in hat. Allow each group to choose an event. Allow students to read about event in newspaper. Afterward, ask groups to report on their event. The report should include information about what the event is, who it affects, how it affects a certain group(s), and where it is taking place. Students should be allowed to ask questions of their classmates.

(If this is during the time of an election, a mock debate can be held. Students should be chosen to represent the candidates. Other students should prepare questions. Others should act as reporters.)



Leisure Activities

Objectives

To make students aware of alternate, affordable activities in their communities.
To stimulate interest in alternate activities.
To take a field trip.

Preparation: Obtain prior approval from school to plan a field trip. Arrange transportation and insurance.

Lesson duration: 35 minutes

Materials: City entertainment guide
Other publications that list local activities for youth
(e.g., Houston: Our Kids)

Introduction

ASK: *What do you do for fun?* Make a list.

Developmental Activities

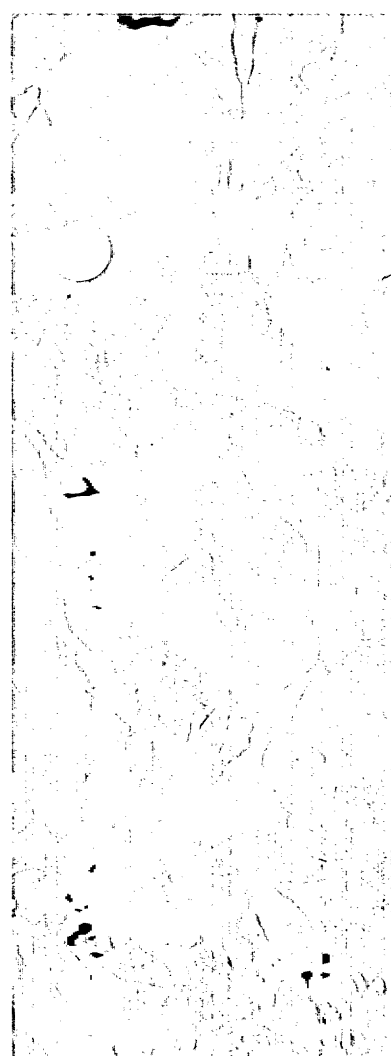
Discuss cultural and alternate activities that are available in your community (e.g., museums, theaters, public library, park, ballet, opera, symphony, Discovery Zone, historical African-American tours, etc.). Provide the names and associated costs, if applicable. For theaters, operas, ballets, and museums, describe the programs currently available. Ask children if they are interested in attending any of these events. Allow students to vote on the one they would like to attend. Tell children you will work with the teacher and principal to set a date, to get permission slips made, and to arrange transportation.

Follow-up

Take children on the field trip.

Evaluation

Ask them to write about the experience. What did they expect? How did what they expected match what was seen? How did they enjoy the experience?



Leadership Training and Entrepreneurship

Objectives

- To become aware of leadership characteristics.
- To become aware of African-American leaders.
- To learn about African-American entrepreneurs.
- To believe that it is possible to become a leader.
- To believe that it is possible to become an entrepreneur.

Lesson duration: 45 minutes

Vocabulary: entrepreneur, ethics, integrity

- Preparation: (1) Conduct research on African-American leaders.
(2) Arrange for local business leader to speak in second half of session about what it takes to become an entrepreneur.

Introduction

Begin by having this question on a poster: *What is a leader?*

Make a list of responses students provide on the poster or on the chalkboard. List the qualities the children name.

(Try to make the list inclusive: responsible, loyal, integrity, ethics, sense of purpose, goal-oriented, has a mission, problem solving ability, willing to make sacrifices, etc. If students don't give all the answers you expect, elicit responses by asking questions that yield "clues" to the answer you are seeking.)

Developmental Activities

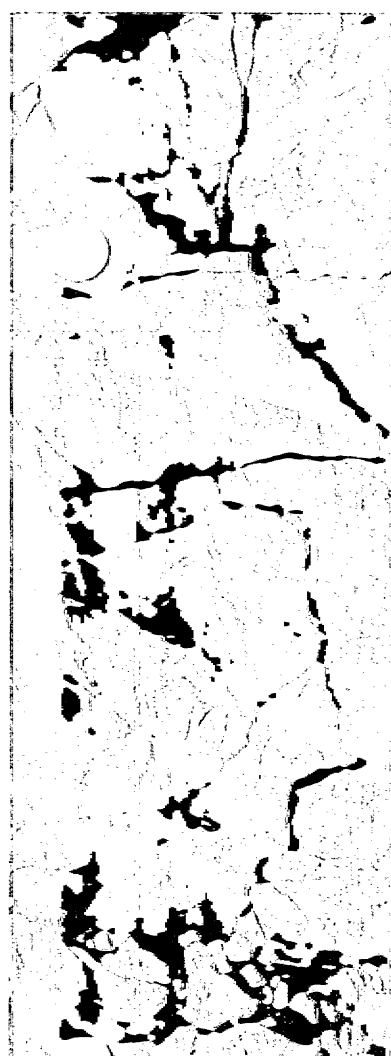
ASK: *Who are some of our great African-American leaders?*

Discuss the leaders children name, their contributions, as well as what they did to get where they are. Emphasize that there are leaders in education, religion, entertainment, politics, business, etc.

ASK: *Are you a leader or a follower? (Rhetorical question) Today, you will hear from a leader in our community. He is an entrepreneur. He will tell you about what it took for him to get where he is today.*

Enrichment/Extension

Following speaker, have a question-and-answer session.



Rites of Passage

Mentorship

Youth Orientation

Reference: Hill, Paul Jr. *The Journey (Adolescent Rites of Passage) Organization Manual*. East Cleveland, OH: The National Rites of Passage Institute, 1998.

Objectives

- To organize a youth mentorship program
- To involve parents/guardians in the mentorship of their children
- To provide mentors for youth
- To orient youth to the *Journey* program-purpose, principles, and activities

Lesson duration: 60 minutes

Preparation:

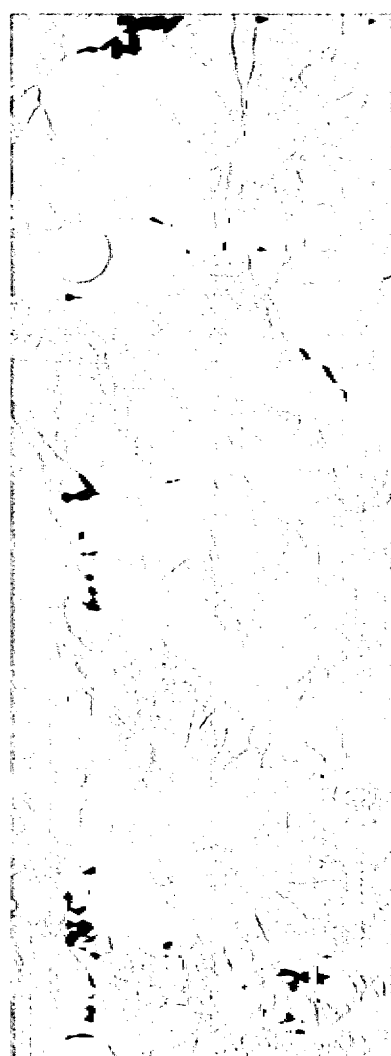
1. Conduct meeting with mentors. Set regular meeting schedule to keep abreast of program activities. Form small, informal committee (including mentors, parents of youth, community members) that will meet regularly to evaluate and suggest program activities.
2. Train mentors for guiding student using *Journey* training provided by *The National Rites of Passage Institute*.
3. Prepare parent information packet before beginning program that consists of a letter of explanation, an invitation to an orientation meeting, and a permission form granting youth permission to take part in the mentorship program.
4. Conduct orientation meeting for parents that includes an introduction to Nguzo Saba and examples of activities that will be used with youth.
5. Prepare a lifeline showing the events of an individual from birth to death (e.g., parent, grandparent)

Introduction:

Form a unity circle.

Have all participants get into a circle and hold hands. The elder or an appointee may begin by greeting the group. Welcome participants to *The Journey* program. Discuss what "*The Journey*" means, what has been accomplished and what is hoped for. (Optional: The elder may call on the group to remember past ancestors; persons not present who normally would meet with the group; past accomplishments of the group or its members; a teaching to benefit the group.) The elder may call on others to speak. The elder leads the group in saying, "Ah'shay," (It is good) to end the circle.

Introduce mentors who will provide guidance.



Developmental Activities

Introduce the Nguzo Saba.

SAY: The Seven Principles that The Journey program is based are from the Nguzo Saba. The Nguzo Saba is formed from many philosophies and customs common among many African groups. These principles are the focus for the seven-day African-American Kwanzaa celebration, but they also give us a guide for living throughout the year. The Nguzo Saba was developed in 1965 by Dr. Maulana Karenga.

Distribute worksheet (attached). Read the principles and the English translations. Engage participants in a discussion. Enrichment/Extension: Distribute worksheet, “Nguzo Saba” (attached). Explain directions to students. Discuss responses after everyone is done.

Evaluation:

Ask participants to discuss the seven principles with their parents and/or siblings.

Conclusion:

End the session with a Unity Circle. Explain to participants that this is a ritual that will be followed each time the group meets.



The Seven Principles

Directions: Learn the Seven Principles. You may wish to memorize them and talk to others about them until you are sure of their meanings.

1. **UMOJA (Unity)** - To strive for and maintain unity in the family, community, nation and race.
2. **KUJICHAGULIA (Self-Determination)** - To define ourselves, name ourselves, create for ourselves, and speak for ourselves, instead of being defined, named, created for and spoken for by others.
3. **UJIMA (Collective Work and Responsibility)** - To build and maintain our community together and make our brothers and sisters problems our problems, and to solve them together.
4. **UJAMAA (Cooperative Economics)** - To build and maintain our own stores, shops, and other businesses and to profit from them together.
5. **NIA (Purpose)** - To make our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.
6. **KUUMBA (Creativity)** - To do always as much as we can, in order to leave our community more beautiful than we inherited it.
7. **IMANI (Faith)** - To believe with all our heart in our people, our parents, our teachers, leaders, and the righteousness and victory of our struggle.

NOTE: The Swahili word for each principle is translated to English. You may wish to translate these to your native language.

NAME _____

DATE _____

NGUZO SABA

Directions: Discuss the meaning of each principle. Together develop a meaning statement and record examples.

Principle	Meaning (Your own words)	Example
UMOJA (Unity)		
KUJICHAGULA (Self-Determination)		
UJIMA (Collective Work and Responsibility)		
UJAMAA (Cooperative Economics)		
NIA (Purpose)		
KUUMBA (Creativity)		
IMANI (Faith)		



Unity

Reference: Hill, Paul Jr. *The Journey (Adolescent Rites of Passage) Organization Manual*. East Cleveland, OH: The National Rites of Passage Institute, 1998.

Objectives:

To develop skills that promote unity and interdependence
To recognize the value of elders to the community and to a young person's growth

Vocabulary: Elder

Lesson duration: 60 minutes

Introduction:

Begin session with a unity circle. Repeat the ritual discussed in the previous session with introductions of new participants. Review the seven principles. Tell participants: *Today we will work further with the principle of unity.*

Write ELDER on the chalkboard. Ask participants to define. Write their suggestions. Ask someone to find a dictionary definition. From all definitions received, ask participants to write their own personal definition of elder.

ASK: *Who are some elders in your community?*

Developmental Activities:

SAY: *The people who have come before us, our elders, should be recognized for their contributions. They help us to grow and can help us to become better people. Think about the adults or elders who have influenced your life. They may be family, teachers, ministers or adult friends of the family. Distribute worksheet (attached). On this worksheet, you will write the adults who have helped you grow and how they influenced you.*

Discuss responses with participants.

Enrichment/Extension:

Ask students to interview a family elder who has memories and family stories. Remind them that their responses will be discussed during the next meeting.

End session with unity circle.




NAME _____

DATE _____

The Influence of Elders

Directions: Think of the adults or elders who have influenced your life. It may be family members, teachers, ministers or adult friends of the family. Write the adults who have helped you grow in the first column and how they helped you in the second.

Elder who influenced me	How the elder influenced me
<i>(Example) Grandfather</i>	<i>Encouraged me to study</i>



NAME _____

DATE _____

Elder Interview

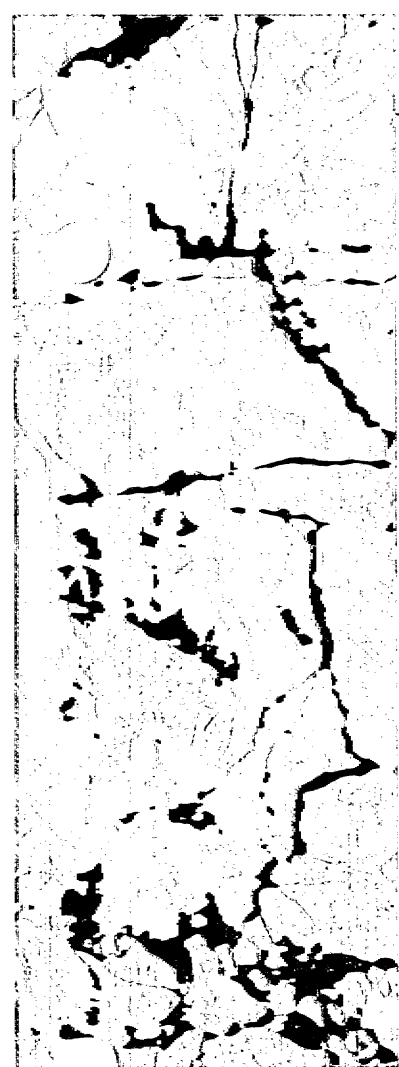
Directions: Choose a family elder who has many memories and family stories. Ask to interview them about the family history.

Family Elder to Interview: _____

Interview Date: _____ Time: _____

Directions: Create questions you wish to ask before the interview. A few suggested questions are below.

1. Please tell me about our relatives.
2. Who do you remember that I am too young to have known?
3. Where have our relatives lived in the past?
4. What did you like to do for fun when you were my age?
5. Are there any foods that we eat today that are old family recipes?
6. Does our family have any keepsake items that have been passed down through the generations?
7. What did you wish most for your grandchildren or future family members?



LIFELINE: Life Changes

Objective:

To recognize changes occurring in the journey from childhood to adulthood.

Vocabulary: Lifeline, growth

Lesson duration: 60 minutes

Preparation: Construct a lifeline for an elder that can be used as an example during this session.

Introduction:

Begin session with unity circle. Review the seven principles.

Review material from previous session.

Display lifeline.

SAY: *You are on a journey, a passage to adulthood. Others have already completed their journeys. The journey starts when you are born and ends when you die. You can think of your life as a passage through stages. At each stage, there are changes and responsibilities. Let's look more closely at this lifeline. Discuss the lifeline with participants emphasizing the changes and responsibilities.*

Developmental Activities:

Distribute worksheet (attached-see Hill, page 16, Organization Manual). Complete as a group. Discuss.

Enrichment/Extension:

Ask participants to complete the "Growth and Change" worksheet (attached). Discuss.

Evaluation:

Distribute worksheet. Ask participants to write a story about a personal event that caused maturity.

End with unity circle.

NOTE: *These are suggested activities. Your actual activities will vary dependent upon your committee's recommendations.*



NAME _____

DATE _____

Lifeline

Directions: Construct a lifeline below to show the major stages of life. Label each stage. Then think of major changes that occur at different times. Above the line, write changes and below the line, add responsibilities.

Directions: There are advantages and disadvantages to each stage of life. Construct a timeline to show what freedom and responsibilities you have had. Above the line, write responsibilities. Below the line, write freedoms.

